



# POLITECNICO MILANO 1863

## CodeKataBattle

### Requirements Analysis and Specifications Document

Software Engineering 2 project  
Academic year 2023 - 2024

20 October 2023  
Version 0.0

*Autors:*  
Tommaso Pasini  
Elia Pontiggia  
Michelangelo Stasi

*Professor:*  
Matteo Camilli

# Revision History

| Date       | Revision | Notes             |
|------------|----------|-------------------|
| 23/10/2023 | v.0.0    | Document creation |
|            | v.1.0    | First relese      |

# Contents

|          |   |           |
|----------|---|-----------|
| <b>1</b> | <b>Introduction</b>                                 | <b>4</b>  |
| 1.1      | Purpose . . . . .                                   | 4         |
| 1.1.1    | Purpose of the document . . . . .                   | 4         |
| 1.1.2    | Purpose of the product . . . . .                    | 4         |
| 1.1.3    | Goals . . . . .                                     | 5         |
| 1.2      | Scope . . . . .                                     | 5         |
| 1.2.1    | World Phenomena . . . . .                           | 6         |
| 1.2.2    | Shared Phenomena . . . . .                          | 6         |
| 1.3      | Definitions, Acronyms, Abbreviations . . . . .      | 8         |
| 1.3.1    | Definitions . . . . .                               | 8         |
| 1.3.2    | Acronyms . . . . .                                  | 8         |
| 1.3.3    | Abbreviations . . . . .                             | 9         |
| 1.4      | Reference Documents . . . . .                       | 9         |
| 1.5      | Document Structure . . . . .                        | 9         |
| <b>2</b> | <b>Overall Description</b>                          | <b>11</b> |
| 2.1      | Product Perspective . . . . .                       | 11        |
| 2.1.1    | Scenarios . . . . .                                 | 11        |
| 2.1.2    | <b>Class Diagram</b> . . . . .                      | 13        |
| 2.1.3    | State Diagrams . . . . .                            | 13        |
| 2.2      | Product Functions . . . . .                         | 15        |
| 2.3      | User characteristics . . . . .                      | 15        |
| 2.4      | Assumptions, Dependencies and Constraints . . . . . | 15        |
| 2.4.1    | Domain Assumptions . . . . .                        | 15        |
| 2.4.2    | Dependencies . . . . .                              | 15        |
| 2.4.3    | Constraints . . . . .                               | 15        |
| <b>3</b> | <b>Specific Requirements</b>                        | <b>16</b> |
| 3.1      | External Interface Requirements . . . . .           | 16        |
| 3.1.1    | User Interfaces . . . . .                           | 16        |
| 3.1.2    | Hardware Interfaces . . . . .                       | 16        |
| 3.1.3    | Software Interfaces . . . . .                       | 16        |
| 3.1.4    | Communication Interfaces . . . . .                  | 16        |

---

|          |                                      |           |
|----------|--------------------------------------|-----------|
| 3.2      | Functional Requirements . . . . .    | 17        |
| 3.3      | Performance Requirements . . . . .   | 18        |
| 3.4      | Design Constraints . . . . .         | 19        |
| 3.5      | Software System Attributes . . . . . | 19        |
| 3.5.1    | Reliability . . . . .                | 19        |
| 3.5.2    | Availability . . . . .               | 19        |
| 3.5.3    | Security . . . . .                   | 19        |
| 3.5.4    | Maintainability . . . . .            | 20        |
| 3.5.5    | Portability . . . . .                | 20        |
| <b>4</b> | <b>Formal Analysis Using Alloy</b>   | <b>21</b> |
| <b>5</b> | <b>Effort Spent</b>                  | <b>22</b> |

# 1. Introduction

## 1.1 Purpose

Software development is one of the most sought-after skills globally, and its growing importance is set to persist in the future years. The versatility of this ability allows solving many problems in different fields, including science, art, and entrepreneurship. The acquisition of software development skills improves both creativity and innovation, as well as fosters the development of fundamental skills such as problem-solving, logical thinking, and effective communication.

To understand and master software development, it is essential to have the ability to design, write, and test software programs. Dedication and patience are necessary for the gradual process of learning programming. Theory is a foundational element, but it is only the start of developing your skills. Consistent practice is necessary to master concepts and programming techniques.

### 1.1.1 Purpose of the document

The aim of this document is to give a comprehensive explanation of the requirements and specifications for the project. Functional and non-functional requirements are provided, with a focus on real possible use cases, end user interaction, and system limits and constraints.

Those who will read this document include end users who are primarily interested in a high-level description of the features and developers who must implement the requirements presented in this document.

### 1.1.2 Purpose of the product

The purpose of the product is to provide a solution to the problem previously highlighted. The **CodeKataBattle** project, or CKB, is a platform that assists students in enhancing their software development abilities through battles. Students in teams participate in programming exercises where they complete software projects following a test-first approach. Creating battles, setting rules, and evaluating students' performance are tasks that educators do. CKB promotes skill development, competition, and evaluation, fostering a collaborative and skill-building atmosphere.

### 1.1.3 Goals

The following table provides an aggregate list of the specific goals that must be accomplished by CodeKataBattle system.

---

|           |  |
|-----------|--|
| <b>G1</b> | Educators can create tournaments that involve coding battles to challenge students.  |
| <b>G2</b> | Provides educators with the ability to track student software development knowledge, evaluate the code written during battles, and monitor the overall tournament score.     |
| <b>G3</b> | Educators can customize battles by defining specific rules, achievement objectives, and evaluation methodology.  |
| <b>G4</b> | Students can improve software development skills by taking part in coding tournaments and battles where they must write programs.  |
| <b>G5</b> | Coding battles enable students to enhance their soft skills, such as communication, collaboration, and time management, by creating team and collaborating with the members. |

---

Table 1.1: Goals

## 1.2 Scope

CodeKataBattle (CKB) is a platform that allows students to improve their software development skills by participating in coding challenges. Educators create coding battles within specific tournaments, encouraging students to improve their programming proficiency. Students compete in coding battles to solve programming exercises in their chosen language while adhering to the test-first approach.

Educators create a battle by uploading a programming exercise (also known as Code Kata), specifying the group size, registration and submission deadlines, and scoring parameters. Once created, students can form teams that can be changed between different battles in the same tournament, register for the battle, and receive access to a GitHub repository containing the code kata. They are required to fork the repository and automate their workflow through GitHub Actions.

The battle score ranges from 0 to 100 and is determined by both mandatory automated evaluation (test case pass rate, timeliness, source code quality) and optional manual evaluation (personal scores assigned by educators). The platform updates the battle score as students commit their code, in this way students and educators can keep track of the battle's ranking. Following the deadline for submission, educators perform an optional manual evaluation before sharing the final battle rank with participants.

All students on the CKB platform have a personal tournament score, which is the sum of their battle scores in that tournament. This score is determined by CKB when

educators close a battle, and it is accessible to all platform users.

When educators close a tournament, the final tournament rank remains available to all platform users. Gamification badges, which educators can define when creating a tournament, reward students for their performance or achievement.

CodeKataBattle fosters collaborative coding challenges, helping students improve their software development skills while introducing competition and gamification elements to enhance engagement and recognition.

### 1.2.1 World Phenomena

|            |  |
|------------|--|
| <b>WP2</b> | The students fork the GitHub repository of the code kata.  |
| <b>WP3</b> | Students set up an automatic workflow in the GitHub repository.  |
| <b>WP4</b> | The students work and complete the code kata battle with their code.   |
| <b>WP5</b> | The students push their work to the GitHub repository.   |
| <b>WP6</b> | An educator create a correct code kata, definig a coerent description of the project within its test cases and the configuration for automation scripts. |
| <b>WP7</b> | An educator check the work done by students for evaluates them.  |

Table 1.2: World Phenomena

### 1.2.2 Shared Phenomena

| <b>ID</b>  | <b>Description</b>  | <b>Controlled by</b> |
|------------|---|----------------------|
| <b>SP1</b> | An user register its personal data in CodeKataBattle system specifing if it is a student or an educator |                      |
| <b>SP1</b> | A registered user insert its credentials to get in CodeKataBattle environment                           |                      |
| <b>SP1</b> | An educator creates a tournament  |                      |
| <b>SP2</b> | An educator grants other colleagues permission to create battles  |                      |
| <b>SP3</b> | An educator creates a battle within a tournament  |                      |
| <b>SP4</b> | Students are notified of a new tournament   |                      |

|             |  |  |
|-------------|--|--|
| <b>SP5</b>  | Students are notified of a new upcoming battle within a tournament they are subscribed to                |  |
| <b>SP6</b>  | Students use the platform to form teams  |  |
| <b>SP7</b>  | Student invite other students to join its team respecting the boundaries imposed                         |  |
| <b>SP8</b>  | Student join a battle on his own   |  |
| <b>SP9</b>  | Student join a battle towards an invite -i Possono scegliere di essere soli oppure devono per forza      |  |
| <b>SP10</b> | The platform sends the link of the GitHub repository to all students who are members of subscribed teams |  |
| <b>SP11</b> | Students are asked to fork the GitHub repository and set up an automated workflow                        |  |
| <b>SP12</b> | The forked repository's workflow notifies the platform of a new push                                     |  |
| <b>SP13</b> | The platform updates the battle score of a team  |  |
| <b>SP14</b> | The educator uses the platform to go through the sources produced by each team                           |  |
| <b>SP15</b> | The educator assigns additional score to the teams after the evaluation                                  |  |
| <b>SP16</b> | The platform notifies the teams when the final battle rank becomes available                             |  |
| <b>SP17</b> | The platform updates the personal tournament score of each student                                       |  |
| <b>SP18</b> | An educator closes a tournament  |  |
| <b>SP19</b> | The platform notifies all students involved in the tournament about its end                              |  |
| <b>SP20</b> | All users see the list of ongoing tournaments as well as the corresponding tournament rank               |  |
| <b>SP21</b> | An educator defines the gamification badges  |  |
| <b>SP22</b> | Student visualize gained badges on its profile   |  |



---

Table 1.3: Shared Phenomena

## 1.3 Definitions, Acronyms, Abbreviations

### 1.3.1 Definitions

| Term                | Definition   |
|---------------------|--|
| Educator            | Identifies a person who provides instruction or education, such as a teacher.  |
| Student             | Identifies a person who is studying at a school or college.  |
| Kata                | A training exercise system for karate where you repeat a form multiple times, making small improvements to each one.   |
| Test-first approach | A software development process that is based on converting software requirements into test cases before creating the software, and then tracking the entire development process by repeatedly testing the software against those test cases. |

---

Table 1.4: Definitions

### 1.3.2 Acronyms

| Acronyms | Term           |
|----------|----------------|
| CKB      | CodeKataBattle |
| EDU      | Educator       |
| STD      | Student        |

---

Table 1.5: Acronyms

### 1.3.3 Abbreviations

| Abbreviation    | Term                  |
|-----------------|-----------------------|
| w.r.t           | With reference to     |
| $\mathbf{G}_i$  | i-th goal             |
| $\mathbf{WP}_i$ | i-th World Phenomena  |
| $\mathbf{SP}_i$ | i-th Shared Phenomena |
| $\mathbf{R}_i$  | i-th Requirement      |

Table 1.6: Abbreviations

## 1.4 Reference Documents

- Assignment RDD A.Y 2023-2024
- Course slides on WeeBeep
- RASD review by Prof. M. Camilli
- ISO/IEC/IEEE 29148 dated 2018, Systems and software engineering - Life cycle processes - Requirements engineering

## 1.5 Document Structure

The structure of this RASD document follows six main sections:

1. **Introduction:** provides an overview of the problem at hand, the purpose of the document and the project, the scope of the domain, and introduces the main goals of the system as a solution.
2. **Overall Description:** gives a general description of the system, going into more details about its main functions. The description is assisted with the help of UML diagrams, such as class, activity and state diagram. The domain assumptions of the examined world are then explained along with any dependencies and constraints.
3. **Specific Requirements:** specifies the functional and non-functional requirements of a software system. It includes use cases diagrams, descriptions of each use case, and related sequence diagrams. Finally, it provides a mapping of the requirements to both goals and use cases.
4. **Formal Analysis Using Alloy:** contains Alloy models which are used for the description of the application domain and his properties, referring to the operations which the system has to provide and some critical aspects of the system.

5. **Effort Spent:** keeps track of the time spent to complete this document. The first table defines the amount of hours used by the whole team to get important decisions and to make reviews, the other tables contains the individual effort spent by each team member.
6. **References:** lists all the documents used and that were helpfull in drafting the RASD.

## 2. Overall Description

### 2.1 Product Perspective

#### 2.1.1 Scenarios

##### **Creating a tournament**

Chip, a professor of Algorithm and Data Structures at Mouseton Institute of Technology, prepared to teach the chapter on strings, launching the "Strings Operations" coding tournament on CKB. To expand participation, he allowed his colleague Dale to create challenges for his software engineering class. Students across classes would compete in string manipulation tasks, ranging from basic concatenation to advanced text analysis, fostering collaboration and learning. To make the tournament more interesting, Chip decided to award badges to the best performing students, so he created a badge for the student who participated in the most tournaments, one for the student who won the most battles and one for the student that wrote the most lines of code. All students already subscribed to CKB were notified of the new tournament, and they could join it from the tournament page.

##### **Creating a battle**

In order to get the students familiar with the CKB platform and its features, Chip created an easy battle for his students to practice on, called "wordcheck", that basically requires the student to implement the game wordle. He decides that the battle will last 2 weeks and that the students will be able to work in teams of 2 or 3 people; they will be able to join the battle until the last day of the battle. In addition, he wants to give extra points to the code cleanup, so he will have to revise the code of each team at the end of the battle and assign extra points to the teams that wrote clean code. He sets all this information in the battle creation form and then he creates the battle.

##### **Joining a battle**

Huey and Dewey, two students of Chip's class, are notified of a new battle and decide to join it. Since the the more the merrier, they decide to invite their friend Louie to join them in the battle. After the registration deadline, they are notified that the battle

is about to start and they are given the link to the GitHub repository of the battle to fork and set up the automated workflow in order to be able to link their GitHub account to the CKB platform. After the automated workflow is set up, they are ready to start working on the battle.

### **Improving the score and obtaining a badge**

Donald is a warrior of the "wordcheck" battle and he is working on the battle alone. After a first commit, he logs in to the CKB to check his score. He sees that he is in the 3rd position and that he is 10 points behind the leader group, that is composed by Huey, Dewey and Louie. Fortunately, the battle is still open and the CKB platform allows him to improve his score by pushing new commits to the GitHub repository, so he decides to work on the battle for a couple of days and then push his work to the GitHub repository. After checking his score again, he sees that he is now in the 1st position and moreover he obtained a badge for being the first to reach 100 points in the battle and now both students and professors can see this badge when they visit Donald's profile.

### **Closing a battle**

When the deadline for the battle created by Scrooge is reached, all participants are notified that the battle is closed and that they can't push new commits to the GitHub repository. Scrooge is notified that the battle is closed and he can now evaluate the code of each team and assign extra points for the clarity of the comments and the code, as he decided when he created the battle. After the evaluation, the final rank of the battle is available to all participants and the students are notified that they can now see the final rank of the battle.

### **Closing a tournament**

Chip decides to close the "Strings Operations" tournament, even if the deadline is not reached yet. In order to do so, he logs in to the CKB platform and he closes the tournament. All participants are notified that the tournament is closed and that they can't join it anymore, in the end, the CKB platform makes the final rank of the tournament available to all participants.

### **Accessing the scores of the players**

Huey wishes to enroll to the class of Advanced Algorithms and Data Structures held by professor Pippo, so he applies for the class. Pippo, who wants to make sure that Huey is a good student, comes to know that Huey is a very active user of the CKB platform and he decides to check his profile. He sees that Huey has a very high score in the "Strings Operations" tournament and that he has a badge for being the most active user of the platform and he also notes that Huey is involved in more than one tournament simultaneously. Thanks to the CKB platform, Pippo has now a complete overview of Huey's skills and he can decide whether to accept his application or not.

### 2.1.2 Class Diagram

### 2.1.3 State Diagrams

The following state diagrams describe the life cycle of the main entities of the system. Moreover, they also specify the sequence of states that an object goes through during its lifetime in response to stimuli from the environment. We want to focus on the events that cause a transition from one state to another and the actions that result from a state change.

#### Tournament

After an educator creates a tournament, it is both in the *registration open* and *tournament open* states.

In the *registration open* state, students can join the tournament, while in the *tournament open* state, educators with the right permissions can create battles within the tournament, and that leads the tournament to the *battling* state.

When the deadline for the registration is reached, the tournament moves to the *registration closed* state and no more students can join it.

When the deadline for the registrations is reached, no more students can join the tournament and it moves permanently to the *registration closed* state.

During the *battling* state educators can start multiple parallel battles and, if and only if all battles are ended, the educator can finally close the tournament.

The diagram is shown in figure 2.1.

#### Battle

The battle evolves in a linear way, starting from the *registration open* immediately followed by the *registration closed* state.

After the registration deadline is reached, the github repository of the battle is created and thus the battle moves to the *coding* state, allowing the students to fork the repository and start working on the battle.

When the deadline for the battle is reached, the educators can start evaluating the code of the students, if previously enabled (*consolidation* state).

After the evaluation is completed, the battle can be closed and the final rank is available to all participants.

The diagram is shown in figure 2.2.

#### Score evaluation

The score evaluation is a process that is triggered by the end of a battle and it is composed by multiple steps.

First, three aspects can be automatically evaluated: functional aspects (the higher the

better, +), timeliness (the lower the better, -) and quality level of the sources, extracted through static analysis tools (+).

Finally, if the educator enabled the manual evaluation, he can assign extra points. The diagram is shown in figure 2.3.

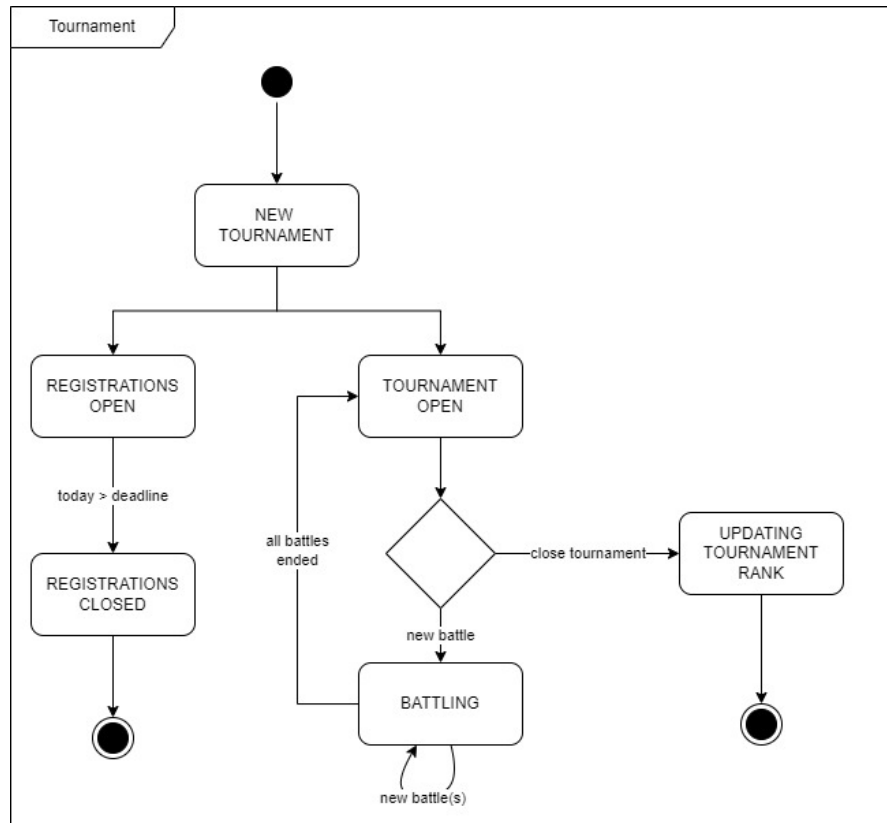


Figure 2.1: Tournament state diagram

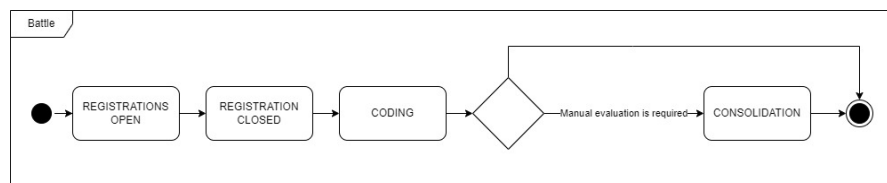


Figure 2.2: Battle state diagram

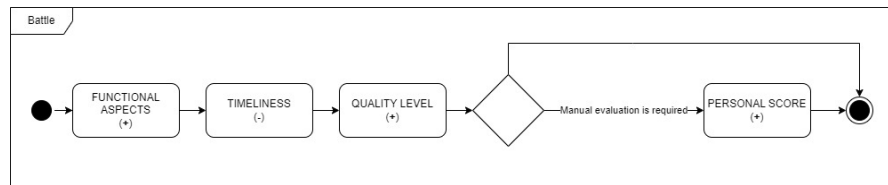


Figure 2.3: Score evaluation state diagram

## 2.2 Product Functions

## 2.3 User characteristics

## 2.4 Assumptions, Dependencies and Constraints

### 2.4.1 Domain Assumptions

### 2.4.2 Dependencies

### 2.4.3 Constraints

- The software must follow local laws and rules, especially when it comes to handling user data, like letting users access their data when they want.
- The software should only collect the data it really needs, like just the user's email address.
- To keep users' important info safe, like passwords, it must be stored in SHA256 encoding in the database.
- When choosing external APIs, especially those that are crucial for it to work properly, we should pick the ones that are the most dependable and always available.



## 3. Specific Requirements

### 3.1 External Interface Requirements

In the following, the interfaces, both hardware and software, of the system are described.

#### 3.1.1 User Interfaces

#### 3.1.2 Hardware Interfaces

To use the CKB platform, both the Educators and the Students need an electronic device connected to the Internet, like a computer, a tablet or a smartphone.

As the platform's primary functionality is closely tied to coding activities, it is expected that users will predominantly employ personal computers to access an Integrated Development Environment (IDE). Consequently, the platform's interfaces have been optimized for use on computer screens.

#### 3.1.3 Software Interfaces

Since the platform is web-based, it is compatible with all the major operating systems, as long as they have a modern browser installed.

#### 3.1.4 Communication Interfaces

The system requires a stable internet connection to work properly. The backend of the system will expose a unified RESTful API to communicate with all clients.

Furthermore, the system relies on various external interfaces accessible via uniform web API. These services are:

- **GitHub API:** to create and manage repositories and to retrieve the code of the students and to authenticate users.
- **Mail API:** to send emails to the users to notify them about events.

## 3.2 Functional Requirements

In order to work properly, the software must fulfill the following functional requirements, which are written in hierarchical order, starting from the requirements of EDUs agents and then STDs agents:

- R1.** The software shall allow the unregistered EDUs to create an account
- R2.** The software shall allow the registered EDUs to login
- R3.** The software shall allow the authenticated EDUs to create new tournaments
- R4.** The software shall allow an authenticated EDU to grant to other authenticated colleagues the permission to create battles in his own tournament
- R5.** The software shall allow the authenticated EDUs to create coding kata battles in their own tournaments by letting them uploading the code kata, setting minimum and maximum number of STDs per group, setting a registration and a final submission deadlines, setting score configurations
- R6.** The software shall allow the authenticated EDUs to manually evaluate the work done by STDs subscribed to his own kata battle
- R7.** The software shall allow the authenticated EDUs to see the sources produced by each team participating to their own tournaments
- R8.** The software shall allow the authenticated EDUs subscribed to CKB platform to see the personal tournament score of each STD ( which is the sum of all battle scores received in that tournament)
- R9.** The software shall allow the authenticated EDUs subscribed to CKB platform to see a rank that measures how a STD's performance compares to other STDs in the context of that tournament.
- R10.** The software shall allow the authenticated EDUs subscribed to CKB platform to see the list of ongoing tournaments as well as the corresponding tournament rank.
- R11.** The software shall allow an authenticated EDU to close a tournament if and only if he is one of the owner of that tournament
- R12.** When the authenticated EDU creates a tournament, the software shall allow him to define gamification badges concerning that specific tournament
- R13.** The software shall allow the authenticated EDU to create new badges and define new rules as well as new variables associated with them in his own tournaments
- R14.** The software shall allow to all authenticated EDUs to visualize the badges: in particular, EDUs can see collected badges when they visualize the profile of a STD

- R15. The software shall allow the unregistered STDs to create an account
- R16. The software shall allow the registered STDs to login
- R17. The software shall allow the authenticated STDs to form teams *Penso che dovrei essere più specifico e dire come creare i team ma d'altro canto non dovrei parlare come se conoscessi l'implementazione*
- R18. The software shall send to all authenticated STDs who are members of subscribed teams to a kata battle the link to a GitHub repository containing the code kata *Qui non so se dovrei parlare anche dell'interazione con GitHub per la creazioen delle repo*
- R19. The software shall run the tests on executables pushed by a team and it shall also calculate and update the battle score of the corresponding team
- R20. At the end of the consolidation stage of a specific battle **b**, the software shall send a notification to all authenticated STDs participating to **b** when the final battle rank becomes available
- R21. The software shall allow to all STDs subscribed to CKB platform to see the personal tournament score of each STD ( which is the sum of all battle scores received in that tournament)
- R22. The software shall allow to all STDs subscribed to CKB platform to see a rank that measures how a STD's performance compares to other STDs in the context of that tournament.
- R23. The software shall allow to all STDs subscribed to CKB platform to see the list of ongoing tournaments as well as the corresponding tournament rank
- R24. The software shall notify all authenticated STDs involved in a closed tournament whgen the final tournament rank becomes available
- R25. The software shall allow to all authenticated STDs to visualize the badges: in particular, STDs can see collected badges when they visualize the profile of a STD

### 3.3 Performance Requirements

To guarantee a good user experience, the system must:

- Make sure the backend can grow as needed, respond quickly to changes, and balance the workload effectively.
- Be protected against DDoS attacks to keep the system safe and stable.
- Create a user-friendly, responsive front-end. It should handle well even when the internet isn't great, so users have a smooth experience.
- Send push notifications really quickly, so users don't even notice the delay.

## 3.4 Design Constraints

### Standards Compliance

Since there are a lot of interactions between the various components of the system, it is important to follow some communic standards: in particular, the system will use the REST architectural style to communicate between the frontend and the backend, and the data will be exchanged in JSON format.

Furthermore, Source code of the application must be commented on and documented adequately.

### Hardware Limitations

The system is designed to be used on any device with a modern browser installed, so the only hardware limitation is the presence of a stable internet connection.

## 3.5 Software System Attributes

### 3.5.1 Reliability

Since some functionality of the system relies on external APIs, though the system should not completely fail because of failure in one of those.

It's also important to avoid data loss through redundant storage methods.

### 3.5.2 Availability

In the event of an unplanned system downtime, all features should be restored as quickly as possible to minimize any inconvenience. To prevent such occurrences, it is crucial for the CKB platform to have a reliable infrastructure, including redundant servers, to ensure continuous operation. The aimed availability of the system is 99.5%, which means that the system can be down for a less than two days per year.

The system should also be able to handle a large number of concurrent users.

### 3.5.3 Security

Users of the system have distinct privileges according to their roles (student / educator), determined during the login process.

All data and information transferred and stored within the system are secured through robust encryption methods, such as HTTPS, ensuring data privacy and security.

#### **3.5.4 Maintainability**

The source code and associated documentation must include clear comments and should be consistently maintained. During the design and development phases, emphasis should be placed on achieving modularity, minimizing coupling, and ensuring high cohesion between components. This is especially crucial for both the front-end and back-end, allowing developers to make updates to the back-end seamlessly without causing any disruptions or noticeable changes for users.

To avoid inconvenience in solving any type of problem (e.g. server downtime), maintenance services are notified to all users with an advance notice of at least 36 hours.

#### **3.5.5 Portability**

Due to the fact that the CKB platform is a distributed system, and it doesn't rely on a specific hardware or software, it can be used / accessed in multiples way.

### **Summary of Non-Functional Requirements**

## 4. Formal Analysis Using Alloy

## 5. Effort Spent

### Team

| Topic            | Time |
|------------------|------|
| Division of work | 2h   |

Table 5.1: Effort Spent during team meetings

### Tommaso Pasini

| Topic                               | Time  |
|-------------------------------------|-------|
| Organizaionion document             | 1.5 h |
| Completion and correction chapter 1 | 4h    |

Table 5.2: Effort Spent by Tommaso Pasini

### Elia Pontiggia

| Topic  | Time |
|--|------|
| Scenarios  | 1h   |
| State diagrams   | 2h   |
| Specific requirements  | 2h   |
| L <sup>A</sup> T <sub>E</sub> X document setup and configuration | 2h   |

Table 5.3: Effort Spent by Elia Pontiggia

### Michelangelo Stasi

| <b>Topic</b>            | <b>Time</b> |
|-------------------------|-------------|
| Functional Requirements | 1h          |

Table 5.4: Effort Spent by Michelangelo Stasi