Logo

Description automatically generated

**Guideline – Insert Client Logo**

**Guideline –Template**

<Sasha stepanov>

BCDE311 – Software Development PROJECT

Semester x, 202x

<Project NAME> for <CLIENT NAME>

Project Proposal

Version <version number>

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Document Control

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**Guideline – Effective Written Communication**

Use these standards to create a document that is effective and well-written.

1. Remove all guidelines from the document before submission.
2. Cover Page – Ara Logo, Client Logo, Project Name, Client Name, Document Name, Student Name, Date, Version, Paper Code and Name, Pathway.
3. Table of Contents (TOC) – No more than 3 heading levels, Table of Tables & Table of Figures not required.
4. Document Control – keep this up to date.
5. Header and Footer - Header contains Project Name, Client Name, Date ; Footer contains Student Name and Page Numbering (e.g. Page 1 of 10) ; Both Header and Footer in smaller font than body font size ; Header has a separating underline ; Footer has a separating overline.
6. Use of Heading 1, 2, 3… for the TOC, Online navigation, and readability.
7. Heading 1 Topics start on a new page.
8. Diagrams, Charts, Tables have captions (if used).
9. The document is optimised for black & white printing and colour-blind readers.
10. APA v7 Reference List supported by in text referencing.
11. The point of view of the document is consistent e.g., 1st person (I/we) or 2nd person (you) or 3rd person (he, she, it, they).
12. Business/Professional Language used conveys a strong, clear and concise tone (active voice).
13. Document is A4, double sided, font size is professional/business suitable, font size for body text is 10.5-to-12-point, single line spacing.
14. Appendices included where useful to maintain flow of main document.
15. Bullets used to help readability.
16. Lead-In sentences/paragraphs to describe/introduce main sections (usually Heading 1 sections) and for diagrams/charts/tables.
17. Do not split sentences/paragraphs over a page.
18. If tables split over a page, use table headings.
19. Use portrait and landscape page orientations to improve readability (Hint: this is done using section breaks).
20. Include an introduction to the document after the Table of Contents - It will cover: the objective or purpose of the report (not the project); an outline of the report’s structure.
21. Correct spelling & grammar for a business-English (NZ) audience.
22. Wow-Factor - The overall design of the document is innovative/creative/positively memorable/relevant to the client/makes you want to read it.

# Introduction

**Guideline - the objective or purpose of the report (not the project) ; an outline of the report’s structure.**

# Project Details

**Guideline - lead in sentence to describe this section**

## Project Name

“Virtual prospection”

## Overview of Industry Client

A client in such and such an industry wants this and that. Blah blah blah

## Project Background

Clients goal is to create virtual tour for students which want to....

### Overview

**Guideline – Why is the project important to the client? What is the business problem/opportunity?**

### Current Situation

He is having a lot of projects, we had to remind him about project he hired us for.

**Guideline – what is happening today for the client – before the project is started?**

### Future Situation

Have not asked really, but will come up with something

**Guideline – what does the situation look like for the client once the project is completed?**

# Information Gathering

**Guideline - lead in sentence to describe this section**

## The interview was conducted with the client in a healthy environment in the territory familiar to the client, in a room with comfortable sofas. Below is an analysis of the interview with the main points and plans for the project. Original word-document and picture of notes of an interview can be found in the Appendix D.

## Documentation

A detailed countdown / analysis of the interview will be presented here, and an analysis of the records that were made manually will also be presented**.**

# Project Scope

**Guideline - lead in sentence to describe this section**

## Project Goal(s)

**Guideline – what specific goals/outcomes will the project achieve for the client**

## Benefits of Project

## Project Requirements

**Guideline – list the high-level requirements (if known at this stage)**

## Expected Deliverables

**Guidelines – make a list of the deliverables**

## User Personas

**Guidelines – describe the target personas**

# Project Plan – High Level

**Guideline - lead in sentence to describe this section**

## Project Management Framework adopted

**Guideline – an overview of the Framework adopted**

## Phases

**Guideline – the major phases of the project, include the estimated task breakdown**

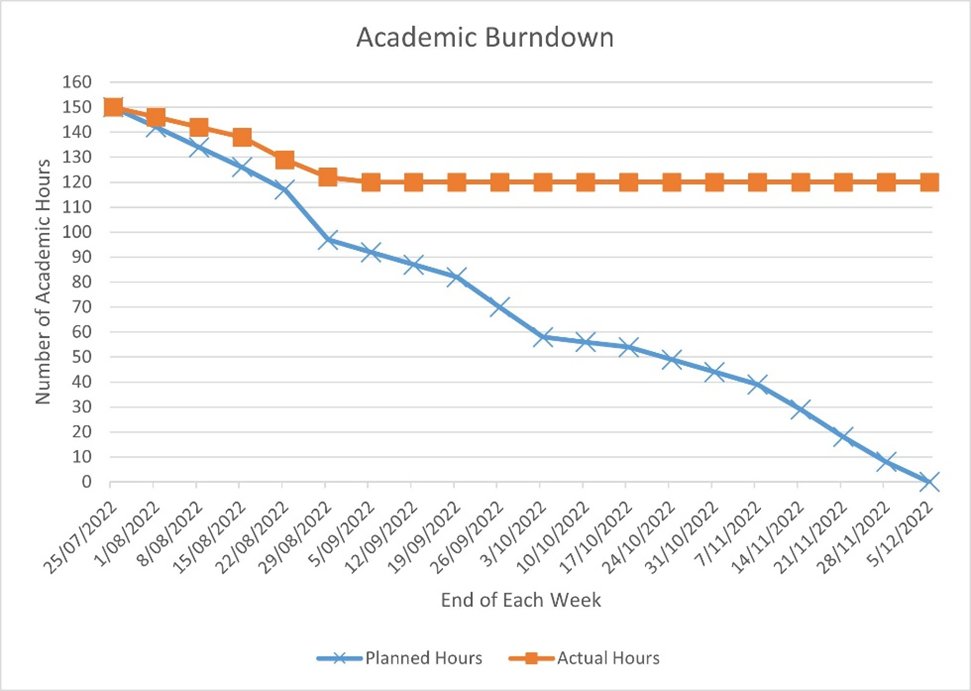
## Timetable

**Guideline – includes the order of the tasks within the phases, the forecasted hours per task and phase, due dates for deliverables, (the timeline will be updated with actual hours and delivery dates as the project progresses).**

## Burndown Charts

An example of a WIL Capstone Project Academic Burndown Chart

**Figure 7**   
*Academic Burndown Chart*



## Resources/Access Required

# Risk Management

**Guideline - lead in sentence to describe this section**

## Approach

**Guideline – describe the selected approach/framework/method for risk identification and management, why it was selected, how often the risks will be reviewed, and how to read the risk table.**

## Risk Table

**Guideline – no more than top 5 risks, covering business, project, personal etc – identify the Probability, Impact and rank by exposure, Create Mitigation, Contingency and Triggers – this plan will be updated throughout the project. The full table and updates may be placed in an appendix for readability.**

# Quality Assurance

**Guideline - lead in sentence to describe this section**

## Approach

**Guideline – describe the selected approach/framework/method for maintaining quality assurance (deliverables must meet client and good practice criteria) ,why it was selected, how often the quality assurance table will be reviewed, and how to read the quality assurance table.**

## Quality Assurance Table

**Guideline – this is a list of all deliverables, the criteria for acceptance, who will accept them and date of acceptance.**

## Test Plans – Functional and Usability

**Guideline – detail your separate Functional and Usability testing plans – you will use these, update and document the results during the project.**

# Project Management Framework Methodology

**Guideline - lead in sentence to describe this section**

## Overview

## Literature Review

## Critique (Pros and Cons)

# Ethics

**Guideline - lead in sentence to describe this section**

## Relevance of ITP Code of Ethics

**Guideline – see** [**https://itp.nz/Members/Code-of-Ethics**](https://itp.nz/Members/Code-of-Ethics) **for further information**

### Good Faith

**Guideline – the student shall treat people with dignity, good faith and equality; without discrimination; and have consideration for the values and cultural sensitivities of all groups within the community affected by their work;**

### Integrity

**Guideline – the student shall act in the execution of their profession with integrity, dignity and honour to merit the trust of the community and the profession, and apply honesty, skill, judgement and initiative to contribute positively to the well-being of society;**

### Community Focus

**Guideline - Responsibility for the welfare and rights of the community shall come before their responsibility to their profession, sectional or private interests or to other professionals;**

### Skills

**Guidelines – students shall apply their skills and knowledge in the interests of their clients or employers for whom they will act without compromising any other of these Tenets;**

### Continuous Development

**Guideline - students shall develop their knowledge, skills and expertise continuously through their careers, contribute to the collective wisdom of the profession, and actively encourage their associates to do likewise;**

### Informed Consent

**Guideline - students shall take reasonable steps to inform themselves, their clients or employers of the economic, social, environmental or legal consequences which may arise from their actions;**

### Conflicts of Interest

**Guideline - students shall inform their clients or employers of any interest which may be, or may be perceived as being, in conflict with the interests of their clients or employers, or which may affect the quality of service or impartial judgement;**

### Competence

**Guideline – students shall follow recognised professional practice, and provide services and advice carefully and diligently only within their areas of competence.**

## Relevant Legislation

**Guideline – see** [**https://www.privacy.org.nz/**](https://www.privacy.org.nz/) **and** [**https://www.iponz.govt.nz/**](https://www.iponz.govt.nz/)

## 

### Privacy/Confidentiality

**Guideline: what aspects of privacy/confidentiality practice/legislation are relevant to the project**.

### Copyright

**Guideline: what aspects of copyright practice/legislation are relevant to the project**.

### Patents

**Guideline: what aspects of patents practice/legislation are relevant to the project**.

# Reflections

**Guideline - lead in sentence to describe this section**

## Approach

**Guideline: what is the way that notes will be taken to capture lessons learnt and reflections during the project.**

# Specifications

**Guideline - this is a placeholder to indicate you will be creating specification documentation derived from your initial low-fidelity wireframe / story board processes and submitting them in an appropriate manner here.**

# References

**Guideline – APA v7, supported by in-text references.**

# Appendices

**Guideline - lead in sentence to describe this section**

## Appendix A – Detailed Project Plan

**Guideline – work breakdown structure including phases, tasks, deliverables, time allocated, completion dates, resources.**

## Appendix B – Risk Management Tables

Guideline -Use this to give provide updates of the risk tables and other evidence that may not be suitable to display in the main report section – example of a table from WIL Capstone Project Risk Management

**Table B4**   
*Risk Issues Management - 3 October 2022*



## Appendix C – Quality Assurance Tables

Guideline -Use this to give provide updates of the QA table and other evidence that may not be suitable to display in the main report section

## Appendix D – Interview Transcription

### Audio file

Original audio file can be found in **resources** folder.

### Transcript

Discover any additional information resources that need to be included in the tour or on the website. Yeah, find the target audience of interest for the product so we can produce a better experience for them. Discover the main purpose of the four for. Example is it for advertisement purposes or an informative guide and find out about you and your company to get a better. Understanding of what you're looking for.

Right.

We were going to record. This interview, if that's OK with that, we can. Using that you can record and transcribe.

More on with safety secured than about and going to destroy all digital copies.

OK, sure, fine.

OK, that's cool.

Now I'm copy of that needs to. Be given to. And for all of you.

Yeah. So you talked about.

Sure. What is what is the tour that? You think I'm going to be talking to you about?

We're assuming that it's just going to be a tour through the campus, yeah.

Is this the virtual orientation? Yes. So the reason why I asked that question is as a client I have a number of things on the go and so I'm busy, busy, busy from meetings and I just want to make sure that I'm. Talking about the right thing, so the virtual orientation. Cool, it's gone.

OK. Can you first tell us about yourself and your company?

OK. So my company have been contracted by other to create a virtual orientation experience for students.We are marketing people. We don't have the technical expertise, which is why we're getting you guys to do. The project It's made-up of myself and a team of three people who, as I said, do marketing, do research, put together the key. Messages and things like.

OK, what is the main purpose of the project? Is it to be informative or is it for marketing purposes?

OK, not to be a pain, but it's actually both. OK. So it's informative because it's going because it's going to give information and an experience to students who need to be oriented. But it also means that outside of orientation it's available for anybody to look at. And utilise so it's back.

OK. What Target's target audience is going to be seeing this virtual tour?

OK, so based on what I said before, it's a combination of students who are new to the programme. So they might be coming into the digital technologies computing programme. They may have done something, they may know a bit about other or they may not know a bit about other so. But new students to the programme. And experience tells me that those could be students that come out of high school fresh out of high school. Or it could be or they could be students who are looking to change careers. So they don't know a lot about it, but they know that they want to go into it. So there's a bit of a range there. And that I. Guess that also follows that they may some of the students may be very familiar with using technology. And maybe some mature students or students who are changing careers may not be so familiar with technology. So that means that your solution that you come up with. Can't be too complex.

Right. What devices will the users use primarily like? Will it be mostly mobile users or more like desktop?

Yeah, I can imagine it's mostly mobile, but it's likely to be tablet and iPad, desktop, laptop, anything that can go through a browser. OK. But the majority of students will probably end up seeing it on their phone.

How many people are roughly going to view this?

Just thinking about the last orientation we did. There was probably about. 50 to 100 new students. We'll we'll view it. Have the potential to view it at the beginning of each semester, but because it's marketing, it would be more as well. I can imagine that we would take this out or we would make this available to students in their last year at high school. And and do that as well. And maybe make it available. Through IT professionals or? Canterbury Tech or something like that. So it has the potential to have a large audience, which I which. Suggest to me that you could there could be a number of people using it at the same time I. Don't know if that's an issue.

Just to expand on that question, I'm just wondering you say it's from students from coming out from high school. Does this also involve international students?

That's a good point. It could involve. International students as.

Well, so would you suggest that we would have to find like some sort of translation for students have difficulty understanding the English language?

I think. Translation is is on the list of requirements, but let's prioritise it a bit lower. Let's get the content sorted and the look and feel sorted. But as you're doing that, think about is there any smarts that?

I have no idea how that how, whether you have to hold.

You can put. In to do with translation, I have no.

Idea OK.

The text in different languages or whether you would just make access, you know how how you can go on onto a website. And it says do you wanna translate this from Japanese to English? And that's? I assume that's a Google thing. OK.

Do you have a particular like look and feel of the application?

So. So we're talking about a virtual tour type concept. So that means that. Look, they it looks and feels as if they're on campus, and if they can move around on campus. And that there will be, I mean the the the typical things of a virtual tour there could be. Places of interest. That would be places that that would be that we can link in resources to do with that place of interest. So maybe we might say a place of interest in the virtual tour. Is enrollments. And so when they when they go to enrollments in the location then. I can imagine that they might have access to the enrollment form and the the website and the programme handbook. About things. Maybe when I go to. The reception area or the home of the IT programme? Maybe I've got an ability to see the faces of the tutors. OK. A timetable, something like that. As well. So it's yeah, OK.

You see that you'd want to maybe be able to click, click, and go to the website you're talking about our website, right?

Or any other relevant.

Websites. And do you? The colour schemes to be similar to the rural website.

And might be something. Else you want to think about. In terms of the way you organise. The information. You will need to have, I'm sure. With the landing site. Before you take people into virtual.

Yeah. Thank you, David. Yeah.

Environments, right? So you, you'll need to be thinking about how you construct that as a starting point so that people can then choose to get the information and to see things that are appropriate. I'm going to talk about this. A bit more, but problem marketing. Is what is the cool stuff that people do? In the BRCT. Programme. Yeah. OK.

Let's link. Let's link on to that. Let's launch onto that. So as part of the virtual orientation, it would be good if the people going on the tour could have access to work that students have done in the past. And the way that we show our work in the past is with posters. So there is this thing called an Emerge exhibition, which happens at the end of each semester where third year project students. A A poster and A1 poster and a short couple, a couple of a short paper, which which is a real showcase of what they've done, but also what our students can get involved with so that so that takes us more into that, that idea of the marketing side of it. So maybe maybe in the virtual tour they go to a location which is, I don't know, showcase or emerge exhibition or or something. I'd like you to sort of think about this where they can see the posters.

What about accessibility? Do we have to like for example have a high contrast mode for people that have vision impairment? OK.

So so I don't know the specifics of all the accessibility, but. The more people. That can utilise it. The solution? The more chance we have of reaching them as potential students and helping them as orientating them so 100%.

Do you want it to be like free Rome, or do you want it to be structured?

Just just give me a little bit more. What's the difference between free?

Runs and like the users can go in whatever order they want to anywhere. Or is it like we are making them go through some track?

Free run.

So do you want like a? Map 2D map of click on those points.

I to be a typical user, I actually want both want both. I want my I I I want the free roam so it's just it's just like a a game. We want story mode. But we want, we want. We want. Free roam as. Well, because the the story mode or the structure is that, hey, I'm. A new student. I'm going through orientation. There are certain places that we want them to know about and therefore I want them to go with that. Now I don't know if you can do that, but then there's also. I want them to be able to free roam so they can go and and drill down further. Or something like that. So so both as the ideal, but you give me feedback. When you're working on. This as to which one is easier. OK, they're both easy, OK.

So where would you like to start? The virtual tour? Is there like a particular place?

That's a good question, David. What do?

We consider the entry point for.

And there are. More than 9. Gate entry points, whatever. People will arrive at Para from different directions.

OK.

You need to be thinking about how you might give them. Appropriate virtual start points depending on where they choose. To arrive, and if so, you might. Choose the main gate #7, but then up here. We've got gate number. Nine. And then you've got. Out the back with the student car parking a. Little more house. You might have some key places that will. So where are you going to arrive from? And when I click on it. That's the starting point, yeah. Where you where you're trying to get to. From there you know you you you need to think about that are. You are you going to live? People an appropriate starting book because not everybody. Just as you know out here in game #6 and walks into the main entrance.

At this point.

And we don't. Going forward, we don't we we don't know where our hub or our home is going to be for the ICT programme. OK, it's currently it's in the. Place that you guys are familiar with where Sandy and meeting normally, Sir. But that's not gonna be the place.

It will move.

It will move, so if we.

Absolutely. Moving, yeah.

So if so, if we want to use this beyond what you create and and use it going forward, then it needs to be a bit flexible about that. So yeah, cater. For all the all the multiple entry points.

How much of the campus do you? Want to be covered?

Yeah. The main facility, the the main area, the main. Facilities which which? What map have you got there?

Oh my goodness.

Got the point here, everything.

What I'm going to say is that we've done this orientation just recently and we put them on a scavenger hunt to find different places come to me and I'll show and I'll show you that map. Yeah, OK, I'll. I'll show you. OK. I think I think the real answer is not everything. Here will be key things, but we want to be flexible enough because we're starting to teach in different locations. That we haven't talked to taught in the last five or six years, so. We almost need a map, but a map which has certain locations, so I'll make a note and I'll give. You the orientation then.

thanks for not everything. Yeah.

Is it like the orientation design for some specific courses or is it like for everyone studying at ARA?

It's for every it's in the middle, it's. Everybody's. Studying in the ICT programme so it could be diploma students or degree students, but it's only in that area, OK yeah.

Is there any information you want us to like show in the virtual tour of FAQs? Student residences?

Yes and yes.

OK.

And I don't have a complete list so. In my head at the moment, but I'd like you to think about so again, we'll OK. So I'll also make a note to ask me for what we included in the orientation pack. So we have a series of slides. So that will give you an idea of what orientation capped as well. But also I want you to think about yourselves as students and what you think is important, so utilise your own experience because that would be useful for me.

That concludes the.

Yeah, I know. I teach you to ask that question. But it's a really hard question. I'm gonna. I'm gonna turn it back on you to, to be fair. Do you have enough? OK, first of all, what is the next step? You're gonna come back to me. Give me some stuff. But what's the next step when you? When? Will you come? Back to me with something.

In the weekend. Often for us, there's no you're doing. After we finish the log file.

And the Lofi prototype.

I suspect that you will be wanting more specific orientation information and lists of things from your client. By the end of the. Week so you can start to actually. Thinking about and leading yours. In your write ups.

All the information. You require beyond that orientation map.

We will be making available. Those folder in the E311. And in that we'll put 2 examples of what has been used for orientation in the past, including the PowerPoint and the maps and things that were relatable. To the students.

Yeah, and the emerge posters.

And the the image person, I think that. That's a big base, but what we'll. Do is review the ones that were made available. This different conference probably is a subset of. A place to start because this is a. Proof of concept.

Yeah, going off that that it's a proof of concept. So we. Can't we don't have enough time to deliver? What? You know everyone would like, but azuni stretch goals.

That if we.

Do have time. Like would you like?

Does it? Can you do searching? Keyword searching.

What about loading? New virtual tours on top or new posters? For strict yeah.

Yeah, that's a stretch goal. Yeah. The ability to rather than coming back to you and saying can you load these posters being? Able to do it ourselves. Yep, sure. So when I come back to when do? I get to see something. Do I see lofi?

Yes. Yeah.

OK.

And they are happy to give you their love for stuff.

Yeah, not good. OK. So I'd like to treat this, that you that you. You keep me in the loop along the way so I can see what you're putting together. So if there's any corrections or any not corrections as you've done anything wrong. But if I come up with any ideas. Or you guys? Have come up with some amazing ideas. Then we can. We don't need to wait until we get.

Let me reiterate processes. This is a group activity. With regards to your information requirements. Would be a group opportunity with regards to assets acquisition of what each one of you produces is your individual interpretation. And So what? The client is. Going to get. Is 7 interpretations.

All right.

Which is great because then because they would. I I hope that will give me a variation. Rather than 7.

Know what he might say? So I don't remove them.

I don't want seven things exactly the same.

Yeah. What you work on individually? Is important.

So it's your.

If what you think. There will be. Some hearing amongst the group because there will be some. Technologies that you'll be. Using in common, perhaps in terms of how do you make things happen? What do you do? What you make happen is your interpretation. Yeah, yeah.

Just, just just. To reiterate, this is a wrong play, so I'm not full up the IT person. I'm not Phillip the tutor. I'm Phillip, the client. OK, so and what I said at the beginning is that you guys are the experts from a technical perspective. You may not feel like experts, but you are the experts. I'm the experts from the content and the fact that I want to. Market it and I want to. Look after my students and all that sort of stuff. And deliver a solution to ADA but. Don't assume I know things technically.

OK.

Also, I forgot this question but. How old browsers do we have to support?

I don't know how old, but all the common browsers Chrome and reset the edge and. Firefox, all the all the common.

The most important question how big is the budget?

How big is the budget?

Thank you.

Yeah. Work for prayer.

Getting a qualification out of this? So priceless. Priceless. OK, so, let's see, we talk about locations, resources, target audience. Main purpose in the company. Yep.

OK, OK.

Thank you very much for your attention for your time.

That's all right. Thank you.

Maybe you have any questions do you have? Any questions to ask? OK.

Just deliver. Deliver me something amazing.

Oh, yeah, what's your e-mail?

You can find it.

It's a standard format Phillip dot boxberg. Yeah, that's that's the e-mail.

Could be a different e-mail.

Would be using.

Alright, are all phones.

Turned off now.