**Acceptance Testing**

**Approach**

Towards the latter stages of the development, we have been in frequent contact with the client to get as much feedback from her as possible on how the app compared to what she imagined when first coming up with the idea. We have also been giving the app to family and friends in order to observe their use and gauge how intuitive the app is based on how easily they navigate through it and use the features, then asking them their thoughts on the apps suitability for 4-8 year olds.

The people testing the app generally haven’t been in the target age range, but it would have been difficult to safely test it on younger people due to COVID-19. We have still been able to get a picture of how intuitive our app is and what may need to be changed based on comments from the users that have tested it.

**Feedback**

The client said:

Testers said:

**Reflection**

**Challenges**

Throughout our project, we faced a few challenges that we had to get past, both in our organisation of the project and in the development of the app. These challenges included:

* **Challenge:** Initially, we deviated a bit from the client’s specification so ended up spending time developing unnecessary features that we thought were required from our interpretation of the initial brief.

**Solution:** Since we discovered that we had done this, we stayed in close and frequent contact with our client to ensure she was happy with the progress we were making and the direction we were going in with the app.

* **Challenge:** Our app doesn’t have a large number of different pages and only had a couple of main features to work on, so we struggled to distribute work evenly throughout the team without getting in each others way with the development.

**Solution:** We found that it was best if we had only some members of the team working on the development of the app, whilst others worked on project management, documentation or design elements of the app.

**Processes**

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**Impact**

Our app will make the students’ practise better and more productive, in turn making the teachers’ jobs easier as they won’t need to come up with novel ways to convince their students to practise between lessons. If the students practise better, they will improve faster, which will result in the Bristol Music School becoming known for fast development of the ability of young pianists.

The app acts as a checklist for students learning with the Suzuki Method, with a few fun features to make practise more exciting, rather than a trainer for them. Due to this, it can’t be used independently to lessons with Suzuki Method teachers, so it doesn’t take any jobs, it only helps to improve the quality and increase the fun in lessons.