UNSW Business School

School of Information Systems and Technology Management

INFS2608

Database Management and

Big Data Infrastructures

Term 2, 2024

Group Assignment

Olympic Games' Volunteers

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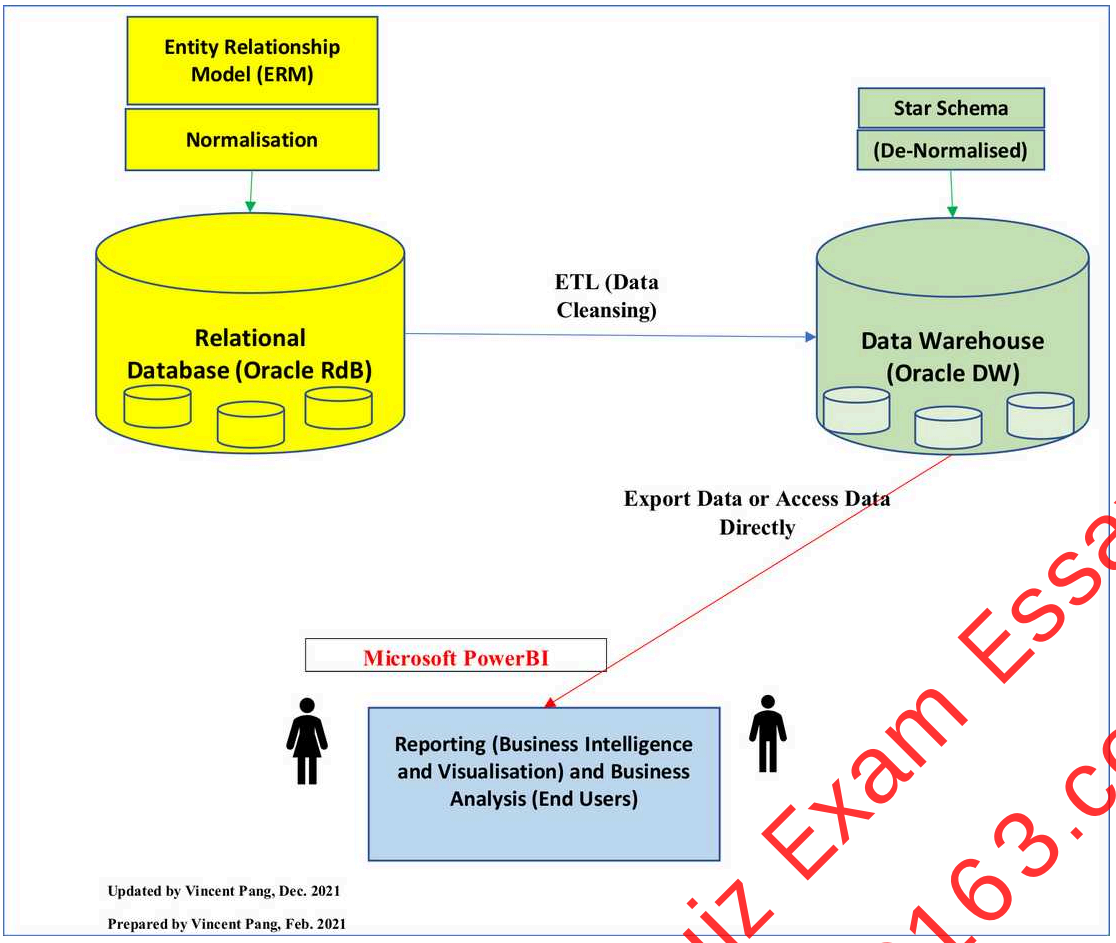
1. Assignment Description

The aim of the assignment is for you to learn how transaction data can be transformed into data to be used for data analytics (or business analytics). This group assignment is designed for you to work in a team, solving complex data-related problems using a Database Life Cycle (DBLC).

This is what you will do in the assignment, exactly like the slide in the Week 3 lecture.



Based on a given case study, you first perform research on the case study. You will apply the basic principles of database design for relational databases and data warehousing, which is part of the Big Data infrastructure. You will research how the volunteers are hired and utilised in the Olympic games. You will then create a relational database and data warehouse in Oracle. You then use Microsoft PowerBI, a data visualisation tool for Business Intelligence, to demonstrate some of the output from the data warehouse. Moreover, you will have an oral presentation for what you have done.

2. Summary of Submissions

Item	Time
Project group formation	By the end of Week 5 Lab
Project group contract (see separate group contract document)	You can resubmit your group contract.

It is worth 25% of the course mark.

There are two submissions:

a. Group Assignment (Written):
b. Due on Week 09, Saturday, 27/07/2024, 11:59 am (roughly Noon in Sydney Time)

c. Submission requirements:
    - Coversheet,
    - Report (ERD and DW),
    - PowerBI file,
    - Oracle Zip file, and
    - Self and peer assessment (Moodle – Week 10, Saturday, 03/08/24, 11:59 am).

d. Group Assignment Part B Presentation:

e. Due on Week 10, Monday, 29/07/2024, 9 am (before lecture)

f. Submission requirements:
    - PowerPoint slides
    - Pre-recorded video PowerPoint presentation [only requested by ELS students]

3. IMPORTANT NOTES

4.1 File-Sharing Websites

There are some file-sharing websites that specialise in buying and selling academic work to and from university students.

You should be aware that you would be committing plagiarism if you download a piece of work from these websites and present it as your own either wholly or partially. For more information about Academic Integrity and Plagiarism, please click here.

If you upload your original work to these websites, and if another student downloads and presents it as their own either wholly or partially, you might be found guilty of collusion — even years after graduation.

These file-sharing websites may also accept purchase of course materials, such as copies of lecture slides and tutorial handouts. By law, the copyright on course materials (including this assignment brief), developed by UNSW staff in the course of their employment, belongs to UNSW. It constitutes copyright infringement, if not plagiarism, to trade these materials.

4.2 Use of Generative AI (e.g., ChatGPT or CoPilot)

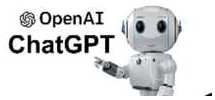
As this assessment task involves some planning or creative processes, you are permitted to use software to generate initial drafts, ideas, and structures. However, you must develop or edit those ideas to such a significant extent that what is submitted is your own work, i.e., what is generated by the software should not be a part of your final submission. It is a good idea to keep copies of your initial drafts to show your lecturer if there is any uncertainty about the originality of your work.

Please note that your submission will be passed through an AI-text detection tool. If your marker has concerns that your answer contains passages of AI-generated text that have

not been sufficiently modified, you may be asked to explain your work, but we recognise that you are permitted to use AI-generated text as a starting point, and some traces may remain. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For the Ethical and responsible use of AI at UNSW, please refer to these links:

a. Responsible-Use-Generative-AI-Students.pdf (unsw.edu.au) and
b. Ethical and Responsible Use of Artificial Intelligence at UNSW | UNSW Current Students.



4. Formation of Groups and Contract Agreement

5.1 Formation of Groups

- You will sign up to a group in your class.
- All group members must come from the same class.
- You will form a group of four (three is only allowed if there is an uneven number of students in the class).
- group leader is recommended. The group leader is responsible for taking the minutes in a meeting, submitting assignments, updating the planner, and driving the team to complete the assignment on time.

5.2 Contract Agreement

- ensure that all the group members' problems are contributed equally to the assignment, all the group members will negotiate and sign a contract agreement.
- template of the contract agreement can be downloaded from Moodle.
- The contract agreement is an agreement between all the group members. Thus, all the group members have to agree on what tasks are to be delivered and when the tasks are to be delivered.
- This contract agreement can be re-examined if one group member has withdrawn from the course, or an unexpected event happened to one of the group members.
- The group contract agreement must be signed by all group members and submitted by the group leader on Moodle.

5.3 Tips Based on Previous Experience

- Make every effort to learn Oracle, including outside the lab!

- Keep backup copies of all your work!
- Hold group meetings at least once, better twice, per week!
- Define roles and responsibilities within the team; especially if you need a group leader (as a group coordinator for handling submissions, scheduling meetings, etc.).

5. Private Group Channel (in Microsoft Teams)

- The teaching team will create a private group channel in Microsoft Teams.
- The name of your private group channel is the same as your group ID.
- Only your group members and the teaching team can access your private group channel. No member from outside the group can access your private group channel.
- All conversations and files saved in the private group channel remain in the channel.
- The private group channel aims to work as an environment for you to meet, chat, leave messages, and upload/download files. Moreover, the teaching team can communicate directly with the group in this channel.
- The channel must contain all the posts, files, meeting times, and other group activities. This is marked as part of PLO3 (Business Communication) and PLO4 (Teamwork) (see course outline).
- Another important factor in using the private group channel in Microsoft Teams is transparency to all the group members and the teaching team. When there is a dispute between the group members, the LiC will only examine evidence such as posts, meeting activities and uploaded files in the private group channel (see 10. Self and Peer Assessments). The LiC will not examine other communication channels such as WhatsApp, Facebook, and WeChat.

5.1 Microsoft Planner

- Microsoft Planner can be used to improve task planning.
- The whole team can access the planner, so there will be no excuses like “I don’t know what’s going on.”
- Notifications can be used as reminders of tasks to be completed.
- Microsoft Planner should be maintained by the group leader. All other group members should also assist in managing the tasks in the Planner.
- Training Videos: Create a plan with Planner in Teams (microsoft.com)

6. Case study

This fictitious case scenario uses the 2024 Paris Olympic Games as an example to help you understand the problems and issues identified with the volunteer management system.

6.1 Olympic Games’ Volunteers

I requested CoPilot to provide information about Olympic games volunteers:

Volunteers are frequently praised as the "lifeblood" of the Olympic Games, working tirelessly to ensure the event's success. Since their introduction at the 1948 London Olympic Games, volunteers have contributed far beyond facilitating the event. Efficient coordination and effective communication are essential for volunteers to ensure the smooth operation and success of large-scale events like the Olympic Games. These elements are critical for providing clear instructions, timely updates, and fostering volunteer teamwork4. Olympic volunteers' contributions include:

1. Diverse Roles:
    - Volunteers support athletes, teams, spectators, and others during sports events.
    - Their roles span various areas, including customer service, press and communications, health services, technology, protocol and languages, transport, and operational support for the Organising Committee1.
2. Inclusive Atmosphere:
    - Volunteers are often the first and last faces visitors see at the Games.
    - They create a welcoming environment for athletes, fans, and officials from around the world.
    - Duties include staffing information booths, assisting with wayfinding, and providing support to people with disabilities2.
3. Benefits:
    - Volunteering offers lasting benefits:
        - Professional contacts and new friendships.
        - Exclusive training.
        - uniform and participation certificate.
        - Personal development and involvement in a once-in-a-lifetime global celebration3.

References

1. https://library.olympics.com/default/zoom-volunteers-at-the-olympic-games.aspx?_lg=en-GB
2. https://www.volunteerpeninsula.org/olympics-volunteers/
3. https://olympics.com/ioc/celebrate-olympic-games/volunteers
4. International Olympic Committee. (2021, December 2). Volunteers: The heartbeat of Olympic legacy.

6.2 Your Group's Roles

The Paris 2024 Games will be supported by 45,000 volunteers. To ensure the smooth management of such a big volunteer team, the Organising Committee of the 2024 Olympic Games decided to develop a volunteer management system. They hired your group as the business database consultant group. You will be responsible for modelling and creating a

database and data warehouse. Other IT teams will create the websites and write all the computer programs for the management system.

Many system components must be addressed in a large and complex project. Although many issues were identified, you only have to design and create a database model as listed above. That will be your part in this large project. For your role,

a. You do not need to write computer programs to capture the data or address purchasing ticketing processes. Other project teams will do these.
b. You do not have to worry about the interaction between the computer programs and the database. You can assume that the other project teams will take care of it.
c. You can assume that you have agreed with the other project teams before designing the database model.
d. You do not have to worry about how the system will be implemented, whether it is on a mobile app or a desktop.

6.3 Proof of Concept Project

A proof of concept project is common in a business environment (see Proof of concept – Wikipedia). Instead of committing a large sum of money to build or upgrade a system. The proof of concept project is to demonstrate how a system works but in a cut–down version. In other words, you demonstrate only a portion of the system, not the full one. The purpose is to show the viability of the system proposal. It also helps stakeholders of the project to visualise what the system can deliver, or sometimes we call it a “stakeholder buy–in”.

You do not expect to develop an entire database in this project. One of the purposes of this proof–of–concept project is to evaluate the feasibility of using a data warehouse for reporting.

7. Tasks and Deliverables

Your task is to develop a database for Event Booking the Olympics Volunteer Management System as a proof–of–concept project. You have to write a report and perform a presentation to discuss what you have done in the proof–of–concept project.

7.1 ERM

1. You have to write a report and perform a presentation (discussed later) to cover what you have done in the proof–of–concept project.
2. Your report should include some of the points required throughout this document. You will also have to present your work. We will leave that to you to think about the best way to present the report and the presentation.
3. Create an Entity–Relationship model (ERM) based on your defined scope and normalised to 3NF or BCNF. The defined scope and assumptions have to be

reasonable. Draw an ERM and describe the model regarding entities, relationships, connectivities, and cardinalities.

4. Each group member must present at least four (4) entities. This means:
    i. group of two has at least 8 entities,
    ii. group of three has at least 12 entities, and
    iii. group of four has at least 16 entities.
5. ensure the “weight” of the entities is fairly even distributed between the group members within the group and between the groups, here are some of the rules for counting the number of entities:
    a. Each entity must have at least four attributes in addition to the primary keys. The quality of the inclusion of the attributes will be assessed.
    b. You must have at least one supertype and its associated subtypes.
    c. All subtype entities belonging to one supertype entity are counted as two entities. That is, if you have four subtype entities belonging to one supertype, then you count the four subtype entities as one entity.
    d. “simple” entity with only two or three attributes will be counted as half-an-entity. For example, a country entity with only two attributes, namely country code and country name, will be counted as half-an-entity (i.e., 0.50 Entity).
6. You need to list reasonable assumptions that you have made to draw the ERM.
7. You need to create a schema/database based on the ERM you have created in Oracle.
8. You need to populate the tables with data. As a rule of thumb, an average of 10 rows per table will give you enough data for a report. However, you might find that some tables will have more than 10 rows per table, whereas others might have fewer. You have to make sure that there is enough data to be shown in your report.
9. You have to reference all the websites you used to create the entities and used in the project.

7.2 DW Model

10. Based on the ERM you have constructed, you need to create one of the three types of schemas, namely star, snowflake or galaxy, as a data warehouse model. Note: Star Schema can refer to any of the three schemas in this assignment. Clearly label fact and dimensional tables, relationships, connectivities, and cardinalities on your diagram.
11. Demonstrate the construction of the Star Schema based on the ERM. Illustrate step-by-step how Fact and dimensional tables are built.
12. The clarity and readability of your diagrams are critical.
13. Create at least one Materialized View in Oracle for data to be downloaded for analysis.

7.3 Presentation

14. part of the proof of concept, you have to demonstrate the journey of a set of transaction data and finish a report in PowerBI:

a. Transaction data captured in a relational database,
b. The data are uploaded to a data warehouse,
c. Download the data produced from the Materialized View, and
d. The data are uploaded to PowerBI. The data are then displayed as a report, such as a table or a graph. The Microsoft Power BI output report should contain all the basics. You do not need to make the report complex because this is not a data analytic course.

15. part of the proof of concept, you have to demonstrate the journey of a set of transaction data and finish a report in PowerBI:
16. Your team will present your database system to the International Olympic Committee (i.e., you need to convince your audience that your solution meets the objectives):

- Microsoft PowerPoint slides must be used, and
- All group members must present in Week 10.

17. The presentation slides should be formatted as:

First slide	**This slide should have your group number and names, with individual pictures if you like. It does not count towards your Main slides.** • **One minute is allocated for introduction and conclusion**
Main slides	• maximum time of presentation is 2 minutes per group member. • maximum number of slides is 2 main PowerPoint (PP) slides per group member. • not insert extra slides in between the presenters, otherwise it will count towards the limit. For example, for a 4-member group, you have a maximum of 9 minutes (1 minute + (4 members * 2 minutes)) to present and a maximum of 8 main PP slides. However, you can present less than 9 minutes and have less than 8 main PP slides. • You can use animation such as Powtoon (Easily Create Videos Yourself | Free Video Maker | Powtoon) or any animation software or even Tik Tok to assist your part of the presentation. If you were to use animation, you still have to put down the contents to the PowerPoint slides for completeness. The contents presented should be similar but does not necessarily have to be exactly the same.
Reference slide(s)	Include any references used in the presentation

[optional]	

- Audience: the management of the International Olympic Committee (some are the non-technical audience, not familiar with databases) and technical specialists (who are familiar with databases).
- Purpose: To convince the management that you have delivered a proof-of-concept Project.

7.4 Tool and Notation for Model

To create these models, you have a choice of one of these tools:

1. Lucidchat, or
2. draw.io. or
3. Draw option in Microsoft Excel.

As for the notation, you have a choice of using:

4. Chen (learned in INFS1603) or
5. Crow's Foot (used in the textbook).
6. you were to use either Chen or Crow Foot notation, you still need to use Oracle SQL Developer to create the tables.

7.5 Format and Deliverables

a. You download a report template from Moodle.
b. Length. You must be concise. The total length of the report must not exceed <Maximum Number> words (excluding cover sheet, table of contents, references, footnotes, endnotes, summaries/outlines, appendices, etc.). The contents in the appendices are considered extra information you might want. Appendices should not be used as a continuation of the main document. You may be able to stay well below this limit.

To work out <Maximum Number> of words:

<Maximum Number> = 500 + (Number of Group Members * 500)

For example, a group consists of four group members, then

<Maximum Number> = 500 + (4 * 500)

<Maximum Number> = 2,500 words

c. Table of Contents. It should not exceed one page and should be restricted to two levels of headlines.
d. Format. The style/format of the report can be as you find it appropriate and useful. You should use headings, sub-headings, bullet points, diagrams, and tables as

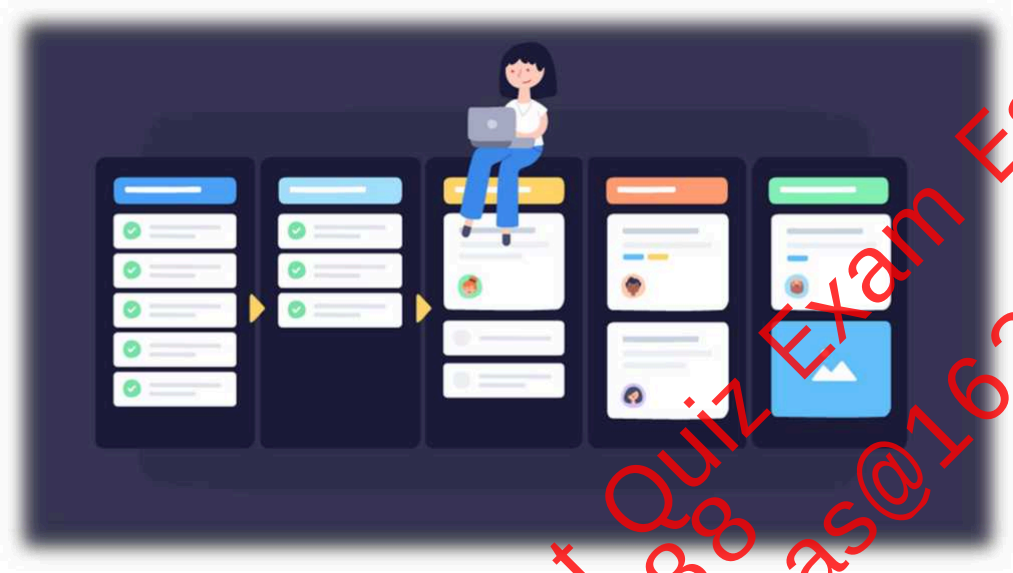
appropriate. The report is only in Microsoft Word format.

e. References. References and citations should follow either the UNSW (Harvard) or the APA 7th citation style standard.

f. Title and File Naming Convention: Your submitted file should be in the format of "INFS2608–GroupID".docx. (e.g., INFS2608– H18A–1.docx where H18A–1 is your group). Failure to use the correct file naming will lead to a 5% penalty.

g. Text inserted as pictures will NOT be marked. For example, a table cannot be screenshotted as a picture. Only figures can be inserted as pictures.

h. The clarity and readability of your diagrams are very important.



8. Rubrics

MARKING	HIGH DISTINCTION (HD) 85-100	DISTINCTION (D) 75-84	CREDIT (CR) 65-74	PASS (P) 50-64	FAIL (FL) BELOW 50
Written Report and Requirement Analysis (25%)	- Shows a polished and insightful approach to the report organisation, with compelling clarity of expression. - Referenced sources and formatting are appropriate/accurately in-text and/or in the reference list (following Harvard style standards). Sources are integrated effectively into the report/argument. - Relevant stakeholders and contextual factors are clearly established and considered. Moreover, the scope, objectives, and appropriate discussion reflect a highly sophisticated scenario analysis and strong evidence of independent research.	- Careful attention to detail with organisation and written clarity. - Referenced sources and formatting are appropriate/accurate in-text and/or in the reference list (following Harvard style standards). Sources are integrated effectively into the report/argument with a few minor errors (e.g., the reference list is not alphabetised or the word length is slightly over). - Relevant stakeholders and contextual factors are appropriately considered. Moreover, the scope and objectives issues are thoughtfully discussed and well justified. There is some evidence of independent research backed up by detailed analysis.	- Logical organisation, coherent and mostly written clearly. - Referenced sources and formatting are mostly accurate and in the reference list but with some errors (e.g. slight inconsistencies in how authors are referenced). - Relevant stakeholders are clearly identified, and contextual factors are considered. Moreover, the scope and objectives issues are reasonably discussed.	- Some attempt to organise in a logical manner, and reasonable clarity of expression. - Referenced sources and/or formatting have systematic errors (e.g. inconsistency in how authors are referenced). - Adequate consideration of stakeholders and contextual factors is provided, along with a reasonable attempt to consider the project scope and objectives, but the discussion of scope and objectives is underdeveloped.	- Disorganised and incoherent, such as no linking between sections/arguments, or there is no introduction/ conclusion to the report. - Referencing is absent or does not conform to Harvard style; &/or report does not consistently conform to formatting requirements (e.g. headings missing, page numbers, etc). - Considerations of stakeholders and contextual factors are missing or marginal, or the scope and objectives of the project are missing or insignificant.
ERD and DW Design (40%)	- The ER modelling and Star Schema techniques are correctly demonstrated and fully aligned with the case scenario (especially if no entity is missing or is significantly misspecified). All PKs, FKs, relationships, connectivities, and cardinalities are accurately identified and noted in the ER and DW models. - Entities are strongly justified with strong evidence from research. - Fully justify the conversion of entities from ERM to the fact and dimensional tables in Star Schema. - Assumptions (e.g., support your notations of cardinality and connectivity) are clearly given and justified. - Both models are correct and completely reflect the assignment scenario and the ER model. The ER model is accurate/exceptionally visually structured (easily read and comprehend) and normalised. The star schema in the DW model is visually structured (easy to read and comprehend). - Readability: The two models are very well depicted and easy to read (clear fonts, colours, etc. are used for readability).	- The ER modelling and Star Schema techniques are correctly demonstrated and are aligned with the case scenario (no more than one relation or entity is missing or is significantly misspecified). PKs, FKs, relationships, connectivities, and cardinalities are accurately identified and noted with equal to or less than three minor errors/mistakes (e.g., missing two attributes in one of the tables). - Entities are justified with some evidence from research. - Justify conversion entities from ERM to the fact and dimensional tables in Star Schema but with minor errors. - Assumptions (e.g., support your notations of cardinality and connectivity) are clearly provided. Both models are correct and mostly reflect the assignment scenario and the ER model. Both ER and DW models are correct (no more than one table is missing or does not match the ER model, or one dimension is missing). The ER model is clearly visually structured (easily read and comprehend) and normalised. - Readability: The model is very well depicted and easy to read (clear fonts, colours, etc. are used for readability).	- The ER modelling and Star Schema techniques are demonstrated and reasonably aligned with the case scenario with missing/misspecified entities or relations. PKs, FKs, relationships, connectivities, and cardinalities are identified and noted, with more than three minor errors/mistakes/inconsistencies. - Entities are provided with some evidence from research. - Justify conversion entities from ERM to the fact and dimensional tables in Star Schema, but with a few errors. - Assumptions (e.g., support your notations of cardinality and connectivity) are provided, and it is reasonable. - Both models are generally correct and reflect the assignment scenario. Both ER and DW models are mostly visually structured. - Readability: The model is very well depicted and easy to read (clear fonts, colours, etc. are used for readability).	- The ER modelling and Star Schema techniques are mainly demonstrated with some alignment between ERD and Star Schema. The models are aligned with the case scenario with three or more missing/misspecified entities or relations. - Entities are provided without evidence from research. - The justification for the conversion entities from ERM to the fact and dimensional tables in Star Schema is poor or unjustified. - Assumptions (e.g., support your notations of cardinality and connectivity) are provided but not reasonable. - The relational model and Star Schema execution are adequate. - Readability: The model can be read (fonts, colours, etc., are reasonably selected for readability).	- Evidence of systematically wrong modelling technique: the ERD diagram and star schema are missing or completely inappropriate for the case scenario. - Little or no assumptions are given. - Entities are not supported with evidence. - The justification for the conversion entities from ERM to the fact and dimensional tables in Star Schema is extremely poor or has no justification. - The relational model and Star Schema execution are poorly done. - Readability: The model can hardly be read (fonts, colours, etc. are not well selected for readability).
Communication (15%)	- Spoken language is clear, concise and compelling, delivered engagingly and effectively conveys the key messages. - Excellent use of posture, gestures, eye contact, and vocal expressiveness. Speaker appears confident, maintains audience attention and presentation is compelling. - A well-developed and highly effective professional presentation delivered in an engaging manner. High level of understanding of the intended audience.	- Spoken language is clear and concise, and effective tone, pacing, and emphasis clarify the key messages. - Good use of posture, gestures, eye contact, and vocal expressiveness. Speaker is comfortable and the presentation is interesting and engaging. - A well-developed and highly effective presentation delivered in a comprehensively professional manner, with a high level of understanding of the intended audience.	- Spoken language is clearly projected and easily understood by the listener, and word choices are generally appropriate. - Some effective use of posture, gestures, eye contact, and/or vocal expressiveness assists effective communication. Some room for improvement on specific areas of non- verbal communication and speaker may have some behaviours which distract from the message. - Presentation is well structured, effective, and clearly meets intended audience needs in terms of verbal and non-verbal communication.	- Spoken language is generally clear but occasionally features poor/unclear word choices, lack of voice projection and/or variation in tone. - Reasonable use of posture, gestures and/or eye contact, and key messages are communicated clearly but possibly without expressiveness. Presenter appears somewhat lacking in confidence and needs to work on specific areas of non-verbal communication to become an engaging speaker. = Presentation is basic in its effectiveness with some problems with verbal and non-verbal	- Spoken language is unclear and significantly compromises the effectiveness of communication, making the central messages difficult to understand. - Weaknesses in non-verbal communication and spoken language (may include problems with projection/tone) are significant barriers to effective communication of key messages and distracting for the audience. - 'Ineffective presentation demonstrating limited verbal and non- verbal communication.
Teamwork (10%)	- Strong evidence of teamwork, planning, recording, and discussion among group members in the private group channel in Teams.	- Some evidence of teamwork, planning, recording, and discussion among group members in the private group channel in Teams.	- Evidence of teamwork, planning, recording, and discussion among group members in the private group channel in Teams.	- Little evidence of tteamwork, planning, recording, and discussion among group members in the private group channel in Teams.	- Virtaully no evidence of teamwork, planning, recording, and discussion among group members in the private group channel in Teams.

9. General Rules

9.1 Proper Academic Conduct

All assignments must follow UNSW's guidelines regarding proper academic conduct. The submission of materials that are non-original or have been submitted elsewhere will be considered plagiarism. Plagiarism is unacceptable. All instances of plagiarism or other academic misconduct will be pursued. Plagiarism may lead to you failing this course and negatively affecting your studies at UNSW. The Academic Integrity at UNSW can be found on Academic Integrity & Plagiarism | UNSW Current Students. For group assignments: If your group suspects that a group member's work contains plagiarism, then you should raise this with the group member concerned and have the problem rectified. If the problem is not rectified, notify the LiC, who will call in a group meeting.

9.2 Assignment Submission

Assignments are to be submitted via Moodle on or before the day of the deadline. Late submissions of assignments are to be avoided, as they disrupt the course timelines and are a sign of poor time management. The late submission of assignments carries a penalty of 5% of the awarded marks for that assignment per day of lateness, including weekends and public holidays. Assignments submitted late or did not follow the submission instructions will miss marked components that are in their nature dependent on timely submission, especially peer review.

An extension of time to complete an assignment may be granted by submitting a Special Consideration in the case of illness or misadventure. For group assignments: groups are expected to plan ahead and to be able to balance out a missing member without an extension.

Even if an extension is granted, some marks (especially marks for participation in the peer review process) that depend on timely submission and progression of the course cannot be achieved at all. The general UNSW guidelines for special considerations are available online.

9.3 Professional Group Work

Membership in groups is at your discretion. It is your responsibility to join a group; otherwise, we will assign you to a group. If you do not join a group, you are still expected to complete the assignment in full, and no allowance in marking standards is made because the assignment becomes a solo effort in this case.

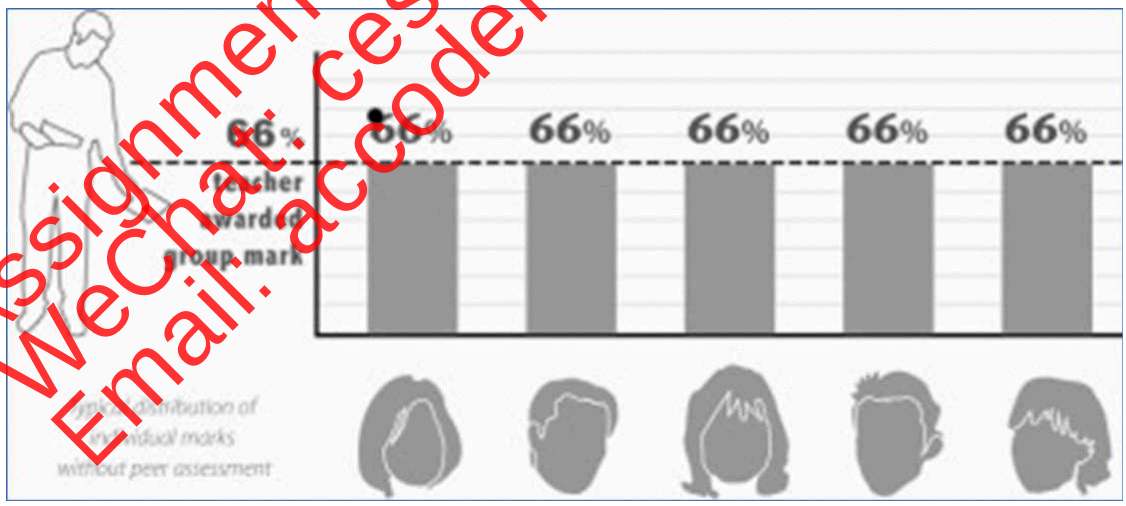
Groups must plan, schedule, and conduct activities in due time. They must also meet regularly (at least twice per week) while the assignment is being undertaken and keep records (diaries, meeting minutes) of such meetings. The groups must ensure that all members are involved in completing the assignment, and the work is to be divided equally among the group members.

All group members are expected to behave professionally and work diligently. Group members should contribute in a useful and constructive way to the teamwork. Deadlines should be kept, and work should be delivered at a professional standard. If problems emerge in your group, then these problems should, in the first instance, openly be discussed in the group (different members might have different views), and resolutions should be agreed on. If internal arrangements repeatedly fail to remedy the situation, then you should bring the issues to the attention of the LIC.

The LIC may call a group meeting in which each group member will be asked to describe in detail his or her input into the assignment and provide supporting documentation of this effort (e.g., posts and upload of files in the private channel in Teams). If group members are found to be making inadequate effort or delivering poor quality, they will be counselled to improve their efforts. If sufficient improvement is not made despite group efforts and LIC interventions, then the mark of under-performing group member(s) may be moderated to reflect the relatively lower input into the assignment. Note that the inability to resolve internal group conflicts without involving the LIC does not reflect well on the group's project management and teamwork skills.

10. Self and Peer Assessments

In general, equal contribution of group members is expected. At the end of the assignment period, you will perform a self and peer assessment to evaluate the contribution of all group members (including yourself) to the group project. The purpose of the self and peer assessment is to critically reflect on the group work, to prevent "free-riding" and to redistribute marks between group members in cases where free-riding or unequal contributions occur. Thus, you are strongly recommended to do self and peer assessments via Moodle, a link is created to the UNSW Review website. Most of the time, the contributions are evenly distributed as shown below:

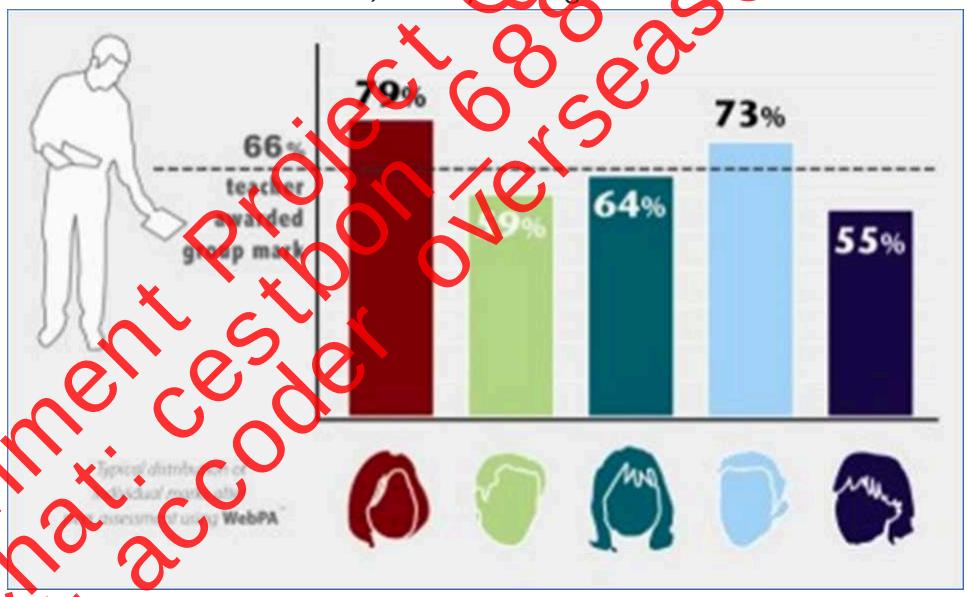


The self and peer review assessment will allow you to rate your group members' contributions.

- Rate your group members and your own contribution to the group assignment on a scale out of 5 (or something similar):
    - = Significantly above expectations (very strong contribution in terms of quality and quantity, leadership of the project)
    - = Slightly above expectation (strong contribution in terms of quantity and quality)
    - = Meeting expectations (did his/her fair share)
    - = Slightly below expectations (did some work, but could have been more and/or of better quality)
    - = Did not participate at all / free riding or significantly below expectations (did very little work and/or of poor quality)

- Equal contribution is expected.
    - your group private channel in Microsoft Teams, you can record all your communication, such as meetings. All the posts and file uploads will have a date and time stamp.
    - Please note that simply doing the final proofreading or making a cup of tea does not count as an equal contribution.

- Unequal contribution
    - However, occasionally, you might have a "free rider" (i.e., a student who does not do any work but has his or her name on the front cover) or people who just want to do the minimum, then you might the contributions as shown below:



    - Unequal contribution might lead to redistribution of the marks of the group assignment.
    - Contract agreement will be used as the binding agreement between group members to check for the plan and tasks.
    - Conflicting/inconsistent/unfair peer contribution review will lead to the group being assessed by the LiC. LiC will then examine the communication between the members, including posts, date, the timestamp of the posts, meeting minutes, files and so on in Microsoft Teams.

- the case that a dispute emerges, the group needs to discuss it with the LiC at the earliest possible time.
- Claims of unequal contributions, especially if they contradict the evaluation of others, will need to be substantiated with evidence (e.g., uploading files and posts in the private channel in Teams).

The LiC will make a final judgement in the case that a dispute emerges.