

Assessment 1 Specification

Read this assessment brief carefully, it tells you how you are going to be assessed, how to submit your assessment on-time and how (and when) you'll receive your marks and feedback.

Module Code	CSI_4_PPR_25/26_S2
Module Title	PROFESSIONAL PRACTICE
Module Leader	Francis Babayemi
% Of Module Mark	Marked 100%
Distributed	27/01/2026
Submission Method	Live presentation and submission of a single PowerPoint via Moodle site
Submission Deadline	Assessment 1 Team Presentation: Live Presentation, Tuesdays 03/03/26 during tutorials. <i>Presentation slides must be submitted as a .ppt file by 6:00 pm after presentation on the same day.</i>
Release of Feedback & Marks	Feedback and provisional marks will be available in the Gradebook on Moodle from 28/03/26

Coursework Aim:

This coursework assesses students' ability to work as a team and to apply critical thinking, research, design, presentation, and team management skills to a problem scenario. Over a period of 6 weeks, you will develop skills to help you plan and deliver a project effectively. Each team will be required to demonstrate the ability to plan a project, design a product, and conduct a team presentation, showing evidence of team planning, desk/user research, analysing options, applying basic design principles, and employing useful communication strategies.

Coursework Details:

Type	Team-based assessment								
Team Task	<p>Task: Your task is to propose and design an LSBU Feedback Application System (FAP). Students will use this application to provide anonymous feedback after each lecture/tutorial session. Teaching staff will use this application to understand areas of gaps and how to improve overall module delivery for better learning outcomes.</p> <p>The benefit of this application would include:</p> <table border="1" data-bbox="264 506 1509 770"> <tbody> <tr> <td>Encourages constructive feedback</td> <td>Facilitates student-centred learning</td> </tr> <tr> <td>Improves student engagement</td> <td>Enhances reflection and retention</td> </tr> <tr> <td>Supports continuous improvement</td> <td>Enhances lecturer-student relationship</td> </tr> <tr> <td>Promotes inclusivity</td> <td>Promotes active learning</td> </tr> </tbody> </table> <p>As a team, we want you to demonstrate creativity, good technical, and good team management skills. Each team member plays a vital role in ensuring team success.</p> <p><u>Team tasks and structure of presentation:</u></p> <ol style="list-style-type: none"> Cover slide: Team name and logo provided. Shows module name and module code. Shows each students' name and student ID number. States project name. Shows submission date and time. (5 marks) Problem overview and design approach: Describes your team's project problem, aim and objectives. Describes the solution's development approach. Shows critical and creative thinking (brainstorming ideas and sketching out ideas). Considers ease of use and accessibility for a diverse range of students. (10 marks) Research and options analysis: Investigate existing digital feedback solutions. What features do they offer? What gaps can we fill? Provide insights on how your system can stand out in terms of functionality, design, and user experience. Cite and reference your work. (15 marks) Persona and user roles: Create detailed user personas representing the diverse LSBU student body and admin staff. Who will use this system? Understand their needs, preferences, roles, and challenges to ensure the system is tailored to its users. (10 marks) Frontend technology: Research and select the best frontend technologies to bring the Design & User Experience Lead's vision to life. Consider the compatibility of your choices with different devices and browsers. (15 marks) Backend design: Choose robust and scalable backend technologies to support the system's functionality. Ensure the system can handle a large volume of feedback and prioritise data privacy and security. (15 marks) Team dynamics and project management: Describe each member's role and tasks they covered. Show evidence of team and time management. Highlight issues/benefits of planning, and the use of collaborative tools and techniques. (5 marks) Academic integrity: Sources are cited, dated, and referenced. Logical content. Error free and grammatical correct. High quality images, tables, or illustrations. (5 marks) Presenters and the presentation: Present at the start of the Team Presentation. Smart dress code adopted and shows seriousness. Slides structured, formatted, titled/images labelled. Shares new ideas and exudes confidence. The student is poised, speaks clearly and audibly. Uses visual prompts, not reading-off slides/cards. Makes eye contact and engages the audience. Well rehearsed with good presentation pace. Able to address questions put to the team. Achieves learning outcomes for this task. (20 marks) 	Encourages constructive feedback	Facilitates student-centred learning	Improves student engagement	Enhances reflection and retention	Supports continuous improvement	Enhances lecturer-student relationship	Promotes inclusivity	Promotes active learning
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	<p><u>Note:</u> By dividing these tasks, each of you will bring a unique perspective and set of skills to the project. Your collaboration will be key to creating an innovative, user-friendly, and effective feedback system for LSBU. You will need to demonstrate planning, time management, and general project management skills. <u>Also, coding is not necessary for this coursework assessment.</u></p>
Team formation	<p>Team formation steps:</p> <ul style="list-style-type: none"> ● Organise yourselves and form a team. ● Teams can only be formed with students in the same tutorial group. ● Each team needs 5 students but six under special cases. The tutor will decide. ● Teams must be diverse and include students from different backgrounds, age group, race, gender identity, ethnicity, and socioeconomic status. ● Teams are required to sign a Team Agreement Form. Seek tutor approval before you sign the team agreement form. The form must be handed in to your tutor in Week 3 (Tue 10/02/26). <p>Important instruction:</p> <ul style="list-style-type: none"> ● <u>Each team will have 5 minutes to verbally present their proposed solution.</u> ● Prepare high quality visual aid (slides or graphics illustrations) to use. ● Tutor groups will be merged, and presentations will be face-to-face. ● The presentations will be marked and moderated by at least two tutors. ● Each team member must contribute and participate in the presentation. ● Team members who fail to participate may forfeit 30% of the module mark.
Referencing	Harvard Referencing should be used, see your Library Subject Guide for guides and tips on referencing: https://library.lsbu.ac.uk/harvard/home
Regulations	<ul style="list-style-type: none"> ● Make sure you understand the University Regulations on expected academic practice and academic misconduct. Note in particular: ● Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will not give markers reason to question the authenticity of the work. ● All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to acknowledge the source for the ideas being expressed. ● TURNITIN: When you upload your work to the Moodle site it will be checked by anti-plagiarism software.

Learning Outcomes

Learning outcome: This assessment (CW1 in the table below) will fully or partially assess the following learning outcomes for this module.	Assessed by	
	CW1	CW2
A. Knowledge and Understanding		
Understand how to conduct yourself as an undergraduate and to take control of your learning experiences in an effective manner.	Partially	Fully
Understand and explore social, ethical and legal issues which affect the development and use of information systems and IT in support of business processes.	Partially	Fully