



## Assignment Brief

Academic Year 2024-25

<b>Module code and title:</b>	CO659 Enterprise Systems Development	<b>Module leader:</b>	Jon Jackson <a href="mailto:Jonathan.Jackson@bucks.ac.uk">Jonathan.Jackson@bucks.ac.uk</a>
<b>Assignment No. and type:</b>	TC1 Team Presentation	<b>Assessment weighting:</b>	30%
<b>Submission time and date:</b>	<b>Friday 13<sup>th</sup> December 2024, by 5pm</b>	<b>Target feedback time and date:</b>	+ 15 working days

### Assignment task

The format of this assignment is a Time Constrained Assessment (TCA).

The TCA will run from **Monday 9<sup>th</sup> December** (9am) - **Friday 13<sup>th</sup> December 2024** (submit by 5pm)

- In your teams **prepare** and **record** a presentation within the TCA period.
- Teams should use a presentation tool appropriate to materials being communicated and the resources available. It is recommended you use some form of digital slide presentation (e.g., Google Slides, MS PowerPoint) to bring your work together.
- You may use a recording tool of your own choice. Each team member must have an active part in the recording and contribute to the audio narration.
- You must upload your video presentation via the Panopto submission point on Blackboard.
- Only one team member is required to submit.
- For your team submission, **answer one topic per team member** from the topics below.
- You should allot up to 5 minutes per topic in the presentation. As an example, if your team has 4 members, you should deliver a presentation that covers 4 topics and is up to 20 minutes in duration.

### Presentation Topics

1. Describe the project management approach adopted by your team and how the team responded to the approach (e.g., Scrum) then expand on how this was implemented and how any problems/issues have been addressed to date.
2. Briefly describe and reflect on how your project team communicate, including the medium, frequency & participation (e.g., did the project tools used provide the benefits envisaged?).
3. Describe the purpose of project output versioning and how your team engaged with this (e.g., design-versioning, code-versioning).
4. Justify one of the most essential technical requirements and one of the most important design criteria requirements of the app your team has identified and how these relate to each other.
5. In the task of building software solutions, models are used to provide a means for development teams to visualise the functional requirements of the required output. Provide a team use case

diagram/model to capture the key functions and roles for the system as you perceive it. Also provide design prototypes images to reflect the teams current thinking on how the user will interact with the identified key function identifies in the above version of the use-case.

6. Outline three alternative technologies which have been considered for implementing the App (including benefits and limitations of the technologies/architecture suggested). Present how the technologies might affect the user experience in relation to the design elements of the App.
7. Most team solutions will require user input to be made persistent (stored). Suggest a likely data structure to achieve this, identify essential entities and their attributes and how the users will experience the engagement of this input. Produce an ERD and/or Class Diagram to support your discussion.
8. Evaluate the architectural deployment options and constraints for the system upon completion e.g., cloud hosting or dedicated servers, serverless, bandwidth and storage considerations, CPU processing requirements.

For more detail on how your work will be assessed, please see the “**Assessment Criteria**” section below.

Where appropriate, individual marks may be adjusted if there is significant disparity between individual contributions.

**This assignment has been designed to provide you with an opportunity to demonstrate your achievement of the following module learning outcomes:**

**LO1:** Demonstrate in depth and independent research skills to investigate and evaluate reported solutions to problems in designing multi-tier systems.

**LO2:** Evaluate and articulate a requirement for an N tier system and develop a well-considered solution, with clearly explained and justified rationale.

**LO3:** Critically analyse and fully acknowledge the advantages of multi-tier systems.

### **Practicalities: Referencing, presenting and submitting your work**

Please see your programme handbook for information on the standard referencing style, presentational requirements and process for submitting your work.

Submit your video via the Panopto video submission point on Blackboard.

### **Confidentiality**

You are expected to take responsibility for maintaining and managing confidentiality issues in your work. You should maintain and respect confidentiality in relation to the protection of personal, technical and/or commercial information of a sensitive nature in your assessed work, whatever the format.

For further information and guidance, please see the relevant section in your programme handbook.

### **Academic integrity**

Academic integrity means taking responsibility for your own work.

When you submit an assignment, you are making a declaration that it is your own work and that you have acknowledged the contribution of others and their ideas in its development (for example, by referencing them appropriately).

For further information and guidance, please see the University website: <https://www.bnu.ac.uk/current-students/registry-helpdesk-and-academic-advice/academic-integrity-and-misconduct>



## Assessment Criteria

Academic Year 2024-25

	0-34 (F) – Fail Not successful	35-39 E – Marginal fail Below required standard	40-49 (D) Pass Satisfactory	50-59 (C) Pass Good	60-69 (B) Pass Very Good	70-79 (A) Pass Excellent	80-100 (A+) Pass Outstanding
<b>Knowledge and Understanding</b>  This should include evidence of: <ul style="list-style-type: none"> <li>• Depth of knowledge and understanding</li> <li>• Engagement with subject-specific theories, paradigms, concepts, and principles</li> </ul>	The work demonstrates a <b>limited and/or substantially inaccurate</b> or no understanding of key aspects of the subject, with few if any examples of coherent and detailed knowledge.	The work demonstrates <b>insufficient</b> understanding of key aspects of the subject, including some coherent and detailed knowledge.	The work demonstrates a <b>basic yet systematic understanding</b> of key aspects of the subject.	The work demonstrates a <b>sound breadth and depth of systematic understanding</b> of key aspects of the subject, including <b>some coherent and detailed</b> knowledge.	The work demonstrates a <b>sophisticated and critical systematic understanding</b> of key aspects of the subject, including <b>coherent and detailed</b> knowledge.	The work demonstrates a <b>highly accomplished systematic understanding</b> of key aspects of the subject beyond what has been taught, including <b>coherent and detailed knowledge</b> , most of which is at, or informed by, the forefront of the defined aspects of the discipline e.g., recent research, latest techniques.	The work demonstrates an <b>exceptional systematic understanding</b> of key aspects of the subject, including <b>coherent and detailed knowledge</b> well beyond what has been taught, all of which is at, or informed by, the forefront of the defined aspects of the discipline e.g., recent research, latest techniques.
<b>Analysis and Criticality</b>  This should include evidence of: <ul style="list-style-type: none"> <li>• Logic and argument</li> <li>• Use and range of independently selected sources.</li> <li>• Analysis and synthesis</li> <li>• Problem-solving and decision-making</li> </ul>	The work demonstrates <b>limited or no</b> ability to critically analyse the respective topics within the context of the presented problem, with <b>few if any justifications</b> underpinning decisions.	The work demonstrates a <b>insufficient</b> ability to critically analyse the respective topics within the context of the presented problem, but with <b>some justifications</b> underpinning decisions.	The work demonstrates a <b>sufficient</b> ability to critically analyse the respective topics within the context of the presented problem with <b>basic, but sufficient justifications</b> underpinning decisions.	The work demonstrates a <b>good</b> ability to critically analyse the respective topics within the context of the presented problem with <b>some coherent justifications</b> underpinning decisions.	The work demonstrates an <b>accomplished</b> ability to critically analyse the respective topics within the context of the presented problem with <b>coherent justifications</b> underpinning decisions.	The work demonstrates a <b>highly accomplished</b> ability to critically analyse the respective topics within the context of the presented problem with <b>coherent and detailed justifications</b> underpinning decisions, <b>beyond what has been taught.</b>	The work demonstrates an <b>exceptional</b> ability to critically analyse the respective topics within the context of the presented problem with <b>coherent and detailed justifications</b> underpinning decisions, <b>well beyond what has been taught.</b>



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<b>Verbal Communication and Presentation Skills</b> (Transferable skills)	Work demonstrates <b>limited or no</b> ability to communicate information, ideas, and problems	Work demonstrates a <b>insufficient</b> ability to communicate information, ideas, and problems	Work demonstrates a <b>sufficient</b> ability to: communicate information, ideas, and problems accurately and reliably utilising relevant numeracy, digital literacy, and verbal communication skills in a manner suited to a professional context	Work demonstrates a <b>consistent and confident</b> ability to: communicate information, ideas, and problems accurately and reliably utilising relevant numeracy, digital literacy, and verbal communication skills in a manner suited to a professional context.	Work demonstrates a <b>highly proficient</b> ability to: communicate information, ideas, and problems accurately and reliably utilising relevant numeracy, digital literacy, and verbal communication skills in a manner suited to a professional context	Work demonstrates a <b>highly accomplished</b> ability to: communicate information, ideas, and problems accurately and reliably utilising relevant numeracy, digital literacy, and verbal communication skills in a manner suited to a professional context	Work demonstrates an <b>exceptional</b> ability to: communicate information, ideas, and problems accurately and reliably utilising relevant numeracy, digital literacy, and verbal communication skills in a manner suited to a professional context