# Southampton Solent University

# Assessment Brief

# Assessment Details

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| Unit Title: | Software Systems Development |
| Unit Code: | COM600 |
| Unit Leader: | Dr Brian Dupée |
| Level: | FHEQ level 6 |
| Assessment Title: | Development Report |
| Assessment Number: | AE2 |
| Assessment Type: | Report |
| Restrictions on Time/Length : | 2000 Words |
| Individual/Group: | Individual |
| Assessment Weighting: | 60% |
| Issue Date: | 23rd January 2017 |
| Hand In Date: | 12th May 2017 |
| Planned Feedback Date: | 9th June 2017 |
| Mode of Submission: | Online |
| Number of copies to be submitted: | N/A |
| Anonymous Marking | This assessment is exempt from anonymous marking. |

# Assessment Task

This assignment takes the form of a software development exercise the scale and complexity of which is sufficient for the student to apply the development principles that they have studied in a meaningful context.

# This will be a reflective report but will be backed up by evidence of your work throughout the year. Its weighting is 60%. The supporting evidence i.e. the software development artefacts, including an executable, will be uploaded to Solent Online Learning along with your prepared reflective report.

# Assessment criteria

# See attached grid.

# Learning Outcomes

This assessment will enable students to demonstrate in full or in part the learning outcomes identified in the unit descriptors.

# 

**Introduction**

This assignment task takes the form of a software development exercise the scale and complexity of which is sufficient for the student to apply the development principles that they have studied in a meaningful context, such as:

* Create regular working code as demonstration of a successful Agile development process
* Using appropriate design diagrams as part of the ICONIX process
* Using GRASP and/or GoF design patterns within the development
* Using appropriate automated test tools for unit and/or acceptance testing
* Using appropriate management tools for both team-working and version control.

Students will therefore apply industry-recognised analytical, design, testing and project management techniques toward the development of a system.

The system is a **Demonstration Program** which acts as a prototype for an application to be used within an Athletics Club which organizes training sessions and athletics events. This could be seen as the “back-end” of a simulation game but that is as far as it goes. You must not build a game.

The students will begin by working in small teams in a SCRUM type environment. Once a base level product and been designed, tested and accepted, nominally by week 5 of the unit, the students can either continue working in teams, or can progress independently. (If you do work independently, you will still use most of the development artefacts, but you will not gain the experience of working in a development team.)

The assessment criteria focus on an individual’s report, either as a player engaged in a team, or as a sole developer. If, in the unlikely event, you spend most of this assessment working by yourself you should address the “Team work” criteria by considering your perception of the benefits/issues of working as a member of a team in an agile software development environment.

The seminar sessions will introduce several software development concepts. Students will be encouraged to research these topics and to include them, as appropriate, into their activities; development topics will include SCRUM, test driven development, GRASP Architectural patterns, software design patterns, version control and content management.

**Activities**

This assignment requires you to *incrementally* and *iteratively* develop the Athletics Club Demonstration Program following the SCRUM Project Management technique.

**Assessment**

Assessment will be based upon the criteria set out in the attached grid which is derived from the FHEQ Level 6 assessment descriptors. You are advised to study these criteria in detail.

This is an individual assignment (regardless of whether you have worked as a member of a team, or independently).

Students will convey their own reasons and justifications for design decisions.

Students will present their own individual reflective elements when evaluating different designs and developmental techniques.

Where a student draws on external sources proper reference must be made.

**Background of the Athletics Club Demonstration Program**

The case study for this assignment is “A Demonstration Program which emulates some key activities within an Athletics Club which organizes training sessions and athletics events”.

The Athletics Club is likely to want to organise:

Membership related information:

* Membership types: Athlete / Coach / Official / Administration / Support
* Age group: U13 / U15 / U17 / U20 / Senior / Masters (as of 31st August prior to competition)
* Qualifications: Coaching / Official (Referee / Timekeeper / Starter etc.)

Training evenings:

* Types of training: Distance (Road and/or XCountry) / Track / Field / Gym
* Coach availability
* Discipline specific training (Hurdling / Sprinting / Jumping / Throwing etc.)
* Age related training

Athletics Event related information:

* Type of event
* Men / Women / Mixed
* Age groups
* Transport
* Date

The Athletics Club is likely to want to perform the following tasks:

* View/Add/Update/Maintain membership information
* View/Add/Update/Maintain training information
* View/Add/Update/Maintain event information
* Associate members with training and events as appropriate

Currently the Athletics Club holds records of membership details such as name, address, telephone, sex, date of birth as well as any previous or other affiliations. It also holds details of official events, such as league fixtures. Coaches hold separate records relating to their athletes, training routine and events for which they are training. Individual team captains (Track Captain for men’s events, Ladies Captain for ladies events and Youth Captain for age related events) liaise directly with other athletes to identify availability for events.

It is envisaged that, eventually, a single system could be put into place that could be accessed by Club Administrators, Coaches and other officials to do the tasks above.

You are encouraged to:

* + Visualise your thoughts with radiant structures of Mind Maps to help to explore and gather ideas.
  + Use Mind Maps to help you form initial User Stories.
  + Each User Story should be developed on a Card. The card can also contain estimation and testing information.
  + Develop the details of each User Story by having a conversation with the Product Owner (tutor).
  + Develop acceptance tests that confirm each User Story is coded correctly.
  + Develop your Product Backlog based on your User Stories.

**Managing your Product Development using SCRUM**

Once you have developed your Product Backlog based on your User Stories, you identify the features for your next release. Use these to create your next Release Backlog.

Prioritise the features and estimate the amount of work involved for each feature.

Plan out several Sprints to implement this Release.

Each sprint should have a Work Breakdown Chart showing the components of the sprint and which components are delegated to whom.

Create a Burndown Chart and update it after each sprint. This will show your average rate of productivity and your estimated completion date. You can compare the actual velocity and projected completion date with what the team needs to do to complete on time.

All project management documentation and charts, whether created within your team or individually, where appropriate, should become part of your portfolio of evidence which will form part of your assignment submission.

Your SCRUM Team should meet when each sprint is completed to constantly review and plan the project development. You should produce minutes of all meetings and reproduce these as evidence. If you are working individually, then management documentation is still required, and you should reflect on how teamwork could benefit the exercise.

**Design, Development, Testing and Integration**

You should develop your system using a recognized developmental approach, such as ICONIX, and develop your system in JAVA or C#. It is suggested that Eclipse or Visual Studio is used as a development environment. You must not use a game engine.

All design documentation should be kept as a portfolio of evidence, and will become part of your assignment as evidence to your claims within your presentation. You should justify all design decisions you have made, and support them with appropriate theory and academic references.

You are encouraged to use prototypes to determine the most appropriate solution for a given set of criteria.

You will need to develop a test strategy, linked in with your SCRUM project management. The details of your testing, and all test results must be included within your evidence.

You are encouraged to use a configuration management/version control system for logging each version of software and its associated documentation that you produce. Evidence of your configuration management/version control system should be included in your report.

**Interim Goals**

By week 4 or 5 of the unit, you should, at the very least, be able to show the client that the system is feasible. In order to do this, you should be able to demonstrate, via a working prototype, that you can access, add to and otherwise manipulate appropriate data within a storage medium of your choice.

By the same time, you should agree with the client initial user stories for implementation.

**Reflective Element**

Your reflective report should include your own individual evaluation of each of the stages of the development of your system. **Reflection and evaluation should form the basic structure of your report:**

**“This is what was done.**

**This was how it was done.**

**This was why it was done that way.”**

**Deliverables**

This will take the form of a reflective report but will be backed up by evidence of your work throughout the year. Its weighting is 60%.

This should address, as a minimum, activities of:

* requirements elicitation, analysis and expression,
* SCRUM project management,
* designing, developing, testing, integrating, refactoring etc.
* configuration management/version control

Where decisions have been made, they should be supported by theory and academic references, adding support and justification to your logic.

The evidence of work is used to build your report.

**Appendices of Evidence**

The claims you make in your presentation should be supported by well organised and referenced appendices of evidence of charts, diagrams, project management artefacts, tables, tests and their corresponding results. These are uploaded separately to Solent Online Learning.

**A working version of the system**

A zip file of all the source code and an executable file that will run on the University’s PCs.

It is recommended that you include a simple set of instructions or “How to run this program” section with your evidence. This will provide assessors with appropriate instructions on how to run your program from the executable you provide.

# Late Submissions

Students are reminded that:

1. If this assessment is submitted late i.e. within 5 working days of the submission deadline, the mark will be capped at 40% if a pass mark is achieved;
2. If this assessment is submitted later than 5 working days after the submission deadline, the work will be regarded as a non-submission and will be awarded a zero;
3. If this assessment is being submitted as a referred piece of work (second or third attempt) then it must be submitted by the deadline date; any Refer assessment submitted late will be regarded as a non-submission and will be awarded a zero.

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2o-assessment-policy-annex-1-assessment-regulations.pdf?t=1411116004479>

# Extenuating Circumstances

The University’s Extenuating Circumstances procedure is in place if there are genuine circumstances that may prevent a student submitting an assessment. If students are not 'fit to study’, they can either request an extension to the submission deadline of 5 working days or they can request to submit the assessment at the next opportunity (Defer). In both instances students must submit an EC application with relevant evidence. If accepted by the EC Panel there will be no academic penalty for late submission or non-submission dependent on what is requested. Students are reminded that EC covers only short term issues (20 working days) and that if they experience longer term matters that impact on learning then they must contact a Student Achievement Officer for advice.

A summary of guidance notes for students is given below:

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-4/4p-extenuating-circumstances-procedures-for-students.pdf?t=1472716668952>

# Academic Misconduct

Any submission must be students’ own work and, where facts or ideas have been used from other sources, these sources must be appropriately referenced. The University’s Academic Handbook includes the definitions of all practices that will be deemed to constitute academic misconduct. Students should check this link before submitting their work.

Procedures relating to student academic misconduct are given below:

<http://portal.solent.ac.uk/support/official-documents/information-for-students/complaints-conduct/student-academic-misconduct.aspx>

**Ethics Policy**

The work being carried out by students must be in compliance with the Ethics Policy. Where there is an ethical issue, as specified within the Ethics Policy, then students will need an ethics release or an ethical approval prior to the start of the project.

The Ethics Policy is contained within Section 2S of the Academic Handbook:

<http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2s-university-ethics-policy.pdf>

**Anonymous Marking**

A copy of the University’s Policy on Anonymous Marking, process details and student guidance on submission sheet completion can be found on the following links, which are also uploaded on the Student Portal.

Fact Sheet: <http://portal.solent.ac.uk/documents/academic-services/policies-procedures-guidelines/anonymous-marking-fact-sheet.pdf>

Process: <http://portal.solent.ac.uk/documents/academic-services/policies-procedures-guidelines/anonymous-marking-process.pdf>

**Grade marking**

The University uses a letter grade scale for the marking of assessments. Unless students have been specifically informed otherwise their marked assignment will be awarded a letter grade. More detailed information on grade marking and the grade scale can be found on the portal and in the Student Handbook.

Policy: <http://portal.solent.ac.uk/documents/academic-services/academic-handbook/section-2/2o-assessment-policy.pdf>

**Assessment criteria**

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|  | **D3 – D1** | **C3 – C1** | **B3 – B1** | **A4 – A1** |
| **Use of theoretical underpinning in design and project management**  **(LO K1, T1)** | Adequate understanding of the main concepts, theories and/or practice | Satisfactory understanding of the relevant concepts, theories and/or practice and their main implications and applications | Thorough understanding of abstract concepts, theories and/or cutting-edge practice and several of their implications and applications | Excellent understanding of abstract concepts, theories and/or cutting-edge practice; their implications and applications |
| Evidence of theoretical understanding of Agile development, TDD, ICONIX, GRASP Patterns, other patterns, management tools. | | | |
| **Developmental rationale & approach**  **(LO K1, P1)** | Few practical solutions sparsely argued/evidenced, mainly derivative and with little critical insight | Mostly relevant argument/evidence supports logical practical solutions showing some critical insight and limited creativity or originality | Practical solutions logically argued/evidenced, with some aspect of insight, creativity or originality | Insightful practical solutions closely evidenced showing originality and creativity in several aspects |
| Evidence of rationale for application of Agile methods, TDD, use cases, robustness & sequence diagrams, GRASP and/or other patterns, management tools. | | | |
| **Development practice**  **(what you did and how professionally and competently done)**  **(LO C1, P1)** | Basic competence in all the required specialised practical and technical skills, and partial awareness of professional contexts and expectations | Achieves a basic level of competence in all the required specialised practical and technical skills, with more developed capability in at least one area, and some awareness of professional contexts and expectations | Competence in all the required specialised practical and technical skills, with indications of more developed ability in some areas and awareness of professional contexts and expectations | Consistent competence in all the required specialised practical and technical skills, with indications of mastery in some areas and clear understanding of professional contexts and expectations |
| Evidence of use of Agile solutions, automated testing and consideration of code quality, GRASP and/or other patterns, management and control tools. | | | |
| **Team work**  **(LO P2)** | Limited evidence of practical understanding of team-working and leadership skills | Evidences good understanding of team-working and leadership skills | Evidences a high level of understanding of team-working and leadership skills and the consequences. | Evidences excellent understanding of all aspects of team-working and leadership skills |
| **Reflection and evaluation**  **(LO T2)** | Basic understanding of what was achieved. Some evidence of self-evaluation and reflection but with few critical insights | Good understanding of what was achieved. Satisfactory self-evaluation and reflection with some critical insights | Sustained reflection and self-evaluation generates a number of critical insights | Reflection and self-evaluation consistently critical and insightful throughout all phases of the development. |