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| **ASSESSMENT COVER SHEET** | | | | | | | | | |
| **Assessment Details** | | | | | | | | | |
| **Qualification Code and Title** | **ICT50115 Diploma of Information Technology** | | | | | **Block/ Term/ Year** | |  | |
| **Unit Code and Title** | **ICTPRG502 Manage a Project using Software Management Tools** | | | | | | | | |
| **Assessment Type** | **A1. Written Activity** | | | **Re-assessment** | | | **YES** | | **NO** |
| **Due Date** |  | | | | | | | | |
|  |  | | | | | | | | |
| **Student Details** | | | | | | | | | |
| **Student Name** | **Ajeet Kumar Tamang** | | | | **Student ID** | | S180246 | | |
|  | | | | | | | | | |
| **Instructions to Students:** *Please read the following instructions carefully.* | | | | | | | | | |
| * The purpose of this assessment is to assess your knowledge and skills. * This assessment is to be completed according to the instructions given by your assessor. * To be deemed satisfactory in this assessment, you must write the answers to all written questions correctly or meet all the performance criteria for activity based assessments by the due date. * Submission after the due date will result in a penalty fee. * Should you not answer the tasks correctly, you will be given feedback on the results and gaps in knowledge. You will be entitled to one (1) resubmission in showing your competence with this unit. * If you feel the decision made by your assessor was incorrect please refer to your Student Handbook for information on assessment appeal for the required steps to appeal the decision. * If you are not sure about any aspect of this assessment, please ask for clarification from your assessor. * Please refer to the College re-submission and re-sit policy for more information. * If you have questions and other concerns that may affect your performance in the Assessment, please inform the assessor immediately. * Please read the tasks carefully then complete all tasks. * To be deemed competent for this unit you must achieve a satisfactory result with tasks of this Assessment along with a satisfactory result for another Assessment. * Remember, that it must be your own work and if you use other sources then you must reference these appropriately. * Submitted document should follow the given criteria. Font should be Times New Roman, Font size need to be 12, line spacing has to be Single line and Footer of submitted document must include Student ID, Student Name and Page Number. Document should be printed double sided. * This is individual Assessment. Once you have completed the assessment, please provide the hard copy of the Assessments to your Trainer/ Assessor. * Plagiarism is copying someone else’s work and submitting it as your own. Any plagiarism will result in NYC. | | | | | | | | | |
|  | | | | | | | | | |
| **For Assessor Use Only** | | | | | | | | | |
| **Assessor’s Name** | Ishrat Jahan | | | | | | | | |
| **Assessment Decision**: *To be accessed as satisfactory in this assessment task, the student must address ALL assessment items/questions satisfactorily.*  ***All individual assessment tasks of this unit must be completed satisfactorily for a student to achieve an overall grade of competent for this unit.*** | | | | | | | | | |
| **The Student’s Performance is** | | **SATISFACTORY** | | | | **NOT SATISFACTORY** | | | |
|  | | | | | | | | | |
| **Student Declaration:** I declare that I have read and agreed to the instructions mentioned above and declare that the work submitted is my own and has not been copied or plagiarized from any person or source. I have been assessed in this unit and advised of my result. I am aware of my appeal rights.  **Signature:**  **Date:** / / | | | **Assessor Declaration:** I declare that I have conducted a fair, valid and flexible assessment with this student and I provided appropriate feedback.  **Signature:**  **Date: / /** | | | | | | |

**ASSESSMENT INFORMATION for students**

Throughout your training we are committed to your learning by providing a training and assessment framework that ensures the knowledge gained through training is translated into practical on the job improvements.

You are going to be assessed for:

* Your skills and knowledge using written and observation activities that apply to the workplace.
* Your ability to apply your learning.
* Your ability to recognize common principles and actively use these on the job.

All of your assessment and training is provided as a positive learning tool. Your assessor will guide your learning and provide feedback on your responses to the assessment materials until you have been deemed competent in this unit.

## **HOW YOU WILL BE ASSESSED**

The process we follow is known as competency-based assessment. This means that evidence of your current skills and knowledge will be measured against national standards of best practice, not against the learning you have undertaken either recently or in the past. Some of the assessment will be concerned with how you apply your skills and knowledge in the workplace, and some in the training room as required by each unit.

The assessment tasks have been designed to enable you to demonstrate the required skills and knowledge and produce the critical evidence to successfully demonstrate competency at the required standard.

Your assessor will ensure that you are ready for assessment and will explain the assessment process. Your assessment tasks will outline the evidence to be collected and how it will be collected, for example; a written activity, case study, or demonstration and observation.

The assessor will also have determined if you have any special needs to be considered during assessment. Changes can be made to the way assessment is undertaken to account for special needs and this is called making Reasonable Adjustment.

**What happens if your result is ‘Not Yet Competent’ for one or more assessment tasks?**

Our assessment process is designed to answer the question “has the desired learning outcome been achieved yet?” If the answer is “Not yet”, then we work with you to see how we can get there.

In the case that one or more of your assessments has been marked ‘NYC’, your trainer will provide you with the necessary feedback and guidance, in order for you to resubmit your responses.

**What if you disagree on the assessment outcome?**

You can appeal against a decision made in regards to your assessment. An appeal should only be made if you have been assessed as ‘Not Yet Competent’ against a specific unit and you feel you have sufficient grounds to believe that you are entitled to be assessed as competent. You must be able to adequately demonstrate that you have the skills and experience to be able to meet the requirements of units you are appealing the assessment of.

Your trainer will outline the appeals process, which is available to the student. You can request a form to make an appeal and submit it to your trainer, the course coordinator, or the administration officer. The RTO will examine the appeal and you will be advised of the outcome within 14 days. Any additional information you wish to provide may be attached to the appeal form.

**What if I believe I am already competent before training?**

If you believe you already have the knowledge and skills to be able to demonstrate competence in this unit, speak with your trainer, as you may be able to apply for Recognition of Prior Learning (RPL).

**Assessor Responsibilities**

Assessors need to be aware of their responsibilities and carry them out appropriately. To do this they need to:

* Ensure that participants are assessed fairly based on the outcome of the language, literacy and numeracy review completed at enrolment.
* Ensure that all documentation is signed by the student, trainer, workplace supervisor and assessor when units and certificates are complete, to ensure that there is no follow-up required from an administration perspective.
* Ensure that their own qualifications are current.
* When required, request the manager or supervisor to determine that the student is ‘satisfactorily’ demonstrating the requirements for each unit. ‘Satisfactorily’ means consistently meeting the standard expected from an experienced operator.
* When required, ensure supervisors and students sign off on third party assessment forms or third party report.
* Follow the recommendations from moderation and validation meetings.

**How should I format my assessments?**

Your assessments should be typed in a 11 or 12 size font for ease of reading. You must include a footer on each page with the student name, unit code and date. Your assessment needs to be submitted as a hardcopy or electronic copy as requested by your trainer.

**How long should my answers be?**

The length of your answers will be guided by the description in each assessment, for example:

|  |  |
| --- | --- |
| **Type of Answer** | **Answer Guidelines** |
| Short Answer | 4 typed lines = 50 words, or  5 lines of handwritten text |
| Long Answer | 8 typed lines = 100 words, or  10 lines of handwritten text = of a foolscap page |
| Brief Report | 500 words = 1 page typed report, or  50 lines of handwritten text = 1foolscap handwritten pages |
| Mid Report | 1,000 words = 2 page typed report  100 lines of handwritten text = 3 foolscap handwritten pages |
| Long Report | 2,000 words = 4 page typed report  200 lines of handwritten text = 6 foolscap handwritten pages |

**How should I reference the sources of information I use in my assessments?**

Include a reference list at the end of your work on a separate page. You should reference the sources you have used in your assessments in the Harvard Style. For example:

Website Name – Page or Document Name, Retrieved insert the date. Webpage link.

For a book: Author surname, author initial Year of publication, Title of book, Publisher, City, State

**assessment guide**

The following table shows you how to achieve a satisfactory result against the criteria for each type of assessment task. The following is a list of general assessment methods that can be used in assessing a unit of competency. Check your assessment tasks to identify the ones used in this unit of competency.

| **Assessment Method** | **Satisfactory Result** | **Non-Satisfactory Result** |
| --- | --- | --- |
| You will receive an overall result of Competent or Not Yet Competent for the unit. The assessment process is made up of a number of assessment methods. You are required to achieve a satisfactory result in each of these to be deemed competent overall. Your assessment may include the following assessment types. | | |
| **Questions** | All questions answered correctly | Incorrect answers for one or more questions |
| Answers address the question in full; referring to appropriate sources from your workbook and/or workplace | Answers do not address the question in full. Does not refer to appropriate or correct sources. |
| **Third Party Report** | Supervisor or manager observes work performance and confirms that you consistently meet the standards expected from an experienced operator | Could not demonstrate consistency. Could not demonstrate the ability to achieve the required standard |
| **Written Activity** | The assessor will mark the activity against the detailed guidelines/instructions | Does not follow guidelines/instructions |
| Attachments if requested are attached | Requested supplementary items are not attached |
| All requirements of the written activity are addressed/covered. | Response does not address the requirements in full; is missing a response for one or more areas. |
| Responses must refer to appropriate sources from your workbook and/or workplace | One or more of the requirements are answered incorrectly.  Does not refer to or utilise appropriate or correct sources of information |
| **Observation/Demonstration** | All elements, criteria, knowledge and performance evidence and critical aspects of evidence, are demonstrated at the appropriate AQF level | Could not demonstrate elements, criteria, knowledge and performance evidence and/or critical aspects of evidence, at the appropriate AQF level |
| **Case Study** | All comprehension questions answered correctly; demonstrating an application of knowledge of the topic case study. | Lack of demonstrated comprehension of the underpinning knowledge (remove) required to complete the case study questions correctly. One or more questions are answered incorrectly. |
| Answers address the question in full; referring to appropriate sources from your workbook and/or workplace | Answers do not address the question in full; do not refer to appropriate sources. |
| **Practical Activity** | All tasks in the practical activity must be competed and evidence of completion must be provided to your trainer/assessor.  All tasks have been completed accurately and evidence provided for each stated task. | Tasks have not been completed effectively and evidence of completion has not been provided. |
| Attachments if requested are attached | Requested supplementary items are not attached |

**written activity**

Your task is to write the answers to each of the following questions. Answers should exceed 50 words but no more than 100 words for each questions:

1. What are the basic principles of project management?

Answer: The basic principles of project management are:

* Project mission and vision: The particular project are supposed to be commenced with the clear mission and vision in order to follow the path to success in project making. A projecrt vision clarifies its purpose, elimates confusion, unifies the team and inspires them to do their best. The project vision must be simple, actionable, enaging, collarative, specific and forward-thinking.
* Project objectives: These are the business objectives need to acomplish the project. In simple, it is the key to project’s sucessss that contains key performance indicators such as budget, quality and time to completon. The more clear objectives, the more likely to be achieved the success in the project.
* Team and communications management: The project success depends on effective communication and team work. On other hand, there must be the effective strategy or plan for determining the need for particular team memebers and providing them with required training information and resources to achieve the required goals.
* Developing suitable action plans: Generally, action plan is a proposed strategy or steps needed to achieve the goal in project management. The action plans clarifies the resources needed to reach the targeted goal, makes a timetable for the tasks to get that goal and determines what team members need to do. Action plans are made or taken aaccording to the strategy made.
* Measurement and accountability: It is essential to make sure that a series of procedures and processes are developed in order to make sure that appropriate progress and performance measurement actions are able to be undertaken and that accountability is able to be assigned to appropriate personnel as required.

1. Identify and describe the key features of the software development life cycle

Answer: The key features of the software development life cycle are:

* Planning: Its the initial phase of software development life cycle whose main focus is to find out the scope of the problem and determine solutions. Every resources, budgets and expenses, costs required, time, achievement and other items are considered in this phase.
* Requirement and analysis: This phas main aim to find out the problems and fix the system. This system involves the analysing the situation, project goals, breaking down what needs to be created and attempting to enagage the users so that definite requirements can be defined.
* Design: This phase creates the design of the architecture of the products from the planning phase and detail working of how software system deliver and what is wanted. The design phase is done by the analyst and design team who should work closely with developers in the Develop team.
* Development: This phase of SDLC generates the actual code to develop the software.
* Deployment: This part of SDLC happens depending upon the feedbacks from the end users and adjustments is made as required.
* Testing: This is the phase where defects and deficiencies are tested and fixed the issues to meet the orginal specifications.
* Maintenance: This phase is carried out if the outcome does not meet the project goal. Thus updating and advancing the software is the main part of this phase.

1. Why are software specifications important?

Answer: Software specification is a detail description of a software to be developed. It includes a set of use cases thar defines the user interactions that the software must provide to the user for the perfect interaction. They are important in software development project plans as they provides the base for the plans need to be achieved in development process. Also, specifications also determines how the software management tools can be worked as a part of the plan. The specifications of the software defines the running requirements, features and capabilities of the software. Software requirements specification shows what the software is supposed to do as well as how it is supposed to perform. It is written down before the actual software development work starts.

1. Explain the importance of version control, and the methods that can be used

Answer: Version control is the system or software that makes the changes in the computer program or document as per required. Version control is done on a project by identifying the directories that needs the version controlling. The main purpose of version control is for tracking changes, collaborative development and progress and diligence. Version control solves the incompabilities and issues within the software developement when the team member working on the similar portions of code gets changed. Besides the version control provides the following information for solving the incompabilities:

* Total history of each file which will enable developers to go back to previous versions of the code so that it can be analysed and rectified as required.
* The ability for the development team works independently on concurrent changes that will enable the code to then be merged to verify that the changes do not conflict.

Also, a good version control system posses the features like; backup and restore, synchronization, short-term undo, long-term undo, track changes, track ownership, sand-boxing and branching and merging. The types of version control are:

* Centralized version control system: In this version, the changes are commited in the central copy of the project which will be later stored on a server.
* Distributed version control system: In this version, instead of storing the file on a centralised server it will be cloned, and then changes will be made to the clone, ensuring that you have an accessible and full history of the project at all times.

**Feedback Evaluation Sheet**

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| --- | --- | --- | --- | --- | --- |
| **Feedback Evaluation Sheet** | | | | | |
| For this assessment, the student must complete the written activity. The written activity is a stand-alone activity that will allow the student to display the requirements of the performance criteria and knowledge in this unit that are essential when deciding overall competency. | | | | | |
| **Has the student satisfactorily completed the written activity? Did the Student provide evidence of their ability to:** | | | **Yes** | | **No** |
| What are the basic principles of project management? | | | □ | | □ |
| Identify and describe the key features of the software development life cycle | | | □ | | □ |
| Why are software specifications important? | | | □ | | □ |
| Explain the importance of version control, and the methods that can be used | | | □ | | □ |
| **Feedback to Student:** | | | | | |
| **Assessment Outcome 🞏 Satisfactory 🞏 Not Yet Satisfactory** | | | | | |
| **Assessor’s Signature:** |  | **Date:** | |  | |