*The* [*Developer and Assessment Guidelines*](https://wiki.swinburne.edu.au/display/tafestaff/Quality+Life+Cycle+-+Plan#QualityLifeCyclePlan-P2) *must be read and used in conjunction with this document when designing and developing the assessment tool. Use the* [*Assessment Development Checklist*](https://wiki.swinburne.edu.au/display/tafestaff/Quality+Life+Cycle+-+Plan#QualityLifeCyclePlan-P2) *to ensure all aspects have been completed. Develop the assessor version first and then resave as the student version and remove any content that is not required for the student. Tip: Create all assessor instructions in another colour eg: green text, this will make it easier when removing text for student version.*

# **Overview**

This assessment template contains both the assessment tool and instructions that will be used to gather and interpret evidence within the assessment process and is designed to ensure it complies with the Principles of Assessment and the Rules of Evidence.

The instructions for students and the assessor have been integrated into the assessment tool and tasks to provide information about ‘what, when, where, how and why’ each task forms part of the evidence gathering in the assessment process.

**Principles of assessment**

**Fairness –** theindividual student’s needs are considered in the assessment process:

* reasonable adjustments, where appropriate are applied by SUT to take into account the individual student’s needs
* the student is informed about the assessment process and provided with the opportunity to challenge the result of the assessment and be reassessed if necessary.

**Flexibility –** assessment is flexible to the individual student by:

* reflecting the student’s needs
* assessing competencies held by the student no matter how or where they have been acquired
* drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

**Validity –** any assessment decision of the assessor is justified, based on the evidence of performance of the individual student and requires

* assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance
* assessment of knowledge and skills is integrated with their practical application
* assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations
* judgement of competence is based on evidence of student performance that is aligned to the unit/s of competency and associated assessment requirements.

**Reliability –** evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

**Rules of evidence**

**Validity –** the assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.

**Sufficiency –** the assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student’s competency.

**Authenticity –** the assessor is assured that the evidence presented for assessment is the student’s own work.

**Currency –** the assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

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| **Course Details** | | | |
| **Code** | ICT50220 | **Title** | Diploma of Information Technology  Advanced Programming |

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| **Unit Details** | |
| **Code(s)** | **Title(s)** |
| ICTPRG433 | Test software developments |
| ICTPRG556 | Implement and use a model view  controller framework |

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| **Assessment Task Details** | | |
| **Number** | **Assessment Method** | **Title** |
| AT3 | Product Based | Challenge 3 |
| **Type** | Project/Assignment | |

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| **Assessment Requirements** |

**Purpose of the task:**

This assessment is designed to gather evidence of the student’s ability to apply the knowledge and skills required for programming tasks detailed in the unit outline.

**Instructions**

Students are required to complete this task and submit all evidence required to meet the Product Based evidence marking criteria for this task.

* To complete this task, students can use their learning materials as a reference.
* Students may use a computer to complete this project.
* Submit online via Canvas.
* Refer to the:
  + Organisation Guidelines and Polices document in Canvas
  + Checklist of the required evidence to be submitted (documents and diagrams)

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| **Assessment Conditions** |

**Due Date:** See Canvas

**Time:** See Canvas

**Location and environment:** Students will complete this assessment in a simulated workplace environment.

This task requires a student to complete activities typical of those required by a job role and workplace environment applicable to industry.

**Authenticity:** It must be the individual students own work and written in their own words. When quoting specific references, students must acknowledge the source. Evidence of plagiarism or cheating will result in the assessment being assessed as unsatisfactory and further investigation will occur.

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| **Resources and Equipment Required** |

Students will need to provide(if working away from University such as your home):

* Computer and internet connection

The Assessor will provide:

* The assessment task cover sheet either in hard copy or electronically in Canvas
* Access to classroom environment
* Computer and internet connection
* VMware

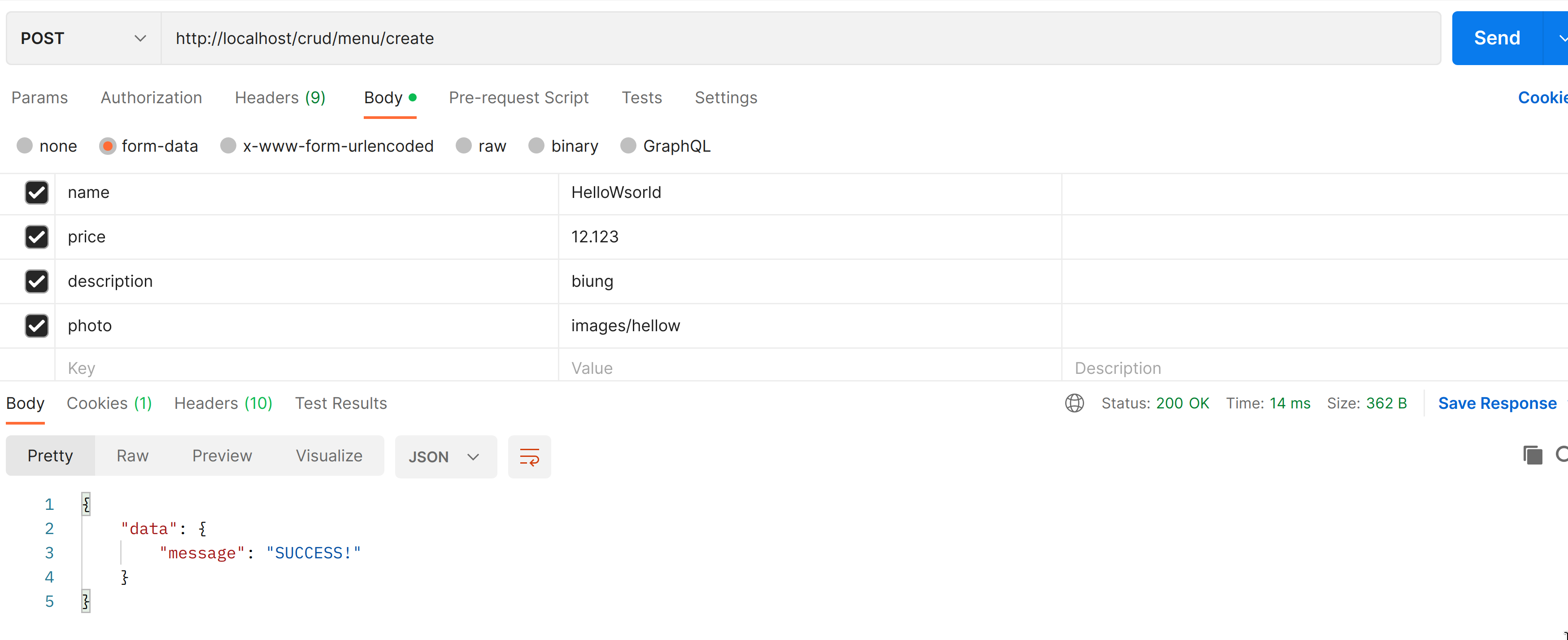
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| **Task Summary** |

To successfully complete this assessment, students are required to: …………  
  
**Summary**Web development in PHP environment  
Team work  
 **Tasks**  
For a component of your project’s website, make a MVC with URL mapping funnelling requests of files not found to the /index.php page.  
  
Implement CRUD operations for a table of your project’s database.  
  
  
1. Develop Controller Model and View for handling HTTP GET, POST, PUT and DELETE requests  
  
[ Support the following URL mappings is required:  
  
/crud/<table name>/create  
/crud/<table name>/read  
/crud/<table name>/update  
/crud/<table name>/delete ]  
  
[ Use redirects after both a successful operation and an erroneous operation.]  
   
[ You can use either passing of information in the URL with arguments after ? or pass information with POST. However, explain and hence justify your interpretation in the documentation (which can be code comments).]

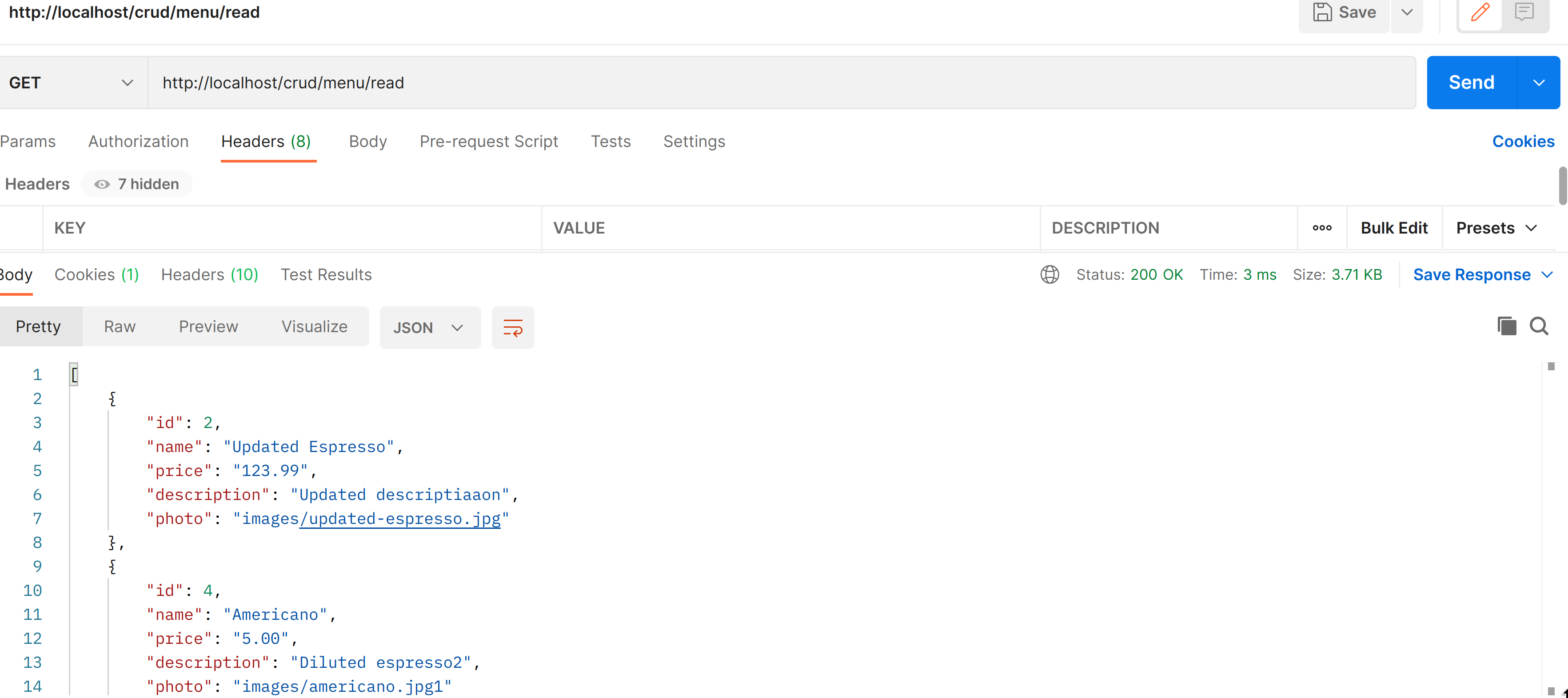
I use the htaccess file to rewrite the ? , to a / so the url looks more clean and it’s easier to type.  
  
[Object Oriented Programming in PHP code with MVC pattern is required]  
  
  
2. Test and ensure function of requests  
  
[Demonstrate]  
  
[Provide screenshots]

Testing and ensuring function of requests:

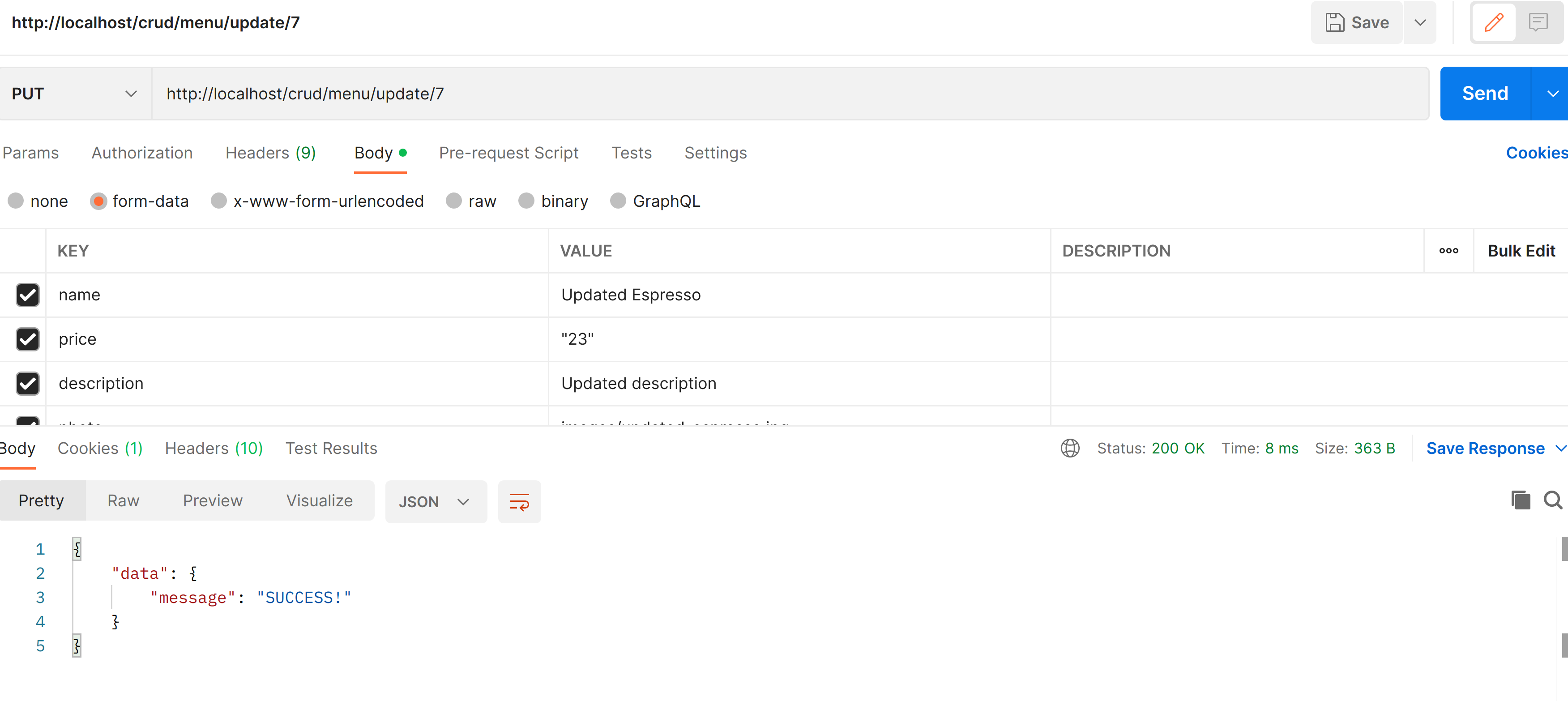
Create (POST)



Read(GET)

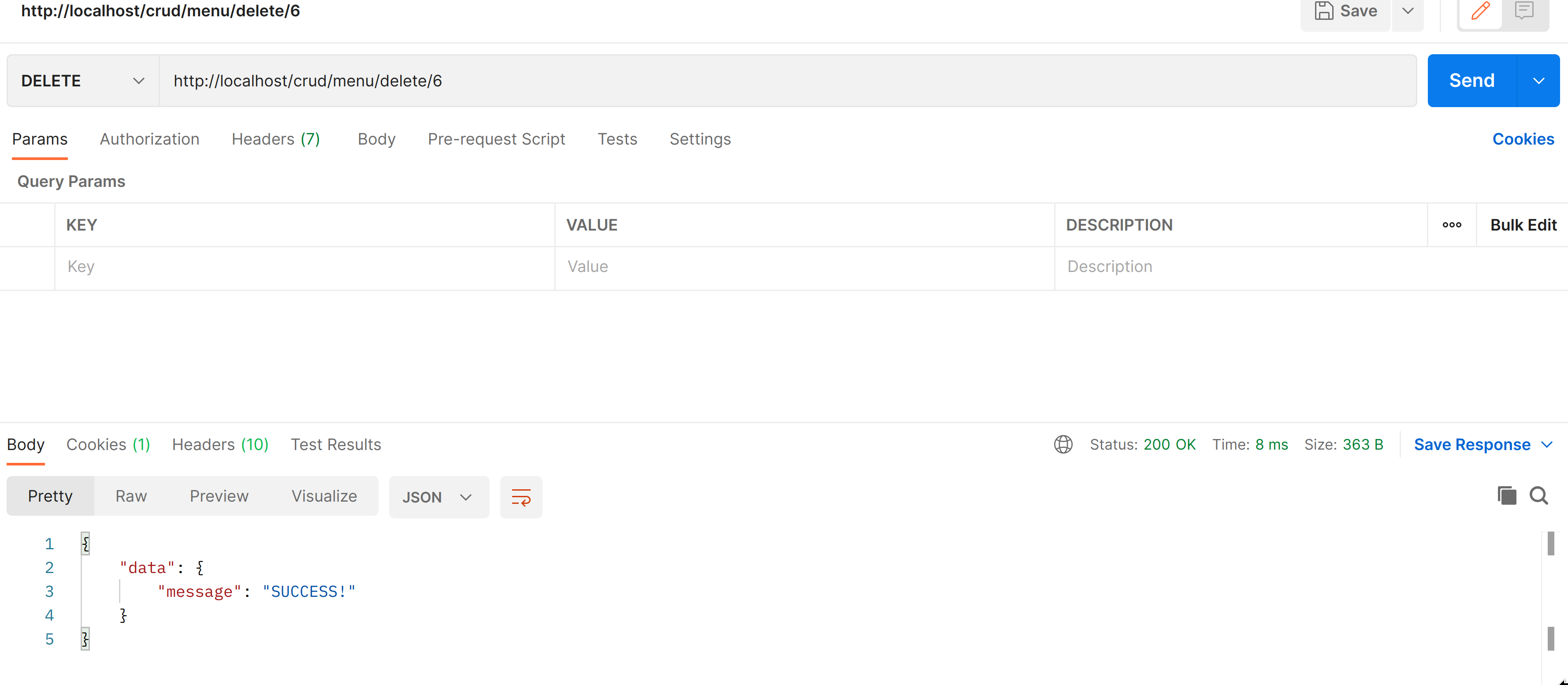


Update(PUT)

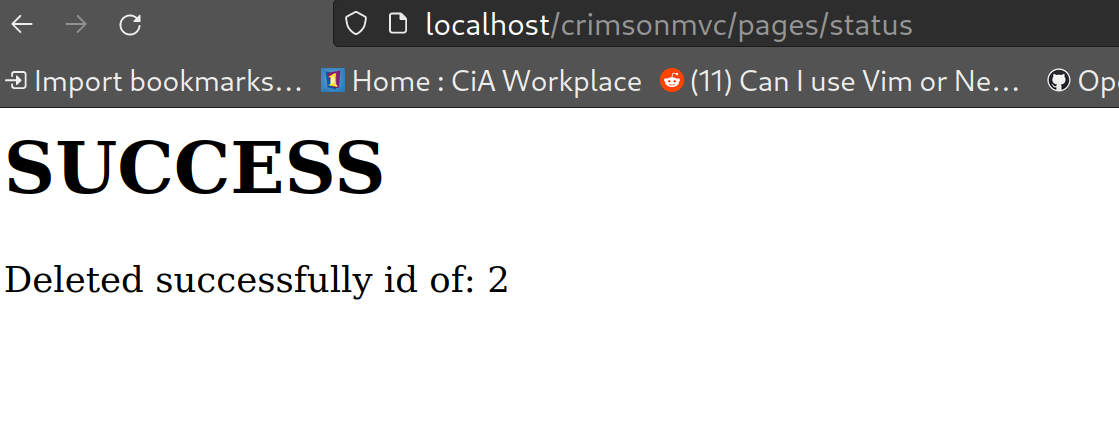
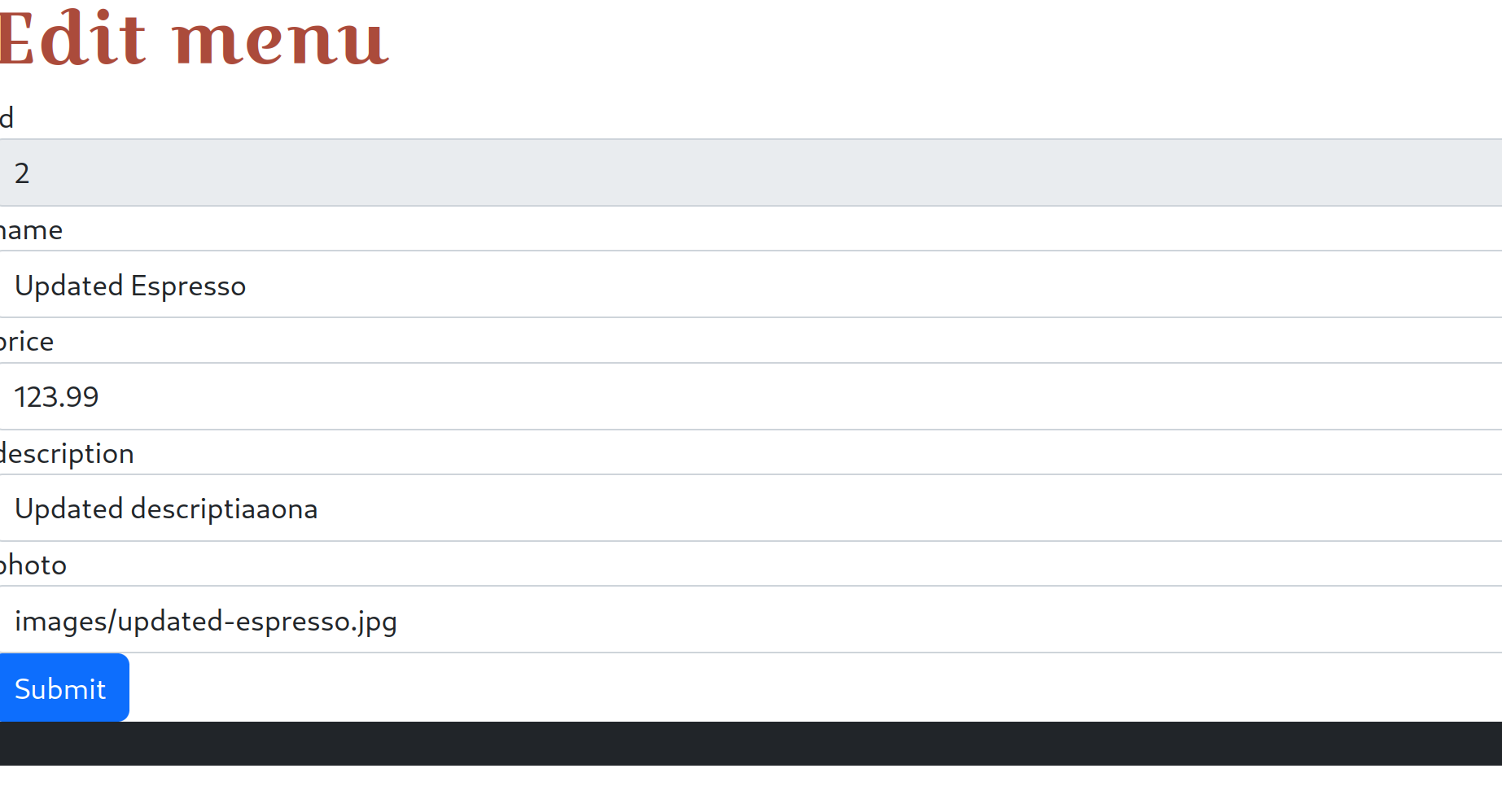
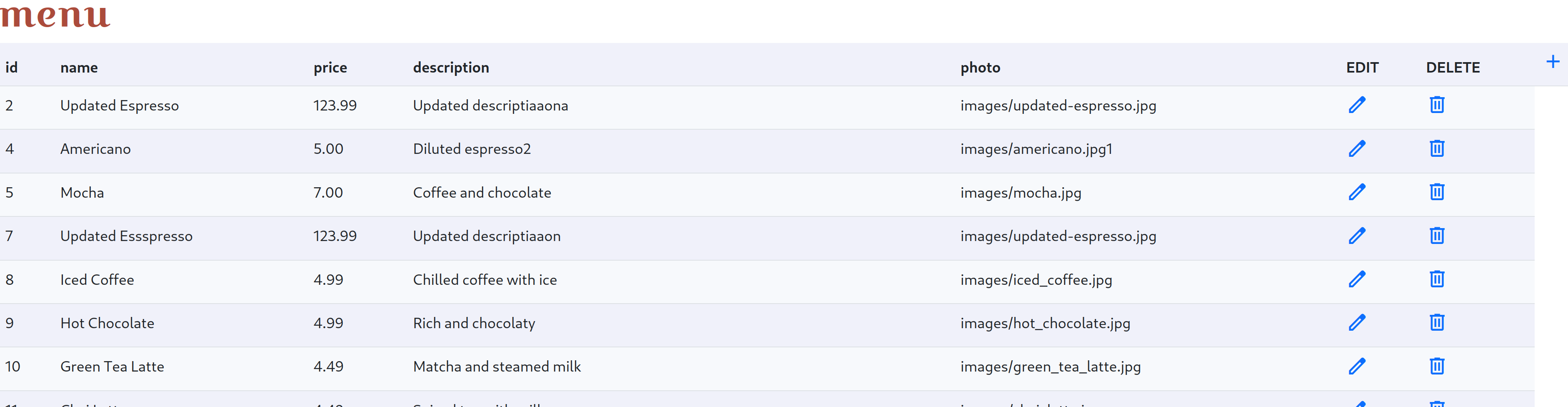


Delete(DELETE)

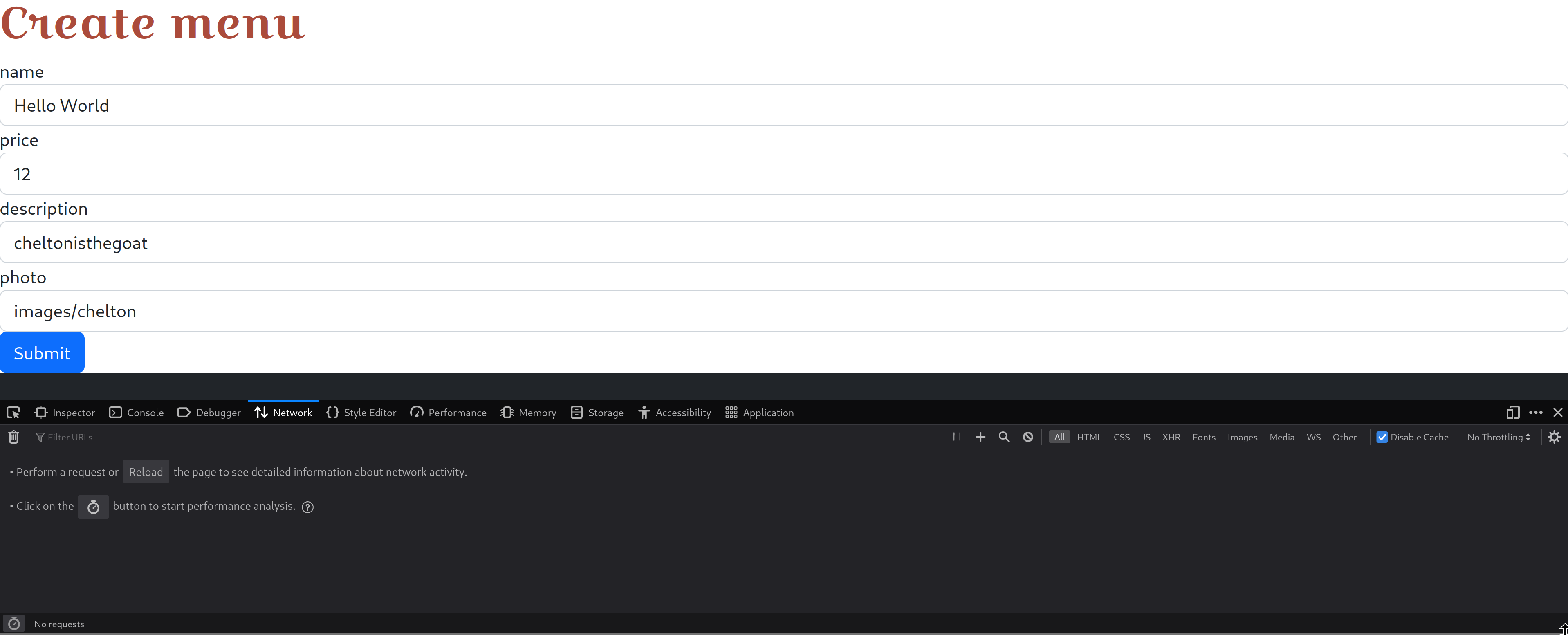
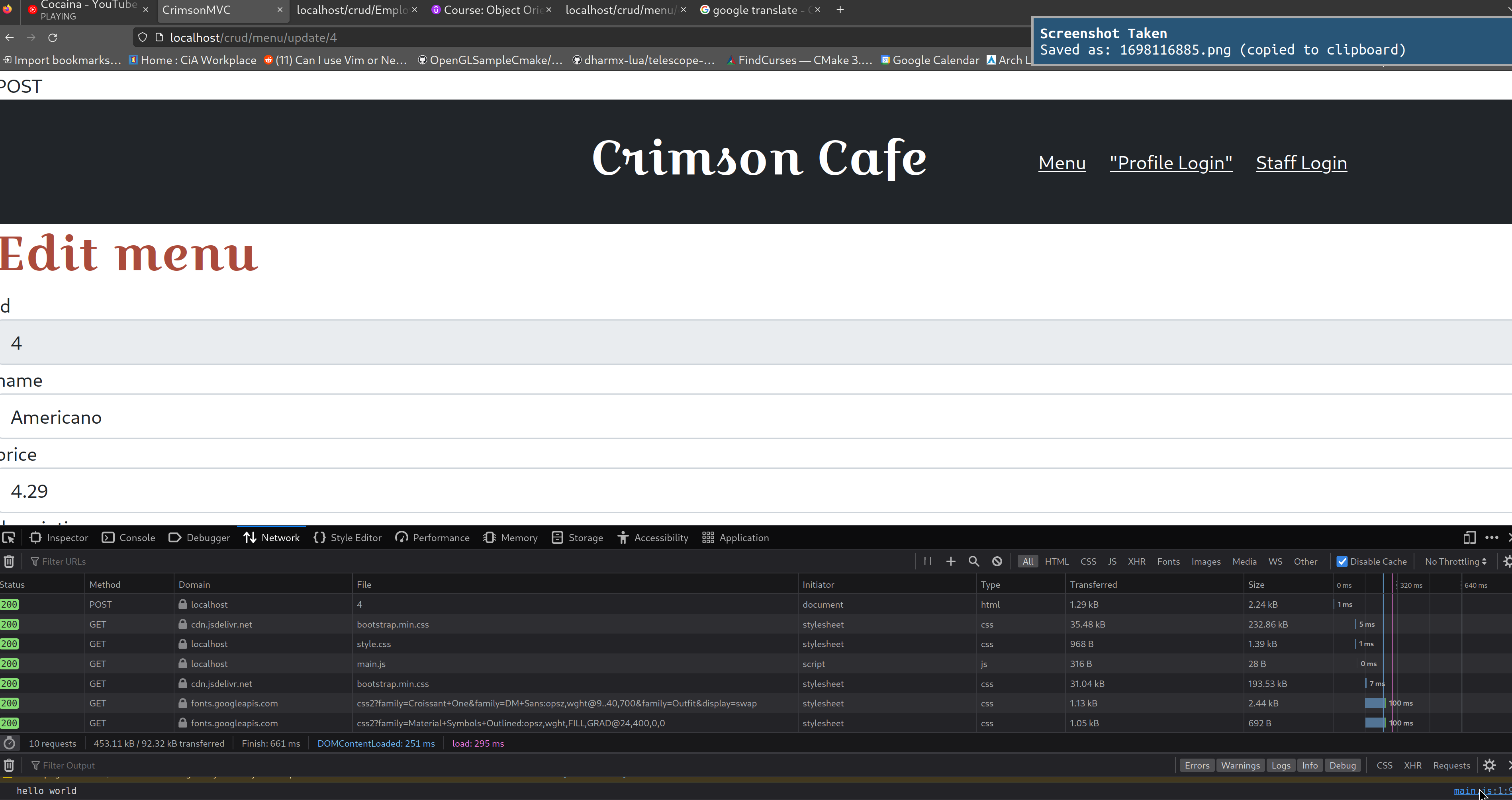
3. Confirm functionality of framework with HTTP handers and routes for GET, POST, PUT and DELETE requests  
  
[Demonstrate]  
  
[Provide screenshots]



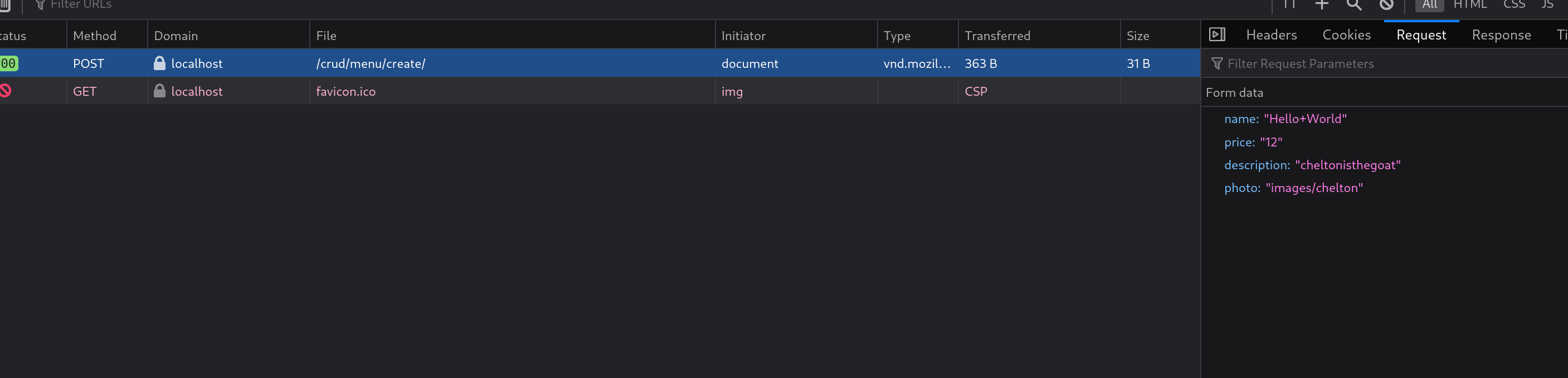
The screenshots provided in the previous question confirm the functionality of the HTTP requests via API. The views also had correct functionality.



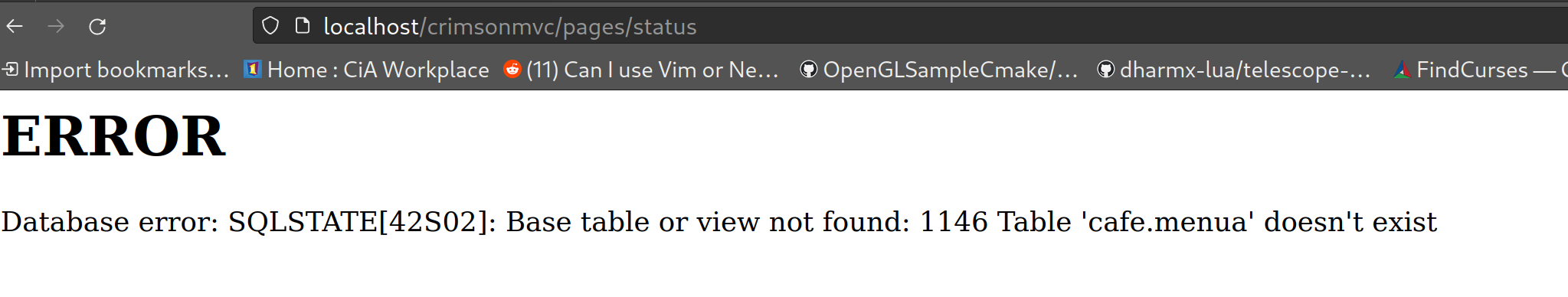
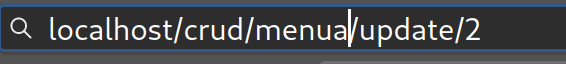
Note that delete had no view, and instead could be deleted from the READ view.   
  
4. Use debugging tools to inspect HTTP request and response and confirm HTTP redirect functions  
  
[Demonstrate]  
  
[Provide screenshots]



5. Confirm functionality of framework with HTTP request, responses and redirects.  
  
[Demonstrate]  
  
[Provide screenshots]  
  
Inserting an incorrect table name:



results in a redirect:



All database errors, and all CRUD operations were tested and the status was correctly redirected. Furthermore, when these functions were accessed via api they received correct status messages also.

**Organise a team**

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| **Team Members** |
| 1. Dhanveer Ramnauth |

A breakdown of the tasks to be completed are as follows:

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| **Assessment Outcome** |
| To successfully complete this activity, students are required to complete all requirements and submit all evidence to meet the Product Quality Criteria evidence criteria for this task to achieve a Satisfactory (S) result. The outcome of this assessment will contribute to the evidence used in the final decision to achieve competency for this unit/s. |
| **Assessment Submission** |
| To meet the requirements of this assessment you are required to submit the following documents/evidence via Canvas to the Assessor:   * All source code (can zip up directory and submit) * Required word or pdf documents |

| **Student Name** | Dhanveer Ramnauth | **Student ID** | 103866373 |
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| **Product Based Quality Checklist** | | |
| The assessor is required to review the student’s submission to ensure that the evidence contains all the required aspects as described in the instructions and meets the submission marking criteria.  If any aspect of the assessment is not performed to a satisfactory standard, the assessor may question the student about their performance and indicate that an aspect needs to be reviewed. The assessor should NOT indicate or guide the student to what needs to be reviewed. | | |
| **Marking Criteria** | | **S / US** |
| **Q1** | * Support the following URL mappings is required:  /crud/<table name>/create /crud/<table name>/read /crud/<table name>/update /crud/<table name>/delete * You can use either passing of information in the URL with arguments after ? or pass information with POST. However, explain and hence justify your interpretation in the documentation (which can be code comments). * Object Oriented Programming in PHP code with MVC pattern is required |  |
| **Q2** | * Demonstrate * Provide screenshots |  |
| **Q3** | * Demonstrate * Provide screenshots |  |
| **Q4** | * Demonstrate * Provide screenshots |  |
| **Q5** | * Demonstrate * Provide screenshots |  |

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| **Assessment Task Outcome (Assessor use only)** |
| **Assessors:** Please return this Feedback and Assessment Task Outcome section to the student. A copy must be retained on the student’s file with the evidence, or feedback will be provided in Canvas and kept in the student’s file with the evidence. |
| To satisfactorily complete this assessment task the student is required to have provided all correct product evidence. The assessor must provide the student with written feedback specific to their performance. Where the performance outcome is:   * **Satisfactory (S)** – summariseyour findings as this will allow the student to understand why this outcome was achieved. * **Unsatisfactory (US)** – provide reasons as to why and you must include information about the areas needing improvement and where further evidence is required.   Where the student is granted the opportunity to resubmit, provide them with a resubmission due date. |

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| **Feedback to Student** | | | | | | | | | | | |
|  | | | | | | | | | | | |
| **Assessment Task No** | | |  | | | **Assessment Method** | | Product Based | | | |
| **Assessment Task Outcome** | ☐ | Satisfactory | | |  | | Unsatisfactory | | **Date** | |  | |
| *The assessor is to complete the following declaration once the final assessment decision for this task has been made.*  **Assessor Declaration**  I declare that I have provided appropriate feedback and undertaken an assessment process which complies with the principles of assessment and the rules of evidence. | | | | | | | | | | | |
| **Assessor Name** | | | | **Assessor Signature** | | | | | | **Date** | |
| Chelton Evans | | | |  | | | | | |  | |

| **Other Assessment Information** | |
| --- | --- |
| **Academic Integrity** | Academic integrity is about presenting academic work in a moral, ethical and honest way. It means using ideas, knowledge and information to develop your own insights, not presenting someone else's work as your own or trying to gain unfair advantage. It also means acknowledging the work of others when you include it in your work.  This includes plagiarism, cheating, buying notes or assignments etc. There are serious penalties that may include repeating a new assessment task or being withdrawn from the unit and/or course. Students must ensure that all assessments are their own work (or group work and clearly noted as such).  Refer to <https://www.swinburne.edu.au/student-login/academic-integrity/> for further information. |
| **Decision Making Rules** | Each assessment task will be given an outcome of either Satisfactory (S) or Unsatisfactory (US). The assessor must provide you with feedback about how well you performed in each task and record this on the Assessment Task Outcome Sheet or within Canvas at the end of each task.  Feedback will be provided about why the outcome is either satisfactory or unsatisfactory and also include information about the areas achieved and the areas for improvement or the need for a re-assessment if applicable. All tasks must be completed satisfactorily to be assessed as competent in the unit/cluster. |
| **How to Submit Assessments** | When you have completed each assessment task, you will need to submit it to your assessor. Instructions about how and what to submit can be found at the beginning of each assessment task. You will need to ensure you retain a copy of your work before you submit them. These will not be returned to you.  A completed Assessment Task Cover Sheet will need to accompany most assessment tasks. |
| **Reasonable Adjustment** | Reasonable adjustment is the process of adjusting or changing the assessment process to meet the needs and characteristics of the student being assessed and any equity requirements to enable participation on the same basis as other students. The determination of ‘reasonableness’ requires a judgement that must consider the need to maintain the integrity of the unit of competency.  Reasonable adjustment can involve:   * Adapting physical facilities, environment and/or equipment eg: setting up equipment at a lower height for easier access. * Making changes to the assessment arrangements eg: more time allowed for assessments. * Making changes to the evidence gathering techniques (eg: verbal rather than written questioning, use of a scribe, modifications to equipment)   You may request reasonable adjustment for assessment tasks. Note these adjustments are made at the discretion of your assessor based on your identified needs. However, the evidence collected must allow you to demonstrate all requirements of the unit. |
| **Re-submission or Re-sit** *(where tasks are not satisfactorily completed)* | Students will be given the opportunity to re-submit or re-sit an assessment task that a teacher has assessed as unsatisfactory (US). The teacher will discuss this with the student and will determine if additional training is required prior to another attempt at the task.  Re-submissions and re-sits can only be undertaken up until the unit end date as scheduled on the unit outline or as identified by the teacher.  Resubmissions received after the scheduled unit end date may not be accepted unless approved by the teacher prior to the end date.  Note: Assessment tasks submitted for the first time after the unit end date as scheduled in the unit outline will not be assessed and the student should re-enrol into the unit. |
| **Reviews and Appeals** | Students may apply to have their assessment reviewed or can appeal the outcome where they are unsatisfied with the decision on their assessment.  Refer to <https://www.swinburne.edu.au/corporate/reviews-and-appeals/> |
| **Special consideration** | You can apply for special consideration if something out of the ordinary and beyond your control happens and it impacts your ability to undertake and complete an assessment task. You will be required to provide documentation to support your application (eg: Medical Impact Statement, Statutory Declaration, police report, etc).  If your application for special consideration is based on medical grounds, you must submit a Medical Impact Statement (page 3 of this form) completed by their Professional Practitioner to support your application.  You should submit a [Special Consideration Application](http://www.swinburne.edu.au/student-administration/docs/student/special_consideration_VE.pdf) no later than 5pm on the third working day after the due date for the assessment task for which Special Consideration (SPC) is being sort.   * This form must be completed, scanned with supporting documentation and submitted via e-mail to <mailto:VE-Progressions@swin.edu.au> * Late applications or applications that do not meet the documentation requirements as stipulated by the University may be deemed ineligible. * E-mail [VE-Progressions@swin.edu.au](mailto:VE-Progressions@swin.edu.au) if you:   + are unable to submit the form by the deadline OR   + change their mind and wish to retract their special consideration application. Applications can be retracted within 2 working days from the day of the initial submission. This will need to be made in writing to [VE-progressions@swin.edu.au](mailto:VE-progressions@swin.edu.au) |
| **Work Health and Safety** | All assessment tasks must be performed without risk to yourself, danger to others or damage to property, land or equipment. Students must abide by all instructions and directions related to this assessment task. If the teacher identifies any unsafe activity or potentially dangerous situations, the teacher can stop the assessment at any time. |