Week 3.2: Agile Requirements Specification

**Week**: 3 **Day**: Friday

**Objective**:

* Analyse and Specify Software Requirements in Agile.
* Develop User Roles, Personas, and Scenarios.
* Write User Stories.

# Task 1: Define User roles (30 minutes)

**Goal:** To define user roles for the assessment project

**Instructions:**

* + In your assessment group, analyse the case study for the inventory management system.
  + Write a list of user roles using the following template:
  + Monitor inventory levels in warehouses to ensure efficient stocking and order fulfilment.

|  |  |
| --- | --- |
| Role | Description |
| Store Manager | **Oversees The daily operation of QuickBuy store**  **Responsibilities:**   * Search certain products * Analyse certain product category * Can monitor stock levels in real time so that they can avoid understocking or overstocking * They would be able to reorder products based on demand and sales * They would be able to track which products are doing well and poorly * They would be able to identify products that are selling well or poorly so that they can optimize sale and stock space. |
| Warehouse manager | **Manages the distribution centre before products are shipped out to QuickBuy store**  **Responsibilities:**   * Search for categories such as frozen foods, fruits, vegetables, meat etc * Can track product from warehouse to store. * Track stock levels to prevent understocking at the warehouse or overstocking. * Monitor inventory levels in warehouse to ensure efficient order fulfilment. |
| Category manager |  |

# Task 2: Define Personas and Scenarios (40 minutes)

**Goal:** To define user personas for the assessment project

**Instructions:**

* + In your assessment group, select the key three user roles in the system.
  + Check: <https://aserg.codeberg.page/shu-dev-process/en/modelling/analysis/user-stories-and-personas/#personas>
  + Create two personas for each of the selected roles.
  + Minimum of two personas must include accessibility requirements
  + For simplicity, you may follow the following template:

|  |  |
| --- | --- |
| **Sarah Taylor** | |
| * Age: 34 * Occupation: Store manager at store * Location: * Role: * Disability: * Quote: | |
| **Background** |  |
| **Goals** |  |
| **Frustrations** |  |
| **Technology** |  |
| **Scenario** |  |

**Example**

|  |  |
| --- | --- |
| **Sarah Taylor** | |
| * Age: 34 * Occupation: Freelance Writer * Location: Leeds, UK * Library Member * Disability: Visually impaired (low vision) * Quote: “I love the convenience of borrowing audiobooks from AML online, but I need the site to be accessible” | |
| **Background** | Sarah is a freelance writer who loves staying informed through books, journals, and periodicals. She enjoys audiobooks and multimedia content, which are essential for her work and leisure. Due to her visual impairment, Sarah relies on assistive technology, such as screen readers and magnification tools, to navigate websites and access digital content. She prefers websites that are optimized for text-to-speech functionality, with clearly labelled buttons and accessible media descriptions.  Sarah has been a member of the Advanced Media Library (AML) for several years and regularly uses the online platform to browse, borrow, and reserve media. She values accessibility features that allow her to have a smooth user experience, both on her desktop and mobile devices.  Sarah needs full keyboard navigation so she can use shortcuts for accessing menus, media details, and forms. |
| **Goals** | * Easily search for and borrow accessible media. * Navigate the AML online platform seamlessly using her screen reader and magnification tools. * Receive timely notifications about media availability and due dates in a format that is easy for her to read. * Manage her library account independently and without needing to visit the branch. |
| **Frustrations** | * Websites that are not optimized for screen readers, making it difficult to browse and interact with content. * Lack of clear labelling on buttons and form fields, which causes confusion when using assistive technology. * Delays in receiving notifications about reserved media, forcing her to check manually and potentially miss out on items. |
| **Technology** | **Devices**: Laptop (with screen reader software), smartphone (with screen magnification features)  **Assistive Technology**: JAWS (Job Access With Speech) screen reader, built-in magnification on her phone and desktop |
| **Scenario** | Sarah logs into her AML account using her screen reader and starts her weekly routine of browsing for new audiobooks and large-print books. She searches for specific titles and adds them to her cart. She uses the website's voice-activated command system to complete her borrowing process. The system reads out each step as she reserves two books and opts for home delivery. Afterward, she receives an accessible notification confirming her reservation and delivery date, with large-text and screen-reader friendly details. |

# Task 3: Define User Stories (40 minutes)

**Goal:** To define user stories for the assessment project

**Instructions:**

* + In your assessment group, define four user stories for the assessment project
  + Discuss your user stories with tutors to get formative feedback, then refine your user stories.
  + Follow this template:

Table 1: User Story 01 - Title

|  |  |  |
| --- | --- | --- |
| **Title**: Store manager | **Priority**: High | **Estimate:** .. |
| As a …. , I want to …., so that … | | |
| **Acceptance Criteria**  **Given** ,  **When** ,  **Then** | | |
| **Stage of Implementation** | | |