ASSESSMENT BRIEF 4

COURSE: Bachelor of Information Technology/ Bachelor of Information Technology with a specialization in Cyber Security	
Unit Code:	SENG205
Unit Title:	Software Engineering
Type of Assessment:	Presentation
Length/Duration:	20 Minutes
Unit Learning Outcomes addressed:	1. Describe compare and contrast various methodologies for software development processes 3. Describe modern tools and the contexts for their appropriate use for software development, configuration, support, installation, and managing incremental updates 4. Be able to define adequate metrics over a defined software process and critically and objectively determine its capability level and course of action towards improvement 5. Be able to select an appropriate development method for a complex problem and give technical reasons for the choice
Submission Date:	Week 12
Assessment Task:	Client Presentation
Total Mark:	10 marks
Weighting:	20 % of the Unit's total marks

Students are advised that **submission of an Assessment Task past the due date without a formally signed approved Assignment Extension Form** (Kent Website *MyKent Student Link*> *FORM – Assignment Extension Application Form – Student Login Required)* **or previously approved application for other extenuating circumstances impacting course of study, incurs a 5% penalty per calendar day**, calculated by deduction from the total mark.
For example. An Assessment Task marked out of 40 will incur a 2 mark penalty for each calendar day.

More information, please refer to *(*Kent Website *MyKent Student Link*> POLICY – Assessment Policy & Procedures – Student Login Required)

ASSESSMENT DESCRIPTION:

In **Assessment 4 - Client Presentation** you will present and explain the design of the chosen solutions. You need to present for 20 minutes as a group during the class time. You need to work in groups of 4-5 students as did in the Assessment 2 and 3.

Please see the marking rubrics for what is expected to be completed in Assessment 4. **As you will be working on the same "Project Outline" as you did in Assessment 2 and 3, you need to work in the same groups which were created in assessment 2 and 3.**

ASSESSMENT SUBMISSION:

The Presentation will be conducted in-class in **week 12** of the trimester. Presentations should be done on time. However, consideration will be offered only under severe medical conditions or unanticipated extenuating circumstances. You must provide appropriate supporting paper for consideration.

- **One group member (Leader) should submit the Word Document containing the client presentation.**
- **All other group members should submit the Individual Contribution forms.**

MARKING GUIDE (RUBRIC):

Assessment Attributes	Fail (0-49%)	Pass (50-64%)	Credit (65-74%)	Distinction (75-84%)	High Distinction (>85%)
Content 20	Poor introduction, body and conclusion. The purpose is unclear. Main ideas unclear; structure of the main body incomplete. Conclusion/recommendations are missing. The presentation less than 11 or greater than 23 mins.	Basic introduction, body and conclusion. Purpose made somewhat clear and partially achieved. Basic and sound ideas; structure of the main body somewhat complete. Conclusion/ recommendations are missing or irrelevant to the main ideas. Presentation time 15 - 20 mins.	Good introduction, body and conclusion. Purpose made clear and achieved. Good ideas; the structure of the main body is almost complete. Conclusion Summarizes presentation; recommendations relevant/derive from the main ideas. Presentation time 17 - 20 mins.	Very good introduction, body and conclusion. Purpose made clear and achieved. Very good ideas; the structure of the main body is complete. Conclusion Summarizes presentation; recommendations derive from the main ideas; suggest specific actions. Presentation time 17- 20mins.	Excellent introduction, body and conclusion. Purpose made very clear and achieved. Excellent ideas; the structure of the main body is complete; the ideas are thoroughly analyses. Presentation time 17 and 20 mins.
Group and Good Organization 10	Group has serious issues with member engagement. Ideas are not exchanged. The group atmosphere is highly competitive and/or individualistic. Conflicts that arise are not dealt with or cannot be resolved and/or there are no effective group interactions. The group does not establish roles for each member and/or the workload is unequally distribute	Group is only engaged with encouragement or not all members are engaged. Ideas may not be exchanged effectively. There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. There is no decision-making process, decisions are mainly made by individuals. No clear roles for each member, and/or the workload is unequally distributed.	Group is engaged but can be distracted. Ideas are exchanged with encouragement. There is a general atmosphere of respect for group members, but some members of the group do not feel free to ask questions and contribute. Members are generally able to resolve conflicts through open discussion with outside assistance. A procedure for making decision is established by the group, but it not clear and/or it focuses on individuals. The group establishes informal	Everyone is engaged most of the time. The exchange of ideas is effective most of the time. There is a general atmosphere of respect for all group members. The majority of group members feel free to ask questions and contribute. Members are generally able to resolve conflicts through open discussion. A clear procedure for making decisions is informally established by the group. The group establishes clear and formal roles	Everyone is fully engaged with effective exchange of ideas. Members of the group share respect for each other. All members of the group feel free to ask questions and contribute. Conflicts are resolved with open dialogue and compromise. A clear procedure for making decisions is formally established by the group. The group establishes and documents clear and formal roles for each member and distributes the workload equally.

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d. -			roles for each member. The workload could be distributed more equally.	for each member and distributes the workload equally.	
Live Presentation of Software + Q/A **30**	Poor use of voice, non- verbal communication and language by all team members. No eye contacts. Full text was read from slides or notes. Nervousness indicated lack of Practice.	Basic and sound use of voice, non-verbal communication and language by some of team members. Some eye contacts. Some evidence of practice; great part of the text was read from slides or notes.	Good use of voice, non- verbal communication and language. Adequate eye contact. Confident presentation evidences practice; only a small part of the text was read from slides or notes.	Very good use of voice, non-verbal communication and language. Very good eye contact. Confident presentation evidences practice; very limited part of the text was read from slides or notes.	Excellent use of voice, non-verbal communication and language. Excellent eye contact. Obviously well-rehearsed and delivered.
Visual Aids **10**	No visual aids used or visual aids were poorly designed and did not aid comprehension.	Sound use of visual aids; adequate to aid comprehension.	Good use of visual aids; well designed and aided comprehension.	Very good use of visual aids; well designed and aided comprehension.	Excellent use of visual aids that aided Comprehension. Appropriate amount of information on slides
Professionalism **10**	All team members were in informal attire and style; did not conform to directions; disorganized; unprepared; unfamiliar with the order of information in slides	Some of team members were in informal attire and style; somehow prepared and familiar with the order of information in slides. Not equal participation by all team members	Most of the team members were in formal attire and style; most of adequately prepared and familiar with the order of information in slides. Not equal participation by all team members	All team members were in formal attire and style; most of well prepared. Almost all team members participated equally in presentation.	All team members were in formal attire and style; well prepared. All team members participated equally in presentation.
Individual Contribution (evaluated individually via Q&A in presentation) **20**	Work is incomplete, inaccurate, or does not meet basic project requirements. Failing to achieve these 5 marks will result in an overall project failure.	Produces work that meets minimum requirements with frequent errors or gaps in quality.	Completes work to a satisfactory standard with occasional minor errors; meets project requirements.	Consistently delivers high-quality work with attention to detail, exceeding project requirements.	Produces outstanding, meticulous work that surpasses project expectations and contributes to project excellence.
*Workload Distribution **(no marks assigned, only weight indicated)**	If a student's contribution is below 20%, they will receive an F for this project. The final mark awarded will be either the actual group project mark or 49, whichever is lower.	If a student's contribution is between 20%-25%, they will receive an P or lower for this project. The final mark awarded will be either the actual group project mark or 64, whichever is lower.	For contributions of 25% or higher, the group project mark will be awarded as it is.		

General notes for assessment tasks

Content for Assessment Task papers should incorporate a formal introduction, main points and conclusion.

Appropriate academic writing and referencing are inevitable academic skills that you must develop and demonstrate in work being presented for assessment. The content of high quality work presented by a student must be fully referenced within-text citations and a Reference List at the end. Kent strongly recommends you refer to the Academic Learning Support Workshop materials available on the Kent Learning Management System (Moodle). For details please click the link http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606 and download the file titled "Harvard Referencing Workbook". This Moodle Site is the location for Workbooks and information that are presented to Kent Students in the ALS Workshops conducted at the beginning of each Trimester.

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Kent recommends a minimum of **FIVE (5)** references in work being presented for assessment. Unless otherwise specifically instructed by your Lecturer or as detailed in the Unit Outline for the specific Assessment Task, any paper with less than five (5) references may be deemed not meeting a satisfactory standard and possibly be failed.

Content in Assessment tasks that includes sources that are not properly referenced according to the "*Harvard Referencing Workbook*" will be penalised.

Marks will be deducted for failure to adhere to the word count if this is specifically stated for the Assessment Task in the Unit Outline. As a general rule there is an allowable discretionary variance to the word count in that it is generally accepted that a student may go over or under by 10% than the stated length.

Use of generative artificial intelligence tools are not permitted to be used for this assessment. Please respect this and be aware that where unauthorized use is detected, it will be considered as academic misconduct and penalties will apply.

GENERAL NOTES FOR REFERENCING

References are assessed for their quality. Students should draw on quality academic sources, such as books, chapters from edited books, journals etc. The textbook for the Unit of study can be used as a reference, but not the Lecturer Notes. The Assessor will want to see evidence that a student is capable of conducting their own research. Also, in order to help Assessors determine a student's understanding of the work they cite, all in-text references (not just direct quotes) must include the specific page number(s) if shown in the original. Before preparing your Assessment Task or own contribution, please review this 'YouTube' video (Avoiding Plagiarism through Referencing) by clicking on the following link: link: http://moodle.kent.edu.au/kentmoodle/mod/folder/view.php?id=3606

A search for peer-reviewed journal articles may also assist students. These type of journal articles can be located in the online journal databases and can be accessed from the Kent Library homepage. Wikipedia, online dictionaries and online encyclopaedias are acceptable as a starting point to gain knowledge about a topic, but should not be over-used – these should constitute no more than 10% of your total list of references/sources. Additional information and literature can be used where these are produced by legitimate sources, such as government departments, research institutes such as the National Health and Medical Research Council (NHMRC), or international organisations such as the World Health Organisation (WHO). Legitimate organisations and government departments produce peer reviewed reports and articles and are therefore very useful and mostly very current. The content of the following link explains why it is not acceptable to use non-peer reviewed websites (Why can't I just Google?): https://www.youtube.com/watch?v=N39mnu1Pkgw (thank you to La Trobe University for access to this video).