

**Department of Computing**

**Software Projects**

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# 1. Stage 1

## 1.1 Software Project Artefacts

### 1.1.1 Project Description and Users

Briefly outline your project in the context of a business. Who are the users in this context? Identify two users and relevant personas for these users.

|  |  |
| --- | --- |
| **Name** | **Description** |
| Registered User | User who has created an account and can take advantage of the benefits of the website, such as gaining and spending points for discounts. |
| Unregistered User | User who has not created an account, and can make purchases, but does not receive benefits for them. |
| Colourblind User | User who has a type of colourblindness which may make it difficult for them to see certain parts of the website. |
| Visually Impaired User | User who has a visual impairment which may make it difficult for them to navigate the website. |

Based on the users, appropriate personas are outlined here:

Isaac is a registered user who made an account so that he can receive points for his purchases on the Grapevine website.

Noah is an unregistered user who hasn’t decided to make an account on the Grapevine website, which means that he can’t get any points for his purchases, and can’t redeem them for any discounts.

Danny is a colourblind user who may struggle to see things on the website such as text on a similarly coloured background. We have to make this website to accommodate his needs.

Oxley is a visually impaired user who may find it hard to navigate the website and see certain aspects of it. We have to find a way to make this website so that it’s easier for him to navigate.

### 1.1.2 User Stories and Acceptance Tests

Provide three user stories for each user you identified for the project. Provide a set of acceptance tests for each user story you identified, e.g.

**Isaac (Registered User)**

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Isaac can log in to his account. | Username and password are required. | Verify that Isaac can log in and use the app using a username and password. |
| Isaac can check his points balance. |  | Verify that Isaac’s points balance is displayed when viewing his account details. |
| Isaac can redeem points for discounts on products. | 100 points is £5 off of a purchase. | Verify that points are deducted from Isaac’s balance, and a discount code is given to the user, which can be entered at the checkout. |
| Isaac can gain points by making purchases. | 10 points per £1 spent. | Verify that the correct amount of points are added to Isaac’s point balance. |
| Isaac can transfer points to another registered user. | 5 points can be transferred at minimum. | Verify that Isaac can send a transfer request to another user, and if accepted, the amount of points is deducted from Isaac’s balance and added to the recipient’s balance. |
| Isaac is shown how much the item costs with and without the discount. |  | Verify that the price, how much the discount is, and the new price after the applying the discount is displayed. |
| Isaac can change his profile details at any time. | He can change his name, date of birth, email, username, password and card details. | Verify that when Isaac changes the details, clicks “Save” to update the system, the new details will be visible to other users.  Verify that only Isaac can change his details. |
| Isaac can opt to receive a newsletter detailing special offers and new releases. | Can opt in via checkbox. | Verify that when Isaac opts in to the newsletter, it is sent to the email address tied to his account every month. |

**Noah (Unregistered User)**

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Noah cannot gain points from purchases. |  | Verify that making purchases will not add any points to any accounts. |
| Noah can read a description of the benefits of registering an account. | 10% off the first purchase when you register, get points for purchases, etc. | Verify that this will display as a banner at the top of every webpage. |
| Noah is shown how much the item costs with and without a discount. |  | Verify that the price and how much the price could be with a 10% discount from registering is shown.  Verify that an option to register before purchasing is shown. |

**Danny (Colourblin User)**

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Danny can apply a colour filter to the website to help with the type of colourblindness he has. | Protanopia, Deuteranopia and Tritanopia modes. | Verify that Danny can select what type of colourblindness he has, and have the correct filter applied. |

**Oxley (Blind User)**

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Oxley can use text-to-speech to read the contents of the website. |  | Verify that Oxley can click on words, and that the words will be read back by text-to-speech. |

## 1.2 Software and its Presentation

### 1.2.1 The Software Prototype

You are expected to submit the project, including all of its components (e.g., codebase), compressed in a zip file (or 7z). The file should be named “Project 1 (Your name)” and must be uploaded to Blackboard as directed in the relevant submission point.

### 1.2.2 Video Presentation

The project must be showcased in a video recording of up to 20 minutes. We will stop watching after the 20th minute. You are expected to upload the video file to YouTube as a non-public unlisted video and include its link here, e.g.

[Link](https://www.youtube.com/watch?v=-asJzkrvlDM&feature=youtu.be&ab_channel=GeorgeSenior) to YouTube Video

## 1.3 Incorporation of Formative Feedback

Provide evidence of how you evaluated and acted on the formative feedback you received from your tutors, e.g., minutes of meeting, copies of emails, together with action plan.

# 2. Stage 2

## 2.1 Software Project Artefacts

### 2.1.1 Users

Briefly outline your project in the context of a business. Who are the users in this context? Identify two users and relevant personas for these users. If you identify more than two users, this will be fine.

**Loyalty System**

|  |  |
| --- | --- |
| **Name** | **Description** |
| Registered User - Liam | Liam has registered an account with the app and thus can take advantage of the benefits such as gaining points when making purchases. |
| Unregistered User - Molly | Molly has not registered an account with the app and thus does not receive any of the benefits. |
| Premium User - Carl | Carl has upgraded their registered account to a premium membership. They get improved benefits such as earning more points on purchases and getting better discounts. |
| Disabled User - Joe | Joe has a disability or impairment that makes it more difficult for them to navigate the website. We will need to adapt our app to their needs. |

### 2.1.2 User Stories and Acceptance Tests

Provide three user stories for each user you identified for the project. Provide a set of acceptance tests for each user story you identified.

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Liam can log in to his account. | Username and password are required. | Verify that Liam can log in and use the app with a username and password. |
| Liam can check his points balance. |  | Verify that Liam’s points balance is shown when he looks at his account details. |
| Liam can look at deals available to him. |  | Verify that Liam is shown a list of available offers when he is logged in. |
| Liam can gain points by making purchases. | £1 = 1 point. | Verify that Liam gains the correct amount of points when making a purchase. |
| Liam can view his account. |  | Verify that Liam can view his account details when he clicks on the “account” button. |
| Liam can change his password. |  | Verify that Liam can change his password when viewing the account details.  Verify that Liam has to use the new password to log in. |
| Liam can spend points. | Password required. | Verify that Liam can spend his points on discounts, and the correct amount of points are deducted from his balance.  Verify that Liam cannot spend the points if he has an insufficient amount. |
| Liam can delete his account. | Username and password are required. | Verify that Liam’s account is deleted if his username and password are entered correctly. |
| Liam can become a premium member. |  | Verify that Liam’s account status is changed from registered user to premium user when he clicks the “Become a premium user” button. |

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Molly cannot view deals that are available to registered users. |  |  |
| Molly can sign up to the app using a unique username. |  |  |
| Molly cannot gain points on her unregistered account. |  |  |
| Molly can’t access the shop to attempt to spend points until she registers. |  |  |

|  |  |  |
| --- | --- | --- |
| **User Story** | **Notes** | **Acceptance Test(s)** |
| Carl is able to view special deals more tailored to him. |  |  |
| Carl gains more points when he makes purchases. | £1 = 1.5 points. |  |
| Carl will have the option to disable advertisements |  |  |
| Carl gets increased discounts on items. |  |  |
| Carl can cancel his membership at any time. |  |  |

## 2.2 Software and its Presentation

### 2.2.1 The Production-Quality Software

You are expected to submit the project, including all of its components (e.g., codebase), compressed in a zip file (or 7z). The file should be named “Project 2 (Your name)” and must be uploaded to Blackboard as directed in the relevant submission point.

### 2.2.2 Video Presentation

The project must be showcased in a video recording of up to 20 minutes. We will stop watching after the 20th minute. You are expected to upload the video file to YouTube as a non-public unlisted video and include its link here, e.g.

[Link](https://www.youtube.com/watch?v=-asJzkrvlDM&feature=youtu.be&ab_channel=GeorgeSenior) to YouTube Video

## 2.3 Use Case Diagram

Insert your diagram here in **png** format and provide a brief annotation, e.g.

Diagram

Description automatically generated

Four actors are identified. Customer (Standard and special) represent bank customers. Customers have access to different functionality depending on their account type. Bank employees have access to back-end functions of the system.

## 2.4 Evidence of Collaborative Work

This may include screen shots (in **png** format) of using a tool that supports collaborative work, such as GitHub, and your own unique contributions, e.g.

<https://github.com/zairulmazwan/myPuzzle.git>

**Make sure that all your tutors will be able to access your account by adding them as a collaborator on the project via the GitHub website** (<https://docs.github.com/en/github/setting-up-and-managing-your-github-user-account/inviting-collaborators-to-a-personal-repository> ). Their GitHub usernames can be found in Blackboard (refer to /Staff Details).

## 2.5 High-Level Design (Architectural Design)

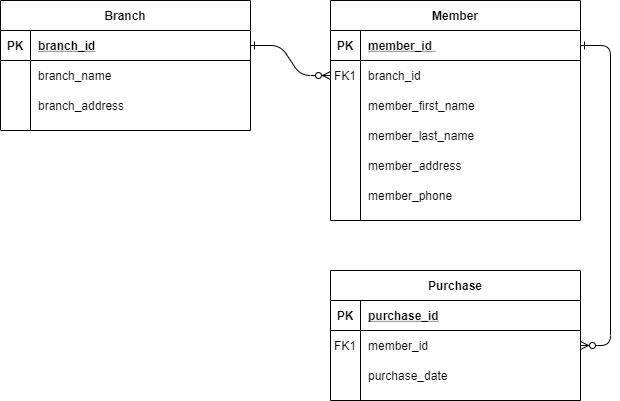
A light-touch architectural design in block diagrams and arrows in **png** format. The design must be annotated, e.g.

An Example Architectural Design


The system uses a vision component to pick out objects on a conveyor, identify the type of object, and select the right kind of packaging.

## 2.6 Detailed-Design

Depending on your degree route provide either a class diagram (Software engineering) or an entity-relationship diagram (Software Engineering and Computer Science). The design must be annotated outlining the purpose of each class/entity within the design, e.g.



SHUpermarket has various branches in Windhoek. In this particular context, customers must be registered as members in a specific branch. Members can only purchase products in the branch which they are registered. A branch can have many registered members. Each branch stocks many items, and each type of item can be stocked at multiple branches.

A class diagram for a car park.


The FullSign class is responsible for indicating whether or not a car park is full. The EntrySensor class detects the arrival of a car, determines whether or not a car has entered a car park and whether or not a car is still within the vicinity of an entry barrier.

## 2.7 Design Review

This will typically be a short video of up to 15 minutes (we will stop watching after the 15th minute), illustrating how you and your team members reviewed both architectural and detailed-design design. You need to upload your video to YouTube as a non-public unlisted video and include its link in your portfolio. You may, if you wish, record separate videos for architectural design review and detailed design review.

[Link to YouTube Video](https://www.youtube.com/watch?v=-asJzkrvlDM&feature=youtu.be&ab_channel=GeorgeSenior)

## 2.8 Transitioning a Prototype to Production-Quality Software

Provide evidence of how you transitioned your prototype to a production-quality (where possible) software system systematically. This may include use of a systematic method that enables you to convert class diagrams to a corresponding implementation or use of a systematic approach to convert entity-relationship diagrams to a corresponding database implementation. You can also include such details as how you interfaced to a database system within an application (if applicable to your project).

## 2.9 Test Specification

In this sub-section, you are required to outline your testing strategy together with evidence (i.e., test results). Specifically, provide a light-touch test specification outlining how manual unit tests and acceptance tests will be carried out, e.g.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Test ID** | **Test Description** | **Test Scenario** | **Expected Result** | **Test Result** | **Remark** | **Programmer Response** |
| C1-TID01 | Launch the software | User clicks jar file to launch the software |  |  |  |  |
| C1-TID02 | Exit/Terminate | User selects exit or close from the software |  |  |  |  |
| C1-TID03 | Browse a CSV file | Happy day scenario: user browses a CSV file to view |  |  |  |  |
| C1-TID04 | Browse a CSV file | Negative scenario: Import a corrupted CSV file- missing at least 1 delimiter. |  |  |  |  |
| C1-TID05 | Browse a non-CSV file | Negative scenario: User is trying to browse other than CSV file |  |  |  |  |
| C1-TID06 | Browse an empty record of a CSV file | Negative scenario: User is trying to browse a CSV file with empty record |  |  |  |  |
| C1-TID07 | Browse a CSV file with more than 60 columns/variables | Negative scenario: … |  |  |  |  |
| C1-TID08 | Bar menus available | User clicks all bar menus available |  |  |  |  |
| C1-TID09 | Minimise and maximise screen | User minimises and maximises screen from window panel |  |  |  |  |

## 2.10 Unit and Accepting Testing

Evidence of manual unit testing and acceptance testing (based on acceptance tests identified in Sub-section 2.1.3., e.g.

Graphical user interface, application, table

Description automatically generated

## 2.11 Incorporation of formative feedback

Provide evidence of how you evaluated and acted on the formative feedback you received from your tutors, e.g., minutes of meeting, copies of emails, together with action plan.

# 3. Stage 3

## 3.1 Client Background

Write the background of your client and their proposed prototyping project in the context of their business.

## 3.2 Software Project Artefacts

### 3.2.1 Users

Who are the users in this context? Identify two users and relevant personas for these users. If you identify more than two users, this will be fine.

### 3.2.2 User Stories and Acceptance Tests

Provide three user stories for each user you identified for the project. Provide a set of acceptance tests for each user story you identified.

## 3.3 Software and Its Presentation

### 3.3.1 The Software Prototype

You are expected to submit the project, including all of its components (e.g., codebase), compressed in a zip file (or 7z). The file should be named “Project 3 (Your name)” and must be uploaded to Blackboard as directed in the relevant submission point.

### 3.3.2 Video Presentation

The project must be showcased in a video recording of up to 20 minutes. We will stop watching after the 20th minute. You are expected to upload the video file to YouTube as a non-public unlisted video and include its link here, e.g.

[Link](https://www.youtube.com/watch?v=-asJzkrvlDM&feature=youtu.be&ab_channel=GeorgeSenior) to YouTube Video

## 3.4 Evidence of Collaborative Work

This may include screen shots (in **png** format) of using a tool that supports collaborative work, such as GitHub, and your own unique contributions, e.g.

<https://github.com/zairulmazwan/myPuzzle.git>

Make sure that all your tutors will be able to access your account by adding them as a collaborator on the project via the GitHub website (<https://docs.github.com/en/github/setting-up-and-managing-your-github-user-account/inviting-collaborators-to-a-personal-repository> ). Their GitHub usernames can be found in Blackboard (refer to /Staff Details).

## 3.5 Incorporation of Formative Feedback

Provide evidence of how you evaluated and acted on the formative feedback you received from your client, e.g., minutes of meeting, copies of emails, together with action plan.

## 3.6 Peer Assessment Form (Stage 3)

This form must be filled in as a group. Each member’s contribution to the project must be clearly stated. Finally, each member must be rated out of 10 (10 being the highest contribution and 0 being no contribution at all). This form can be added to Appendix 2.

# 4. Evaluative Report on Legal, Social, Ethical and Professional Issues (up to 1000 words)

## 4.1 Stage 2

## 4.1.1 Relevant Issues

Identify two or three issues that specifically relate to your project (this could be GDPR, copyright, accessibility, testing, etc.), and briefly explain their relevance to your project.

## 4.1.2 Discussion

Discuss what impact these will have on the project. Specifically, you may discuss how these issues will impact on the way you will transition your prototype you developed in Stage 1 to a production-quality (where possible) software system in Stage 2. As well as supporting your discussion with references, throughout your work you are also expected to identify recent public examples that have been reported in the news (or other reputable sources), for example if you are creating an application that will store personal data, a useful example would be to mention the fine British Airways received for being in breach of GDPR, all of which should be cited using the APA format.

## 4.2 Stage 3

## 4.2.1 Relevant Issues

Identify two or three issues that specifically relate to your project (this could be GDPR, copyright, accessibility, testing, etc.), and briefly explain their relevance to your project.

## 4.2.2 Discussion

Discuss what impact these will have on the project. Specifically, you may discuss how these issues will impact on the way you will transition your prototype you developed in Stage 1 to a production-quality (where possible) software system in Stage 2. As well as supporting your discussion with references, throughout your work you are also expected to identify recent public examples that have been reported in the news (or other reputable sources) , for example if you are creating an application that will store personal data, a useful example would be to mention the fine British Airways received for being in breach of GDPR, all of which should be cited using the APA format.

# 5. References

Your reference list should contain citations to external sources that have been relied on throughout your project’s development and writing this portfolio. The citations should conform to the APA referencing system[[1]](#footnote-0), e.g.

Fitzgerald, J., & Hayward, P. (2009). Inflamed: Synthetic folk music and paganism in the island world of The Wicker Man. In P. Hayward (Ed.), Terror tracks: Music, sound and horror cinema (pp. 101-111). London: Equinox.

Melchers, G., Shaw, G., & Shaw, P. (2013). World Englishes (2nd ed.). Retrieved from http://lib.myilibrary.com

Miller, D. (2016). Social media in an English village. https:// doi.org/10.14324/111.9781910634431

TED. (2007, January 6). Sir Ken Robinson: Do schools kill creativity? [Video file]. Retrieved from https:// www.youtube.com/watch?v=iG9CE55wbtY

British Film Institute. (2016). BFI Film Fund. Retrieved from http://www.bfi.org.uk/supporting-uk-film/film-fund

Young, H. (2016, June 2). What do ‘skills’ mean for school governing bodies? [Blog post]. Retrieved from https:// ioelondonblog.wordpress.com/2016/06/02/what-do-skills- mean-for-school-governing-bodies/

# Appendices

## Appendix 1: Software Projects- Peer Marking Form (Stage 2)

This form must be filled in as a group by honestly evaluating your contribution to the work. Each member’s contribution to the project must be clearly stated. Finally, each member must be rated out of 10 (10 being the highest contribution and 0 being no contribution at all). The highest mark must always be 10, e.g.

|  |  |  |
| --- | --- | --- |
|  | Team member + work done | Mark out of 10 |
| 1 | C H – Scenario Scripts, User Stories + acceptance tests, 50% of prototype | 10/ 10 |
| 2 | O H – Assumptions, Questions, 50% of prototype, further documentation | 10/ 10 |
| 3 | E S – joined discord and contributed a part of the scenario scripts and questions | 2/ 10 |
| 4 | S T – nothing. Did not even join Discord or reach out in any way. | 0/ 10 |
| 5 |  | / 10 |



|  |
| --- |
| Add any comments you feel would be useful for the tutor to know about when assessing marks |
| With regards to the prototype development, work was split 50-50 between C H and O H, with C H responsible for the backend and O H for UI. This was not as intended, as the spec states that all should contribute to programming tasks – unfortunately despite repeated efforts we could not get E S to contribute in any way to the prototype, and we were never able to even contact S T. As such, O H and C H took on significantly more work than originally planned due to the other two members not fulfilling any of their responsibilities, with both O H and C H frequently working into the night to complete the coding that should’ve been done by the other two members.    E H made a contribution on the day of hand-in by completing one of the scenario scripts he was supposed to complete: S T never turned up. As such, this project was almost entirely completed solely by C H and O H, with E S’s contribution minimal and S T’s non-existent. This had a significant impact on the time taken to complete with O H and C H having to make up everyone else’s work as well as their own and has impacted on the project significantly. |

## Appendix 2: Software Projects- Peer Marking Form (Stage 3)

This form must be filled in as a group by honestly evaluating your contribution to the work. Each member’s contribution to the project must be clearly stated. Finally, each member must be rated out of 10 (10 being the highest contribution and 0 being no contribution at all). The highest mark must always be 10, e.g.

|  |  |  |
| --- | --- | --- |
|  | Team member + work done | Mark out of 10 |
| 1 | **L C**  **Week 1:**  Understanding assignment doc research, schedule for group meetings, allocating work to everyone,  **Week 2:**  Class diagram for meeting scheduler with S C and A J to better understand the assignment requirements in terms of the prototype, discussing relationships between classes.  **Week 3 :**  Started looking at user stories, wrote a list of questions to ask about the system requirements, started of the general assumptions to be made about the system  **Week 4:**  Worked on UI design, started work on creating a list of participants  Attending user story workshop  **Week 5:**  Implemented UI design on project in visual studio.  Wrote user stories for the non-important participants.  **Week 6:**  Finished displaying user name in ComboBox.  Displayed user type in text box depending on the user selected. Added 2 more forms. 1 for the participants page. 1 for initiator and 1 to display all the meetings.  Startined created instances for meeting objects to be used for the system.  **Week 7:** Added back buttons to initiator and participant form, Helped populate tables for meeting objects for initiator and participant, Finished adding lists to initiator form and started adding labels to participant form.  Passed in user object to participant form, changed how the invited list is initiated, now created in participant constructor, populated meetings pending table, fixed listboxes.  Helped to add in checks for null value when in the table layout panel. Implemented button but needs fixing. adds to schedules list and displays it in the scheduled box for a ps however errors when trying to remove from invite list.  Fixed loading instances of participant forms so that tables were correct when edited  Fixed forms not loading properly, added pending list to participant, changed how accept button works, tried to change status of meeting per participant  populated the confirmed participants list, added slot buttons depending on list of slots  fixed error with slots buttons, null checks for initiator rows, created check slots function  Fixed slot buttons not appearing and consideration of location  Helped implement importance function  Finished off User stories  Created PowerPoint with all user stories in , record some audio and screen recordings for video, finished off scenario scripts | 10/ 10 |
| 2 | **S C**  **Week 1**  Worked on understanding of the assignment doc  Did a research about prototyping - its purpose, lifecycle and how it should be done.  **Week 2**  Class diagram for meeting scheduler with L C and A J to better understand the assignment requirements in terms of the prototype, discussing relationships between classes.  **Week 3**  Worked on the User Stories - Written a list of questions to ask about the system requirements and general assumptions about the system.  **Week 4:**  Worked on UI design, started work on creating a list of participants  Attending a User Story workshop.  **Week 5:**  Implemented UI design on project in visual studio.  Wrote user stories for the non-important participants.  **Week 6:**  Finished displaying user name in ComboBox.  Displayed user type in text box depending on the user selected. Added 2 more forms. 1 for the participants page. 1 for initiator and 1 to display all the meetings.  Startined created instances for meeting objects to be used for the system.  **Week 7:**  Helped Amina working on the code - creating tablelayoutpanel checks for both initiator and participant forms.  Worked on user stories and scenario test scripts.  Worked on the PowerPoint presentation  Recorder Videos for Guests, Non-important and part of Important participants | 10/ 10 |
| 3 | **S J**  **Week 1:**  Discussed the plan for the assignment with group.  Read through the spec to gain a better understanding.  **Week 3:**  Worked on user stories within the meeting scheduler system.  **Week 4:**  Worked on UI design  **Week 5:**  Wrote user stories for important participants and disabled participants  **Week 6:**  Attended group meeting | 4/ 10 |
| 4 | **A J**  **Week 1:**  Did research as a group on call to understand the assignment.  Finished notes on assignment spec to understand what was needed to be done.  **Week 2:**  Class diagram for meeting scheduler with S C and L C to better understand the assignment requirements in terms of the prototype, discussing relationships between classes.  **Week 3 :**  Implementing classes into VS.  Discussed user stories within the scheduler system.  Wrote a document about questions to ask whilst discussing with group mates.  Discussed and wrote down assumptions to be made about the system.  **Week 4:**  Worked on UI design and started creating a list of participants to be outputted in a list box.  Attended Workshop for User Stories on Friday the 20th November.  **Week 5:**  Worked on UI (advised S C). Attempted finishing user stories (Initiator and Guest Speaker)  **Week 6:**  Finished displaying user name in ComboBox.  Displayed user type in text box depending on the user selected. Added 2 more forms. 1 for the participants page. 1 for initiator and 1 to display all the meetings.  Started creating instances for meeting objects to be used for the system.  **Week 7:**  Created tablelayoutpanels for initiator and participant forms.  Helped populate the tablelayoutpanels.  Added in checks for tablelayoutpanel in for both initiator and participant with Soraya.  Allowed meetings pending into a list box which when selected is able to be cancelled.  Implemented slot button functions in the initiator form.  Created a Meeting Button in the Initiator form which creates a new meeting and asks for location, title, participants and slots.  Helped with creating checks in the code for meeting slot clashes and location clashes with Lauren.  Fixed null slots list checks.  Helped implement important participator checks with Lauren.  Worked on User Stories with S C and L C.  Recorded part of the video on User Stories for the Initiator. | 10/ 10 |



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| Add any comments you feel would be useful for the tutor to know about when assessing marks |
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1. <https://libguides.shu.ac.uk/ld.php?content_id=32537001> [↑](#footnote-ref-0)