MODULE HANDBOOK

2022-2023

COMP1787 Requirements Management

Contents

1. Welcome to the Module

Welcome to COMP1787, Requirements Management, which is a 15-credit level 6 module.

This module will introduce you to key issues associated with management of requirements. Quality Information systems are critical to the success of today's organisations. Underpinning the development of such quality systems is the successful management of the requirements engineering cycle. The main aims of this course are (1) examine the key issues associated with the successful management of requirements and (2) introduce the student to a number of practical tools and techniques used to overcome these issues.

The module runs for one academic term and is assessed through one piece of coursework.

This handbook provides essential information that you will need during your undertaking of this module. It is not intended to be exhaustive but should help you to see at a glance key information about the module such as the aims and learning outcomes, the proposed schedule of delivery, assessment details, reading list and any additional resources that will be needed by you. Please ensure that you familiarise yourself with its contents.

The university will do all that it reasonably can do to provide educational services to support your learning. Sometimes circumstances may mean that we cannot provide such educational services or that the university has to withdraw or change aspects of this module and/or student services detailed in the information you have been provided with by the university. This might be because of, for example:

- industrial action by university staff or third parties;
- the unanticipated departure or absence of key members of university staff;
- acts of terrorism;
- the acts of any government or local authority;
- academic changes within subject areas; or
- where the numbers expected on a module are so low that it is not possible to deliver an appropriate quality of education for students enrolled on it.

In these circumstances, the university will take all reasonable steps to minimise the resultant disruption to those services and to affected students, for example by making reasonable modifications, but to the full extent that it is possible under the general law, the university excludes liability for any loss and/or damage suffered by any applicant or student as a result of these circumstances.

The modifications we make may be to:

- the content and syllabus of modules, including in relation to placements;
- the timetable, location and number of classes;
- the content or method of delivery of your module;
- the examination process; and

- the timing and method of assessment

Many of the changes that we make are in response to feedback from students and are intended to improve the experience of students and student outcomes.

In making any changes, the university will aim to keep significant changes to the minimum necessary and will notify and where reasonably possible also consult with you in advance about any significant changes that are required.

2. Key Contacts

The list below summarises the contact details of key individuals relevant to this module.

Module Leader: Dr. Aditi Rawal photo	✉ Email: A.Rawal@greenwich.ac.uk 📅 Office hours: Email to request
TUTORIAL Team: **Dr. Nageena Frost** **Dr. Irfan Chishti**	✉ Email: N.K.Frost@greenwich.ac.uk 📅 Office hours: Email to request ✉ Email: Irfan.Chishti@greenwich.ac.uk 📅 Office hours: Email to request
External Examiner: TBA	

The University of Greenwich is a community founded on mutual tolerance and respect, and the obligations and responsibilities of its members towards each other. If you are a student, the Student Charter sets out what we expect of you as a member of our community and what you can expect from staff of the University and the Greenwich Students' Union. It also highlights the commitments that we believe are shared by all of us - students, staff and the Students' Union. It is underpinned by our values of ambition, creativity, determination, excellence and inclusivity, and our mission of transforming lives through inspired teaching and research

We would ask you to familiarise yourself with the Charter, because it sets the tone for expected behaviours and attitudes and sits above the more specific and detailed requirements of our policies and regulations.

The Student Charter was approved by Academic Council and the Governing Body in June 2019, following consultation with students, staff and the Students' Union. We will review it annually, consulting with our university community.

🖥 https://docs.gre.ac.uk/rep/sas/student-charter

To register at the University, as part of the online registration process, you must accept that you have read, understood and agreed to abide by the Principal Conditions of Registration.

https://docs.gre.ac.uk/rep/sas/principal-conditions-reg

3. Key Module Specification Details

School/Department: CMS
Number of Credits: 15
Term of delivery: Term 2
Site of delivery: Maritime

Pre-requisites/Co-requisites:
Students would be expected to have a level 5 understanding of:
- information systems requirements elicitation/modelling tools and techniques,
- traditional and agile system development approaches
- the role of the IT professional, and function of information systems within the organisation

Aims:
The main aims of this course are (1) examine the key issues associated with the successful management of requirements and (2) introduce the student to a number of practical tools and techniques used to overcome these issues.

Learning Outcomes:
On completing this course successfully, you will be able to:

1. Analyse and compare current approaches to requirements management within a development environment
2. Assess the impact of stakeholders and organisational culture on the development of effective requirements and system development
3. Relate issues associated with risk, quality, and Legal/Social/Ethical/Professional (LSEPI) to a practical scenario

4. Employability Skills Gained

Cognitive Skills

The coursework and tutorial case studies are based on real life scenarios that will allow you an opportunity to make sensible assumptions and propose solutions to solving problems. You will also be expected to reflect on your choices and their possible impact.

Generic Competencies

Although this course does not include formal group work, you will be expected to have group discussions during tutorial sessions, after which you will present your findings to the rest of the class.

The coursework involves a substantial written element emphasising clear formatting and spelling. The coursework involves a substantial written element emphasising clear formatting, spelling and grammar within a clear, well-reasoned narrative.

Technical Ability

This course will enable you to develop advanced requirements analysis skills. You will also be able to reflect upon these skills and consider their value to your future careers.

Organisational Awareness

We will consider various aspects of the organisational structure of a company and consider the impact of organisational culture on requirements elicitation and specification.

Practical and Professional Elements

We will consider the key quality, risk and professional (LSEPI) issues encountered when developing requirements and explore these in a practical way.

The university encourages students to make use of the Greenwich Employability Passport and the online Career Centre to help expand the employability skills.

You can find out more about the Greenwich Employability Passport online
🖥 https://www.gre.ac.uk/articles/ils/greenwich-employability-passport-for-students

Information about the Career Centre is also available online

🖥 https://www.abintegro.com/public/career-transition-and-job-search

You can log on to the Career Centre with your Portal ID and Password

🖥 https://orca.gre.ac.uk/cas/login?service=https://idp.gre.ac.uk/oala/auth.php

Please see Section E.3 of your Programme Handbook for further information on Accommodation, Employability and Careers Services, Wellbeing Services, etc.

5. Schedule of Teaching and Learning Activities

Kindly note the learning and teaching activities are indicative and the schedule may change, if required.

Week beginning	Activity
Week 1	Poor Requirements and Systems Failure
Week 2	Frameworks

Week 3	Rapid Application Development (Agile Development)	
Week 4	Rapid Application Development techniques	
Week 5	Requirements Engineering and People (Stakeholders)	
Week 6	SCRUM and Kanban	
Week 7	Skills Week (No formal lecture)	
Week 8	Requirements Elicitation and Modelling Techniques	
Week 9	Law and Ethics	
Week 10	Professionalism and the Professional Bodies	
Week 11	Coursework Review and Formative Feedback	
Week 12	Coursework Submission	

6. Assessment Tasks

Report - 100% weighting (3000 words). A case study-based report that uses requirements management tool and techniques learnt.

The coursework submission deadline is Tuesday 11 April 2023.

The overall pass mark for this module is 40%.

If you don't pass a module at the first attempt, you may be eligible for a Re-sit opportunity – this will be confirmed after the Progression and Award Board (PAB) has sat. Note that marks on re-sit assessments are usually capped at the pass mark unless extenuating circumstances with impaired performance have been applied for and granted.

Assessment Schedule

Assessments	Deadline	Weighting	Maximum length (exam time/ word count/ minutes as applicable)	Marking type (stepped, numerical, pass/fail)	Learning Outcomes
Requitements management Coursework	11 April 2023	100 %	3000 words	Numerical	1,2,3

Re-sit assessments

Resit (Individual)	14 July 2023	100 %	3000 words	Numerical	1,2.3

Marked coursework with feedback will normally be provided within 15 working days of the submission deadline. In exceptional circumstances, where there is a delay in providing feedback, you will be informed by the module leader.

Please see Section C of your Programme Handbook for further information on assessments and Feedback.

COMP 1787 Requirements Management - Marking Rubric and Weighted Marking Scheme

Marking Rubric
Your case study report will be graded for the following:

	0-29% Fail	30-39% Fail	40-49% Satisfactory	50-59% Good	60-69% Very Good	70-79% Excellent	80-100% Outstanding
D1 Knowledge **Understanding concepts and application of requirements management within a development environment**	Poor piece of work must demonstrate a little or no understanding of the topic and the inability to apply techniques/concepts fully and clearly. • Demonstrate Little or no understanding of the issues surrounding the application of Agile based methods to a development environment. • Little or no understanding of the requirements of the assignment. •Confusion and irrelevant material. •Little or no understanding of the MoSCoW rules.	An unsatisfactory piece of work must demonstrate a poor understanding of the topic. •Demonstrate a poor understanding of the issues surrounding the application of Agile based methods to a development environment. •Poor understanding of the requirements of the assignment. •Possibly some confusion and much irrelevant material. •Lack of clarity on the MoSCoW rules.	•Demonstrate a basic understanding of the issues surrounding the application of Agile based methods to a development environment. •Demonstrate a basic understanding of high-level requirements analysis and MoSCoW prioritisation. •Apply the MoSCoW rules in a basic way.	•A satisfactory attempt demonstrating an effective understanding of the assignment. •Demonstrate understanding of some of the issues surrounding current development methodology approaches. •Demonstrate understanding of some of the issues surrounding the application of Agile based methods to a development environment. •Demonstrate understanding of some the issues relating to high level requirements analysis and	•Demonstrate a good understanding of the issues surrounding the application of Agile based methods to a development environment. •Demonstrate a good understanding of high-level requirements analysis and MoSCoW prioritisation. •Apply the MoSCoW rules sensibly, demonstrating a good understanding of the need for incremental delivery.	•An excellent attempt demonstrating a clear understanding of the requirements of the assignment. •Demonstrate a thorough understanding of the issues surrounding the application of Agile based methods to a development environment. •Demonstrate a thorough understanding of high-level requirements analysis and MoSCoW prioritisation. •Apply the MoSCoW rules sensibly, demonstrating a clear understanding of	•An outstanding attempt demonstrating a genuinely unique and a deep understanding of the requirements of the assignment. Demonstrate an outstanding understanding of the issues surrounding the application of Agile based methods to a development environment. •Demonstrate exceptional understanding of high-level requirements analysis and MoSCoW prioritization. •Apply the MoSCoW rules thoroughly, demonstrating an outstanding understanding of the need for incremental

Criterion							
				MoSCoW prioritization. •Apply the MoSCoW rules in a sensible way demonstrating some understanding of the need for incremental delivery.		the need for incremental delivery.	delivery.
D2 Evaluation **Contextualized evaluation of the case study with relevant discussion. Clear understanding of risk, quality, LSEPI contextualized to the case study**	Little to no understanding of the requirements of the assignment. Poor understanding of risk and the LSEP issues •Demonstrate an inadequate understanding of the DPA principles and the role of the professional and, in particular, the BCS code of conduct. Demonstrate an inadequate understanding of the DPA principles Demonstrate inadequate understanding of the role of the professional and, in particular, the BCS code of conduct.	Narrowly fails to provide sufficient evidence of effective understanding report writing for this assignment. An unsatisfactory understanding of risk and the LSEP issues. Proposed inadequate solutions to solving problems. Demonstrate an inadequate understanding of the DPA principles. Demonstrate inadequate understanding of the role of the professional and, in particular, the BCS code of conduct.	Barely sufficient evidence of effective report writing for the assignment A satisfactory understanding of risk and the LSEP issues. Proposed some adequate solutions to solving problems. Demonstrate a basic understanding of the DPA principles. Demonstrate a basic understanding of the role of the professional and, in particular, the BCS code of conduct.	A sound approach to writing your report and conveying your argument. A reasonable understanding of risk and the LSEP issues. Proposed for most part relevant solutions to solving problems. Demonstrate an understanding of the DPA principles. •Demonstrate an understanding of the role of the professional and, in particular, the BCS code of conduct. •Identify some practical examples relating to the above	A robust approach to writing your report and conveying your argument. A clear understanding of risk and the LSEP issues. Proposed sensible solutions to solving problems. Demonstrate a good understanding of the DPA principles •Demonstrate a good understanding of the role of the professional and, in particular, the BCS code of conduct. •Bring some original thought to the argument;	An excellent approach to writing your report and conveying your argument. A detailed understanding of risk and the LSEP issues. Proposed creative solutions to solving problems. Demonstrate a thorough understanding of the DPA principles. •Demonstrate a thorough understanding of the role of the professional and, in particular, the BCS code of conduct. •Bring original thought to the argument.	•A deeply impressive demonstration of research, organization, initiative, analysis, and application, worthy of publication with the required referencing. •Demonstrate an outstanding understanding of the DPA principles. •Demonstrate an outstanding understanding of the role of the professional and, in particular, the BCS code of conduct.
D3 Research **Use of research informed evidence And depth**	Unable to fully demonstrate of initiative, research, critical analysis, organisation, engagement, and	Narrowly fails to demonstrate of initiative, research, critical analysis, organisati	A satisfactory demonstration of initiative, research, critical analysis, organisatio	A good demonstration of initiative, research, critical analysis, organisation,	A very good demonstration of initiative, research, critical analysis, organisati	An impressive demonstration of initiative, research, critical analysis,	An exceptional demonstration of initiative, research, critical analysis, organization

of the investigation	application.	on, engagement, and application.	n, engagement, and application.	engagement, and application.	on, engagement, and application.	organization, engagement, and application.	, engagement, and application
D4 Communication **Ability to evaluate and discuss the main options with required standard of English proficiency.**	An unsatisfactory attempt at evaluating and discussing the main options in a coherent way. Ideas do not flow well and there is minimal or no argument to support	The ability to evaluate and discuss the main options in an unsatisfactory way.	Basic report writing skills that enable you to set out a structured, if weak, argument. Simplistic view of the topic and limited effort to grasp possible alternative options.	The ability to critically evaluate and discuss the relevant options in a competent discussion. The narrative is logical and makes sense. Occasional insights written in the report to highlight the key points.	The ability to critically evaluate and discuss the relevant options in a concise way. All ideas and evaluation flow logically and well-reasoned argument put forward with evidence.	The ability to critically evaluate and discuss the appropriate options in an effective way. Well-reasoned argument put forward with strong evidence.	The ability to critically evaluate and discuss the appropriate options in a robust manner. Robust and cohesive argument put forward with strong evidence that illuminates the report.
D5 Referencing **Appropriate use of Harvard style of referencing**	Not referenced the report as required or not at all.	Not referenced the report adequately or not at all. Minimal usage of any external sources.	Not used appropriate referencing partially or throughout the report. May have used some relevant citations.	Proper use of referencing throughout your report but may have minor inconsistencies. Needed to cite more relevant scholarly sources.	Proper use of referencing throughout your report. Outside sources used but they are mainly for a general audience.	Proper use of referencing throughout your report. Used a wide variety of external scholarly sources.	Proper use of referencing throughout your report. Evidence is sourced from a wide source of readings ranging from books. journal articles, websites, etc.

Weighted Marking Scheme

Assessment Criteria	Marks available (%)	Marks given
P.ID		
Banner-id		
Section A [20%] Management Summary		
Summarisation to briefly describe if Agile Framework and concepts would be an appropriate method to use for the project. Clearly identified advantages/drawbacks perceived with examples from the Case Study to support the answer.	*20*	

Section B [30%] High Level requirements analysis and MoSCoW prioritisation tools:		
B1: Produce a list of 8 -10 functional requirements and 2 non-functional requirements. This is the wish list elicited from the case study and is unprioritized.	15	
B2: Use the MoSCoW rules to prioritise the requirements, produce an updated 'Functional requirements list' clearly showing the prioritisation you have given to each of your requirements.	15	
Section C [30%]		
C1: LSEPi Clearly contextualised one practical example from the case study for each aspect of Legal, Social, Ethical and Professional Issues (LSEPI) identified as a systems analyst.	15	
C2: The role of a data controller and what does the organisation need to do to be compliant with GDPR	15	
Conclusion	10	
References [Harvard style of referencing]	5	
Professional written communication for English proficiency Professional standard and formatting, professional writing style and language use.	5	
Final Mark [%]	100	

Comments	
Please provide feedback on: - How well the student has performed in answering each section. - The student's ability to analyse a problem, identify a solution, and write a critical review of the work completed. - How the student could improve the work in the future.	
Marker Name: Date:	

Details of the nature and format of formative assessment
- *Students will be given in-class tasks to check understanding on a regular basis*
- *Students will be given to opportunity to gain feedback on coursework during tutorial sessions*
- *During tutorial sessions students will be encouraged to work in groups and formative feedback will be provided by their peers, as well as the tutors.*

Re-sit Assessment Details
If you don't pass a module at the first attempt, you may be eligible for a Re-sit opportunity – this will be confirmed after the Progression and Award Board (PAB) has sat. Note that marks on re-sit assessments are usually capped at the pass mark unless extenuating circumstances with impaired performance have been applied for and granted.

For Re-sits assessments the student will undertake to submit individually a project planning report. A case study and a resit specification will be provided.

See Section G:1,2 & 3 of your Programme Handbook on Academic Regulations

Please see Section D of your Programme Handbook for information on Extenuating Circumstances, Complaints and Appeals.

7. Support for Re-sits

The learning material will be made available on Moodle for students required to undertake re-sits.
For re-sit support email the module leader for further information.

8. Reading Lists

Author	Date	Title	Publisher	ISBN
Girvan & Paul	2017	Agile and Business Analysis: Practical guidance for IT professionals	BCS	9781780 173221
Kent J McDonald	2015	Beyond Requirements	Addison-Wesley	9780321 834553
Suzanne Robertson and James Robertson	2012	Mastering the Requirements Process, 3rd Edition	Pearson	9780321 815743
Dean Leffingwell	2011	Agile Software requirement	Addison-Wesley	9780321 635846

BCS		BCS Requirements Engineering Specialist group **www.resg.org.uk**		
Volere		Volere approach to requirements engineering and management **www.volere.co.uk**		

For more information on Support Service, see Section E

Please refer to Section H of your Programme Handbook on Resources (Library and IT Services, Academic Skills).

💻 https://www.gre.ac.uk/academicskills

💻 https://docs.gre.ac.uk/rep/sas/student-protection-plan

9. Additional Module Specific Information and Costs

Kindly note all the learning material will be available on Moodle.

10. Glossary of Terms

Pre-requisites/Co-requisites	This describes the learning you are expected to have completed before starting the module or the learning (or other modules) that you should be undertaking alongside it.
Aims	These define the overall educational purpose of the module
Learning Outcomes	These are subject specific statements that define the learning that will be assessed during this module
Assessment Weight	This refers to the proportion of the overall result for the module that is based on your performance in each of the assessment tasks

11. Changes to the module

At the University of Greenwich, we value feedback from students as well as external examiners and other stakeholders and we use this information to help us improve our provision. For example, on this module we have continued with formative feedback session following student feedback that this would is something well received.

Important note: The University of Greenwich will do all that it reasonably can to provide educational services to support your learning as specified in our handbooks and other information provided. However, under some circumstances, changes may have to be made to the services that are delivered. This may include modifications to the:

- content and syllabus of modules, including in relation to placements
- timetable, location and number of classes
- content or method of delivery of your module
- examination process
- timing and method of assessment

This might be because of, for example:

- academic changes within subject areas
- the unanticipated departure or absence of members of university staff
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- industrial action by university staff or third parties
- the acts of any government or local authority
- acts of terrorism

In these circumstances, the University will take all reasonable steps to minimise any disruption to the services provided and to affected students, for example by making reasonable modifications. However, to the full extent that it is possible under the general law, the University excludes liability for any loss and/or damage suffered by any applicant or student as a result of these circumstances.