

# Project Description ETSN15 Requirements Engineering VT2025

<http://cs.lth.se/krav>

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## 1 Objectives

The main goals of the project from a course perspective are to:

1. connect theory to practice,
2. give concrete experiences of requirements engineering challenges,
3. increase your motivation by group activities focused on realistic problems.

## 2 Assignment of project team and project mission

You should contribute to your project team formation and assignment accordingly:

1. The project members of each team is finalized by Monday of the first course week.
2. You should bring your ideas on a candidate Project Mission for your team to the lecture on Tuesday of the first course week, in a domain that you have knowledge and interest in.
3. You should participate in selecting and developing a draft of Project Mission v1 for your team before the exercise on Wednesday of the first course week.

## 3 Context and roles

Each project team perform requirements engineering work based on yoProject Mission. The project team develops system models with requirements of different types at appropriate levels, based on their interpretation of the Project Mission. Your team members act a primary stakeholder in addition to other (potential) external stakeholders. The actual scope of your project is negotiated with a teacher in the course.

The project team consists of 4-8 members. You should appoint roles below to your team members (one person can have several roles, and some roles can be shared by two persons, depending on the number of team members):

- **PM** Project, Process, Prioritization & Release Manager (1 person)
- **SM** Stakeholder Manager (1 person)
- **TM** Tools, Documents, Experiences & Version Manager (1-2 person)
- **EM** Elicitation & Prototyping Manager (1-2 person)
- **QM** Quality Requirements Manager (1 person)
- **DM** Data Requirements Manager (1 person)
- **VM** Validation Manager (1 person)

## 4 General project rules

1. The project comprises 80 hours per person.
2. The total effort should be evenly distributed among participants.
3. In weeks W2, W4, and W7 a meeting should be scheduled with the project supervisor, where the project team reports on status, challenges and plans. All project members should participate in meetings with the project supervisor.
4. The manager roles imply management, planning, and coordination responsibilities, but managers should not do all the work: *all team members should contribute to all parts of the project work!*.

## 5 Project deliverables

Phase	Deliverables	Deadline
Planning	Project Mission v1	Week 1: Wednesday 12:00
	Project Mission v2	Week 2: Tuesday 23:59
Iteration 1	Release R1	Week 3: Sunday 23:59
Iteration 2	Release R2	Week 5: Sunday 23:59
	Validation Checklist	Week 5: Sunday 23:59
Iteration 3	Validation Report	Week 6: Thursday 23:59
	Conference Presentation	Week 7: Wednesday 08:00
	Discussant Questions	Week 7: Wednesday 15:00
	Release R3	Week 7: Sunday 23:59

All deliverables should have a title, version number, team id, product name, and names of all team members.

### 5.1 Project Mission v2

Your team should prepare a second version of the Project Mission where the scope of the project is further defined after dialog with your project supervisor. The purpose of

version 2 of the Project Mission is to act as an agreement that specifies what your team intends to develop.

1. The Project Mission v2 is recommended to include the following information:
  - (a) Table of contents
  - (b) Background and other information from Project Mission v1
  - (c) Main goals and system context, including a context diagram
  - (d) Participants and potential stakeholders
  - (e) Description of planned activities and deliverables with deadlines
  - (f) Diagram showing, per participant, the planned activities and time spent per week
  - (g) Responsibilities of project members
2. With the above content it is useful if the following questions can be answered:
  - (a) What is the project about?
  - (b) Who is participating in the project as members and as input providers?
  - (c) What should be done in the project?
  - (d) When should the results be delivered?
  - (e) Who is responsible for what?
  - (f) When shall who work with what?

## 5.2 Deliverables

1. You should work iteratively and divide your work into 3 main iterations, each ending with a release with all your accumulated work products. (You may have more sub-iterations with additional internal releases.)
2. The releases (delivered for the course) are denoted R1, R2, and R3.
3. For each release, the quality of your deliverables should represent a noticeable improvement.
4. Each release should be divided into two explicit parts: **System Requirements** and **Project Experiences**, each with its own **table of contents**.
5. There should be an **overview description** of each release to make navigation and assessment easy, e.g. in a file called `index.html` or `README.txt`.
6. A release R<sub>n</sub> of team X should be delivered in *one single, self-contained zip-file* named `X-Rn.zip` including *all* deliverables.
7. Each deliverable may link to further resources such as html pages, pdf documents, screen images, text files, executables, etc., all contained in the delivered zip file. No external links outside the zip are allowed.
8. The second version of the system requirements (R2) should include a first version of the release plan.

9. The last release R3 should include final versions of: System Requirements, Project Experiences, Validation Report & Checklist (final version by R2 and included in R3), and Conference Presentation. Course Evaluation is delivered post course.

**System Requirements** includes the following:

- (a) Different types of system requirements (e.g. data, function, quality) at different levels (e.g. goal, domain, product, design).
- (b) Several specification techniques (e.g. context diagrams, features, virtual windows, task descriptions).
- (c) Each requirement should have a unique identity (name or number).
- (d) A subset of the requirements should be prioritized and release planned into the releases R3 (final course delivery), and (imagined future releases) R4 and R5.
- (e) Design-level requirements are to be specified for the sub-set of requirements that are planned for release in R3 (see previous point). This sub-set of requirements shall be implemented as mock-up designs in the final course delivery (R3) using, e.g. screens and prototypes, analog drawings, clickable presentations, executable GUI mockups.

**Project Experiences** include the following:

- (a) Description of your requirements engineering work, including experiences and reflections in relation to learning objectives.
- (b) Description of the chosen methods/techniques for elicitation, specification, validation, and prioritization.
- (c) Motivation for *why* you chose the used methods/techniques.
- (d) Reflection on the usage of these methods/techniques in terms of what was successful and what was challenging. Example questions for reflection: What have you learned in relation to the learning objectives in this course program? What would you have done differently based on what you know now? What have you learned in relation to the learning objectives?
- (e) Reflection on the interaction among internal and (potential) external stakeholders through the different steps of the Requirements Engineering process.
- (f) A personal statement by each team member that briefly explains each individual's contributions to the project results.
- (g) The Project Experiences should *not* include course evaluation issues, but focus on your own work and learning outcome.

**Validation Report** To gain experience and input to your own project, you will validate another project team's release R2 and hand in your validation report together with your team's R3. Your team should produce relevant and

useful issues for improvement. Each issue should be ranked for criticality.

**Validation Checklist** To help another project team to validate your release R2, you will provide them with a requirements validation checklist tailored to the context.

**Conference Presentation** Prepare and rehearse a short presentation.

- (a) The total presentation time and further guidelines are given during the course.
- (b) Spend approx. 10% of the presentation time on the project's mission.
- (c) Spend approx. 45% of the time on project results and techniques used.
- (d) Spend approx. 45% of the time on experiences and learning outcome.
- (e) Slides should be in { .ppt|.pptx|.pdf }.

**Discussant Questions** Prepare questions and act as discussants at the project conference for the project that you previously validated.

- (a) The total discussant time and further guidelines are given during the course.
- (b) Prepare questions on, for example, choice of RE techniques, experienced RE challenges and solutions during the project.

**Course Evaluation** (Not part of the assessment.) A separate, free-form Course Evaluation document should be handed in by the team. If team members have different views, it is valuable if these differences are reflected. For each relevant course element (lectures, exercises, labs, project etc) answer questions such as: What worked well? If something needs improvement, *why* and *how* would you like it to be changed?

## 6 Project assessment

1. The deliverables Project Mission and Conference Presentation is pass/fail only.
2. The project grade of fail/3/4/5 is based on Release R3 and your Validation Report & Checklist according to the criteria in the table on the next page.

<i>Assessment area</i>	<i>Required for project grade 3: <b>Acceptable</b></i> Demonstrate ability to ...	<i>Also required for project grade 4: <b>Good</b></i> Demonstrate ability to ...	<i>Also required for project grade 5: <b>Excellent</b></i> Demonstrate ability to ...
<b>Specification</b>	<p><b>3A)</b> apply more than one suitable specification technique (e.g. task descriptions and screen prototypes), and more than two types of requirement (e.g. data, function, quality), and more than three abstraction levels (e.g. goal, domain, product, design).</p> <p><b>3B)</b> define a system's boundaries and its interaction with external entities.</p> <p><b>3C)</b> reflect on specification experiences and reason about choices of specification methods in relation to different contexts.</p>	<p><b>4A)</b> combine different degrees of completeness and different levels of abstraction.</p> <p><b>4B)</b> use at least four different specification techniques adequately tailored to the context.</p> <p><b>4C)</b> provide explicit requirements rationale that reduce risks of misinterpretation.</p> <p><b>4D)</b> use hierarchies and requirements relations to manage evolving requirements structures.</p>	<p><b>5A)</b> combine specification techniques in an explicitly motivated trade-off between qualities and costs, where a high degree of specification completeness is achieved for a carefully selected subset of requirements.</p> <p><b>5B)</b> provide motivated estimations of target quality levels using well-defined scales.</p>
<b>Elicitation</b>	<p><b>3D)</b> apply more than one elicitation technique in a relevant way.</p> <p><b>3E)</b> reflect on elicitation experiences.</p> <p><b>3F)</b> apply stakeholder analysis.</p>	<p><b>4E)</b> reason about the need for further elicitation in relation to specification quality.</p> <p><b>4F)</b> demonstrate good use of prototyping to elicit realistic user requirements.</p> <p><b>4G)</b> elicitation with external stakeholders.</p>	<p><b>5C)</b> go beyond initial stakeholders and given frames, while challenging the domain boundaries and eliciting creative ideas and deep domain knowledge in real-world contexts.</p>
<b>Validation</b>	<p><b>3G)</b> assess the quality of requirements and find relevant problems of several different types.</p> <p><b>3H)</b> apply more than one validation technique including prototyping.</p> <p><b>3I)</b> reflect on validation experiences.</p>	<p><b>4H)</b> find, prioritize and discuss requirements quality problems of different types, while reaching beyond form issues.</p> <p><b>4I)</b> adapt the validation to the context and provide rationale for the chosen validation techniques.</p>	<p><b>5D)</b> reason about the relation between requirements quality problems and risks from different stakeholder's viewpoint.</p> <p><b>5E)</b> utilize links among different types of specifications in validation efforts to find and address potentially harmful inconsistencies.</p>
<b>Selection</b>	<p><b>3J)</b> use more than one prioritization technique in a relevant way.</p> <p><b>3K)</b> reflect on prioritization experiences.</p>	<p><b>4J)</b> create a release plan for a subset of prioritized features, while taking into account precedence constraints.</p>	<p><b>5F)</b> combine priorities from several stakeholders and use priorities and scheduling constraints to iteratively create a relevant release plan.</p> <p><b>5G)</b> use prioritization to focus improvements of specification quality and elicitation efforts for a well-motivated subset of requirements.</p>