

COSC2653 User-centred Design

Assessment 2: Application Prototype Design



Assessment type: Design document and high-fidelity Figma prototype

Word limit: N/A



Due Date: 31st January by 11:59PM (AEST) Part 1

28th February by 11:59PM (AEST) Part 2



Weighting: 20% Part 1

20% Part 2

Overview

The objective of this assignment is for you to design a prototype for a **mobile application** that assists independent musicians to manage and discover gigs/work in their area on either the iOS **or** Android platform. The prototype should only tackle the **portrait mode** of the application.

Assessment 2 is split into two deliverables.

Part 1: Design document

Submission: Design document PDF

Worth: 20 marks

Part 2: Prototype (high-fidelity)

Submission: Figma prototype link, to be included in Design document

Worth: 20 marks

Assessment criteria

This assessment will measure your ability to:

- Create a design document using the interaction framework.
- Produce an interactive prototype based on design document.

Course learning outcomes

This assessment is relevant to the following course learning outcomes:

- CLO2 Understand the components of a design plan and apply user-centred design process from requirement gathering to user studies and evaluation.
- CLO3 Critically analyse usability of sample interfaces and identify key features that make an outstanding user-centred interface, and evaluate the usability of a small-to-medium-sized software application.
- CLO4 Create a 'usability checklist' that enhances the usability of a web or mobile application, in order to summarize and explain usability concepts, relevant.
- CLO5 Apply software and paper prototyping tools to design user interfaces that take into account human capabilities and constraints, users' needs, usability goals and user experience goals.

Assessment Details

The Client

The client is an independent artist non-profit organization that wants to create an application for their members. This application should be designed towards these goals:

1. Help users (musicians and artists) with managing and scheduling their performances. For example, who is the client, type of client, place, payment etc.
2. Allow users to discover jobs that are advertised, this should be location aware.
3. Allow users to craft messages and promote their performances on social media platforms such as Facebook and Instagram.

Target Users

The client assumes that the main target groups are musicians and entertainment providers who are members of the organisation. It is your task to research this and provide structured user groups with their own needs and goals as well as the personas.

Functional Requirements

Based on the client's needs, prepare at least **three core** functionalities.

Example feature: Being able to visually see how much of the monthly budget is left and how much of it was spent on certain categories.

Note: Logging in, settings and other ancillary features are not considered core.

Tips

1. Begin by understanding the goals stated by the client. Then start the design framework process like what you have learnt in the course.
2. Speak to potential users if you can, to see what their mindset and thoughts are.
3. There are multiple ways to fulfil the requirements but look at similar applications to see what worked and what did not. For example, would a map make sense? Should the map be the default screen? How would you populate the map to make it easier to understand?
4. Try not to approach the problem from a technical point of view. Think about what the users want at this stage and how your app would achieve both the client's and the users' goals.
5. Give your app a name.

Prototype Instructions and Tools

Figma app

Figma is a web-based prototyping app with a range of collaborative features. Figma will allow you to build high-fidelity prototype screens required for this project.

The Figma Professional account is available free for students enrolled in this course.

To activate your free Professional account, you will need to verify your student status using your RMIT email address.

[Follow these instructions to verify your email and gain access to your Figma Pro account.](#)

If you have any questions about accessing your Professional account, please contact your Learner Success Advisor for support.

Important notes

- DO spend some time familiarizing yourself with the Figma app. Refer to your learning content (Task 7.3.3) for guidance.
- Please specify the platform you are working on. (iOS or Android)
- Have a look at similar applications and conduct critical reviews prior to starting your work. This way you can avoid many mistakes made.
- **Please insert the link to your project on Figma in your PDF submission, preferably in the introduction section.**

Recommended tools

Screen editors

Figma
SketchApp (Mac only)
GIMP 2 (Win, Mac, Linux)
Adobe Suite (Win, Mac)
Balsamiq

...even Paint

Prototyping platforms

Figma
Invisionapp - SaaS
UXPin - SaaS
Marvelapp - SaaS

Lucid chart
Proto.io
Axure RP

Colour palette for design: <https://coolors.co/>

Deliverables

Part 1: Design Document (20 marks)

This report is mainly for you to introduce your design and fill it with screenshots and wireframe of your prototype. Marks will be given for:

1. Introduction (What is this project about? Who are the potential user groups?)
2. At least two example personas and two context scenarios.
3. At least ONE keypath scenario for a major function with wireframes.
4. Low fidelity mock-ups for one major function. This can be done together with (3).
5. Discussion of design patterns and/or design principles used to create your wireframes.
6. Discuss a list of features that you have decided to include at this point. Provide justification for them along with supporting material.

This document does not have a page limit as to provide you with flexibility on the wireframes.

Part 2: Prototype (20 marks)

The prototype will be based on your project file residing on the Figma platform. Marks will be given for:

1. Fulfilling the functional requirements brief.
 - Do you have all the features requested? Did you provide examples of user inputs?



2. Page layout and navigation patterns used.
 - Is the layout suitable to your form factor?
 - Are you grouping the wrong elements together?
3. Intuitive design and placing of items.
 - Look at the principle of affordance.
4. Interactions actually working as intended.
 - Does your prototype provide example inputs?
 - Does your prototype provide example responses to user input?

Referencing guidelines

Use [RMIT Harvard](#) referencing style for this assessment. If you are using secondary sources, include these as a final slide in your PowerPoint deck.

You must acknowledge all the courses of information you have used in your assessments.

Refer to the [RMIT Easy Cite](#) referencing tool to see examples and tips on how to reference in the appropriated style. You can also refer to the library referencing page for more tools such as EndNote, referencing tutorials and referencing guides for printing.

Writing resources

Most of your report should be your own writing: try not to use quotations from your references unless there is something exceptional about the way they express a particular idea. Note that you must attribute original ideas, even when you describe them in your own words.

Your writing must be correctly spelled and grammatically correct, so that it is easily comprehended by the markers: they will not spend extra time to decipher poorly written text in order to guess what you're trying to say. If English is not your first language, then write mostly simple, straightforward sentences: just say what you want to say, and don't worry about sounding literary or poetic.

The following resources would also be useful to you:

- Assistance with English language skills is available from the [Learning Skills Unit/Writing Skills](#).
- If your written English skills are insufficient or have difficulties formulating a report then we recommend you seek advice at the [student information centre](#).

Submission format

You must submit your report via Canvas as a **PDF file upload**. The PDF must contain a link to your high-fidelity prototype that is working and public.

Late penalties

Late submissions of assignments will be penalised as follows:

Time submitted after due date	Late penalty
0 to 4:59 minutes	No late penalty
1 day to 5 days	10% off final mark for every day late
More than 5 days	100% penalty (you will get 0 marks)

Academic integrity and plagiarism

Academic integrity is about honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge and ideas.

You should take extreme care that you have:

- Acknowledged words, data, diagrams, models, frameworks and/or ideas of others you have quoted (i.e. directly copied), summarised, paraphrased, discussed or mentioned in your assessment through the appropriate referencing methods



- Provided a reference list of the publication details so your reader can locate the source if necessary. This includes material taken from Internet sites

If you do not acknowledge the sources of your material, you may be accused of plagiarism because you have passed off the work and ideas of another person without appropriate referencing, as if they were your own.

RMIT University treats plagiarism as a very serious offence constituting misconduct.

Plagiarism covers a variety of inappropriate behaviours, including:

- Failure to properly document a source
- Copyright material from the internet or databases
- Collusion between students

For further information on our policies and procedures, please refer to the University website.

Assessment declaration

When you submit work electronically, you agree to the [assessment declaration](#).



Criteria	Ratings						Pts
PART 1	HD	D	C	P	N	DNS	
Users, personas, context scenarios Description	<p>Provides a comprehensive introduction to the project and document.</p> <p>User groups are thoroughly described for the target application and contain specific attributes that are relevant and distinct.</p> <p>Personas contain all the necessary elements, are not based on real people and are representative of the user groups.</p> <p>At least three personas are provided, with one context scenario per persona.</p> <p>Context scenarios are clearly illustrated and show the motivation of the persona, proper story setting, and a</p>	<p>Provides a good introduction to the project and its goals but may have missed detail on the purpose of the document or vice versa.</p> <p>User groups are described for the target application and contain specific attributes that are relevant.</p> <p>Personas contains all the necessary elements, are not based on real people and are representative of the user groups.</p> <p>Two to three personas are provided, with one context scenario per persona.</p> <p>Context scenarios are clearly illustrated and show the motivation of the persona, proper story setting and resolution of the story. The context scenario is high level and has a</p>	<p>Provides an introduction to the project but lacks details as to the goal and the purpose of the document.</p> <p>User groups are described for the target application and contain specific attributes that are sufficiently descriptive.</p> <p>Personas are lacking certain elements, are not based on real people and are representative of the user groups.</p> <p>Two to three personas are provided, with one context scenario per persona.</p> <p>Context scenarios are illustrated and show the motivation of the persona. The context scenario is a sufficiently high level and has a</p>	<p>Provides an introduction to the project but lacks several details as to the goal and the purpose of the document.</p> <p>User groups are described for the target application and contain specific attributes that are sufficiently descriptive but may not be enough to differentiate the groups.</p> <p>At least two personas are provided with less than one context scenario per persona.</p> <p>Personas are not based on real people but are lacking certain elements. Personas only fit the user groups roughly.</p> <p>Context scenarios did not show the motivations of the persona, or did not</p>	<p>Provides an introduction that lacks many details and poorly describes the goal and the purpose of the document.</p> <p>User groups are described for the application, but attributes are poorly described and are not enough to differentiate the groups.</p> <p>One persona is provided with one context scenario.</p> <p>Personas are not based on real people but are lacking several elements. Personas do not fit the user groups.</p> <p>Context scenarios did not show the motivations of the persona, or did not actually mention the persona as the actor. There was no proper resolution. Narrative flow is illogical or contains gaps.</p>	<p>Users, personas, and/or context scenarios not provided</p>	

resolution to the story. The context scenario is high level and has a narrative that flows logically.

narrative that flows logically.

narrative that flows logically.

actually mention the persona as the actor. There was no proper resolution. Narrative flow is slightly illogical or contains gaps.

	5 – 4 pts	4 – 3.5 pts	3.5 – 3 pts	3 – 2.5 pts	2.5 – 0 pts	0–0 pts	5pts
Key paths and wireframes Description	<p>Wireframes provided are easy to understand (proper sizing, labelled with clear lines).</p> <p>Keypaths contain all relevant transition arrows that originate from the interaction element to the next screen. Flow can be clearly followed.</p> <p>Keypaths are based on the context scenario and use the persona as the actor.</p> <p>The persona's actions are clearly described, as well as the systems reactions or feedback sequence.</p>	<p>Wireframes provided are easy to understand but may lack labelling or are not formatted properly in a few areas (too large/small, not labelled, too messy).</p> <p>Keypaths contain relevant transition arrows that originate from the interaction element to the next screen. Flow can be clearly followed.</p> <p>Keypaths are based on the context scenario and use the persona as the actor.</p> <p>The persona's actions are described but the system response was</p>	<p>Wireframes provided are complete but contain some formatting issues (too large/small, not labelled, too messy).</p> <p>Keypaths contain transition arrows that do not originate from the interaction element. Slightly difficult to follow the flow.</p> <p>Keypaths seem somewhat separate from the context scenario or did not use the persona as the actor.</p> <p>Description of the persona's actions and system response could</p>	<p>Wireframes provided are not complete and contain some formatting issues (too large/small, not labelled, too messy)</p> <p>Keypaths lacking transition arrows, making it quite difficult to follow the flow.</p> <p>Keypaths seem separate from the context scenario or did not use the persona as the actor.</p> <p>Description of the persona's actions and system response could use more details and are too generic.</p>	<p>Wireframes provided are not complete and contained several formatting issues (too large/small, not labelled, too messy).</p> <p>Keypaths lacking transition arrows making it quite difficult to follow the flow.</p> <p>Keypaths seem unrelated to the context scenario or did not use the persona as the actor.</p> <p>Description of the persona's actions and system response was very brief and generic.</p>	<p>Key paths and/or wireframes not provided.</p>	

not sufficiently elaborated on or provided.

use more details and are too generic.

	5 – 4 pts	4 – 3.5 pts	3.5 – 3 pts	3 – 2.5 pts	2.5 – 0 pts	0–0 pts	5pts
Design principles							
Description	<p>Design principles provided are relevant, accurately chosen and analysis is contextually tied to the design.</p> <p>Analysis is properly formatted so that it was easy to follow the design principles touted.</p> <p>Analysis provides cogent and strong rationale for the principles.</p> <p>Analysis is backed by screenshots that are properly formatted and labelled.</p>	<p>Design principles provided are relevant, accurately chosen.</p> <p>Analysis provides cogent and strong rationale for the principles.</p> <p>Analysis is backed by screenshots that are mostly properly formatted and labelled.</p>	<p>Design principles chosen demonstrate understanding of the subject but some choices are not sufficiently explained or accurate.</p> <p>An explanation is provided for each principle but could use some more justification.</p> <p>Analysis is backed by screenshots but only for some of the principles and/or are not properly formatted.</p>	<p>Some of the design principles chosen do not match the design and are not accurately described.</p> <p>An explanation is provided for each principle but could use some more justification.</p> <p>There are too few design principles showcased.</p> <p>Analysis is not backed by screenshots or any other supporting materials.</p>	<p>None of the design principles chosen match the design and or are incorrectly described.</p> <p>An explanation is provided but not for every principle and/or is not justified.</p> <p>There are too few design principles showcased.</p> <p>Analysis is not backed by screenshots or any other supporting materials.</p>	Design principle theory not included	
	5 – 4 pts	4 – 3.5 pts	3.5 – 3 pts	3 – 2.5 pts	2.5 – 0 pts	0–0 pts	5pts
Feature list discussion	Each feature provided ties back to the client's goals.	Each feature provided ties back to the client's goals.	Most features provided tie back to the client's goals.	Some features provided do not tie back to the project and client's goals.	Features provided do not tie back to the project and client's goals.	Feature list not included	

Description

Each feature has a sufficient description that clearly describes what it allows the user to accomplish and the value it brings.

Each feature is accompanied by data/findings from the first assignment and the connection is clear and logical.

Each feature has a description that describes what it allows the user to accomplish and the value it brings.

Each feature is accompanied by data/findings from the first assignment and the connection is mostly clear and logical.

Although each feature has a description it is too vague and not clear specifically how it benefits the user.

Each feature is accompanied by data/findings from the first assignment.

Although each feature has a description it is too vague and not clear specifically how it benefits the user.

Some features are not accompanied by data/findings from the first assignment.

Not every feature has a description and/or it is too vague and does not describe how it benefits the user.

Features are not accompanied by data/findings from the first assignment

5 – 4 pts

4 – 3.5 pts

3.5 – 3 pts

3 – 2.5 pts

2.5 – 0 pts

0–0 pts

5pts

Criterion 1

Description from the assessment criteria goes here.

The HD is the highest-grade level. Match the verbs from the criteria in your description and add words that judge quality and quantity as appropriate. Your goal is to outline what a fully complete response to the assessment would look like.

Be specific, avoid using vague or subjective words that are open to interpretation (for example, “good” is less specific than “comprehensively”).

Preference words that describe the quality of the critical thinking rather than describe the

For the credit and distinction levels you can leave some of the description the same between levels but there must be enough differentiation to make it possible to understand the different levels of achievement.

It’s normal to juggle all the criteria as you go to make the levels work, as you write these levels expect to change the HD as well.

For the credit and distinction levels you can leave some of the description the same between levels but there must be enough differentiation to make it possible to understand the different levels of achievement.

It’s normal to juggle all the criteria as you go to make the levels work, as you write these levels expect to change the HD as well.

The Pass description outlines the minimum standard of student achievement that still meets the criteria.

Be careful of setting the bar too high here or you will not leave enough room to measure 3 levels up of student achievement.

Often when you write this level you will change all the other levels again.

Describe what the student would not do in the pass description. The student has tried to complete the assessment but has not integrated the knowledge sufficiently to a pass standard.

Fail statement for students who did not make an attempt. Write this as “did not complete” criteria, as if the student did not attempt to finish the assessment.

quantity of the response where you can. For example, “meaningful insights” describes quality more accurately than “multiple insights,” although both terms describe a quality response.

Quantity words can be used in the description but are more open to interpretation (i.e. the difference between “some” and “mostly” isn’t always clear) so try not to use quantity words as the only signifier of quality where possible.

Total:

20 pts

Criteria	Ratings	Pts
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PART 2	HD	D	C	P	N	DNS	
Prototype features Description	Prototype has all necessary features laid out in Part 1, and has covered the required core functionalities as part of the requirement.	Prototype has all necessary features laid out in Part 1, and has covered the required core functionalities as part of the requirement.	Prototype has covered the required core functionalities as part of the requirement, but one feature may not be complete.	Prototype did not cover all the core features or one or more of them did not work.	Prototype did not cover all the core features or many of them did not work.	Prototype features not evident	
	Each feature is interactive from starting point to the end state. There are no issues with the hotspots.	Each feature is interactive from starting point to the end state. There are slight issues with the hotspots.	Each feature is interactive from starting point to the end state. There are some issues with the hotspots.	Some features were not interactive from starting point to the end state. There were some issues with the hotspots.	Many features were not interactive from starting point to the end state. There were several issues with the hotspots.		
	Each feature is clear on how to access it or to start.	Each feature is clear on how to access it or to start.	There are some confusions as to how each feature is accessed for example unable to easily go the right screen.	There are confusions as to how each feature is accessed for example unable to easily go the right screen.	There are many confusions as to how each feature is accessed for example unable to easily go the right screen.		
	Example user inputs are provided for each feature to showcase interaction.	Example user inputs are provided for each feature to showcase interaction.	Example user inputs were provided for only some features to showcase interaction.	Example user inputs are not provided for some features to showcase interaction.	Example user inputs were not provided for features to showcase interaction.		
	Content in each feature are self-contained in the application instead of leading to an external link.	Some of the content in a core feature leads to external sources.	There are external links provided instead having them in-app.	There are external links provided instead having them in-app.	There are external links provided instead having them in-app.		
	7 – 5.6 pts	5.6 – 4.9 pts	4.9 – 4.2 pts	4.2 – 3.5 pts	3.5 – 0 pts	0–0 pts	7pts

Prototype navigation

Description

There is a clear navigation pattern provided that is easy to understand in terms of access, labelling and affordance.

Flow of each task is intuitive from starting point to completion.

Escape hatches for all screens exist and return to a logical point in the application.

Navigation pattern chosen fits the platform conventions.

Icons, labelling and navigation bars are all fitting and easily understood.

7 – 5.6 pts

There is a clear navigation pattern provided that is easy to understand in terms of access.

Flow of each task is mostly intuitive from starting point to completion.

Escape hatches for all screens exist and return to a logical point in the application.

Navigation pattern chosen fits the platform conventions.

Icons, labelling and navigation bars are fitting and easily understood with a few exceptions.

5.6 – 4.9 pts

The navigation patterns used can be a bit clearer in terms of providing a starting point, however it is functional.

Flow of each task are somewhat intuitive from starting point to completion.

Escape hatches for most screens exists and return to a logical point in the application.

Navigation pattern chosen fits the platform conventions.

Icons, labelling and navigation bars are fitting and easily understood with some exceptions.

4.9 – 4.2 pts

The navigation patterns used can be clearer in terms of providing a starting point, however it is functional.

Flow of each task is not intuitive from starting point to completion.

Escape hatches for only some screens exist and may not return to a logical point in the application.

Navigation pattern chosen is not consistent with platform conventions.

Icons, labelling and navigation bars are fitting and easily understood with a several exceptions.

4.2 – 3.5 pts

The navigation patterns are not clear in terms of providing a starting point, and/or are not functional.

Flow of each task is not intuitive from starting point to completion.

Escape hatches either do not exist or do not return to a logical point in the navigation.

Navigation pattern chosen is not consistent with platform conventions.

Icons, labelling and navigation bars are missing and/or are not easily understood.

3.5 – 0 pts

Prototype navigation not evident

0–0 pts

7pts

Layout and aesthetics

Description

Screen layout makes perfect sense and is clear and neat.

Patterns chosen fit the purpose and do not impede the user in terms of cognitive load.

Patterns follow platform conventions.

Screen layout generally makes sense and is clear and neat.

Patterns chosen fit the purpose and generally do not impede the user in terms of cognitive load.

Visual language is slightly inconsistent throughout the application.

Patterns used differs n terms of sizing and/or colors from feature to feature.

Patterns chosen fit the purpose and do not

Visual language is inconsistent throughout the application.

Patterns used differ in terms of sizing and/or colors from feature to feature.

Some patterns are arbitrarily used, do not fit purpose.

Visual language is inconsistent or unrecognizable throughout the application.

Patterns used are inconsistent in terms of sizing and/or colours from feature to feature.

Did not provide a layout or aesthetic presentation

	<p>There is not too much of the screen dedicated to UI, focus is still on content. Padding is not overzealous, if any.</p> <p>Fonts used are consistent, matching and does not create confusion.</p> <p>Colors used assist in the user experience, specific colors are used for action items etc.</p> <p>Consistent visual language throughout the application.</p>	<p>There is not too much of the screen dedicated to UI, focus is still on content. Padding is reasonable.</p> <p>Fonts used are consistent, matching and does not create confusion.</p> <p>Colors generally used assist in the user experience, specific colors are used for action items etc.</p> <p>Consistent visual language throughout the application.</p>	<p>impeded the user in terms of cognitive load.</p> <p>There was a bit too much of the screen dedicated to UI, but focus was still on content. Padding was a bit overzealous.</p> <p>Fonts used are consistent, match and do not create confusion.</p> <p>Colors sometimes used assist in the user experience, specific colors are used for action items etc.</p>	<p>There is too much of the screen dedicated to UI, but focus is still on content. Padding was a bit overzealous.</p> <p>Fonts used are somewhat inconsistent, but do not create confusion.</p> <p>Too many colors used in some areas, creating confusion in terms of visual language or making it more difficult to understand the interface.</p>	<p>Patterns do not fit the purpose</p> <p>Too much screen dedicated to UI, with the focus being removed from the context. And/or padding was overzealous.</p> <p>Fonts used are completely inconsistent and create confusion.</p> <p>Too many colors used across the interface, creating confusion in terms of visual language or making it more difficult to understand the interface.</p>		
	6 – 4.8 pts	4.8 – 4.2 pts	4.2 – 3.6 pts	3.6 – 3 pts	3 – 0 pts	0–0 pts	6pts
<p>Criterion 1</p> <p>Description from the assessment criteria goes here.</p>	<p>The HD is the highest-grade level. Match the verbs from the criteria in your description and add words that judge quality and quantity as appropriate. Your goal is to outline what a fully complete response to the assessment would look like.</p> <p>Be specific, avoid using vague or subjective words that are open to</p>	<p>For the credit and distinction levels you can leave some of the description the same between levels but there must be enough differentiation to make it possible to understand the different levels of achievement.</p> <p>It’s normal to juggle all the criteria as you go to make the levels</p>	<p>For the credit and distinction levels you can leave some of the description the same between levels but there must be enough differentiation to make it possible to understand the different levels of achievement.</p> <p>It’s normal to juggle all the criteria as you go to make the levels work,</p>	<p>The Pass description outlines the minimum standard of student achievement that still meets the criteria.</p> <p>Be careful of setting the bar too high here or you will not leave enough room to measure 3 levels up of student achievement.</p> <p>Often when you write this level you will</p>	<p>Describe what the student would not do in the pass description. The student has tried to complete the assessment but has not integrated the knowledge sufficiently to a pass standard.</p>	<p>Fail statement for students who did not make an attempt. Write this as “did not complete” criteria, as if the student did not attempt to finish the assessment.</p>	

interpretation (for example, “good” is less specific than “comprehensively”).

Preference words that describe the quality of the critical thinking rather than describe the quantity of the response where you can. For example, “meaningful insights” describes quality more accurately than “multiple insights,” although both terms describe a quality response.

Quantity words can be used in the description but are more open to interpretation (i.e. the difference between “some” and “mostly” isn’t always clear) so try not to use quantity words as the only signifier of quality where possible.

work, as you write these levels expect to change the HD as well.

as you write these levels expect to change the HD as well.

change all the other levels again.

Total:

20 pts