# **Unit Assessment Pack (UAP) – Cover Sheet**

## **Student and Trainer/Assessor Details**

| **Student ID** |  |
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| **Student name** |  |
| **Contact number** |  |
| **Email address** |  |
| **Trainer/Assessor name** |  |

## **Course and Unit Details**

| **Course code** |  |
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| **Course name** |  |
| **Unit code** | ICTICT501 |
| **Unit name** | Research and review hardware technology options for organisations |

## **Assessment Submission Method**

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| ☐ By hand to trainer/assessor | ☐ By email to trainer/assessor | ☐ Online submission via Learning Management System (LMS) |
| ☐ By Australia Post to RTO | ☐ Any other method \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Please mention here) | |

**Student Declaration**

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| * I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; * I have kept a copy of this assessment pack and all relevant notes, attachments, and reference material that I used in the production of the assessment pack; * For the purposes of assessment, I give the trainer/assessor of this assessment the permission to:   + Reproduce this assessment and provide a copy to another member of staff; and   + Take steps to authenticate the assessment, including communicating a copy of this assessment to a checking service (which may retain a copy of the assessment on its database for future plagiarism checking).   Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_/\_\_\_\_\_/\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

## **Assessment Plan**

To demonstrate competence in this unit, you must be assessed as satisfactory in each of the following assessment tasks.

| **Evidence recorded** | **Evidence Type/ Method of assessment** | | | **Sufficient evidence recorded/Outcome** |
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| **Unit Assessment Task 1** | Unit Knowledge Test (UKT) | | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Unit Assessment Task 2** | Unit Project (UP) | | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Final result** | C/NYC | **Date assessed** |  | |
| **Trainer/Assessor Signature** |  | |

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**Assessment Conditions**

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| **Unit purpose/application** |

This unit describes the skills and knowledge required to research and evaluate existing and emerging technologies and hardware solutions to support organisational strategic goals.

It applies to individuals in senior roles who administer and manage information and communications technology (ICT) support in small-to-medium enterprises (SMEs) using a wide range of general ICT technologies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

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| **What the student can expect to learn by studying this unit of competency** |

* Determine organisational needs
* Research vendors, suppliers and ICT industry specialists
* Evaluate and report on hardware technology options

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| **Training and assessment resources required for this unit of competency** |

The student will have access to the following:

* Learner guide
* PowerPoint presentation
* Unit Assessment Pack (UAP)
* Access to other learning materials such as textbooks

The resources required for these assessment tasks also included:

* Access to a computer, the Internet and word-processing system such as MS Word
* Network or computer layout documentation and premises plans
* Network components
* Equipment specifications
* Organisational guidelines
* Business plan or model
* Journals of industry and professional associations
* Relevant standard
* Codes of practice and standards issued by government regulators or industry groups

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| **Submission instructions** |

Your trainer/assessor will confirm assessment submission details for each assessment task.

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| **Academic integrity, plagiarism and collusion** |

**Academic Integrity:**

Academic Integrity is about the honest presentation of your academic work. It means acknowledging the work of others while developing your own insights, knowledge and ideas.

As a student, you are required to:

* Undertake studies and research responsibly and with honesty and integrity
* Ensure that academic work is in no way falsified
* Seek permission to use the work of others, where required
* Acknowledge the work of others appropriately
* Take reasonable steps to ensure other students cannot copy or misuse your work.

**Plagiarism:**

Plagiarism means to take and use another person's ideas and or manner of expressing them and to pass them off as your own by failing to give appropriate acknowledgement. This includes material sourced from the internet, RTO staff, other students, and from published and unpublished work.

Plagiarism occurs when you fail to acknowledge that the ideas or work of others are being used, which includes:

* Paraphrasing and presenting work or ideas without a reference
* Copying work either in whole or in part
* Presenting designs, codes or images as your own work
* Using phrases and passages verbatim without quotation marks or referencing the author or web page
* Reproducing lecture notes without proper acknowledgement.

**Collusion:**

Collusion means unauthorised collaboration on assessable work (written, oral or practical) with other people. This occurs when a student presents group work as their own or as the work of someone else.

Collusion may be with another RTO student or with individuals or student’s external to the RTO. This applies to work assessed by any educational and training body in Australia or overseas.

Collusion occurs when you work without the authorisation of the teaching staff to:

* Work with one or more people to prepare and produce work
* Allow others to copy your work or share your answer to an assessment task
* Allow someone else to write or edit your work (without rto approval)
* Write or edit work for another student
* Offer to complete work or seek payment for completing academic work for other students.

Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please refer to the RTO’s policy on Academic integrity, plagiarism and collusion.

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in RTO’s policy.

Proven involvement in plagiarism or collusion may be recorded on students’ academic file and could lead to disciplinary action.

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| **Other Important unit specific Information** |

N/A

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| **Unit outcome** |

* This unit is not graded and the student must complete and submit all requirements for the assessment task for this cluster or unit of competency to be deemed competent.
* Students will receive a 'satisfactorily completed' (S) or 'not yet satisfactorily completed (NS) result for each individual unit assessment task (UAT).
* Final unit result will be recorded as competency achieved/competent (C) or competency not yet achieved/not yet competent (NYC).

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| **Prerequisite/s** |

Nil

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| **Co-requisite/s** |

Nil

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| **Foundation Skills** |

The Foundation Skills describe describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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| **Relevant Legislation** |

* Australian Human Rights Commission Act 1986
* Age Discrimination Act 2004
* Disability Discrimination Act 1992
* Racial Discrimination Act 1975
* Sex Discrimination Act 1984
* The Privacy Act 1988 (Privacy Act) and Australian Privacy Principles (APPs)
* Occupational Health and Safety Act 2004
* Work Health and Safety Act 2011

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| **Principles of assessment and rules of evidence** |

All assessment tasks will ensure that the principles of assessment and rules of evidence are adhered to.

The principles of assessment are that assessment must be valid, fair, flexible, reliable and consistent. The rules of evidence state that evidence must be sufficient, valid, current and authentic.

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| **AQF Level** |

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement.

All assessment tasks must ensure compliance with the requirements of AQF level and the AQF level criteria. For more information, please visit <http://www.aqf.edu.au/>

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| **Further Information** |

For further information about this unit go to <https://training.gov.au/Training/Details/>ICTICT501

## **Additional Information**

* This information will be managed by the provisions of the Privacy Act and the Freedom of Information Act.)
* Students are required to satisfactorily complete and submit all assessment tasks that contribute to the assessment for a unit.
* Students will be provided with one more attempt to complete this Unit assessment pack (UAP) if trainer/assessor deems them not satisfactorily completed (NS) in any Unit assessment task (UAT).
* Unit Pre-Assessment Checklist (UPAC) will be reviewed by the trainer/assessor to ensure the student is ready for the assessment.
* Feedback regarding this Unit Assessment Pack (UAP) can be emailed to the [compliance](mailto:info@caqa.online) and quality assurance department/administration department in your RTO for continuously improving our assessment and student resources.

## **Feedback to student**

Feedback on students’ assessment performance is a vital element in their learning. Its purpose is to justify to students how their competency was assessed, as well as to identify and reward specific qualities in their work, to recommend aspects needing improvement, and to guide students on what steps to take.

Feedback defines for students what their trainer/assessor thinks is important for a topic or a subject. At its best, feedback should:

* Be provided for each Unit Assessment Task (UAT)
* Guide students to adapt and adjust their learning strategies
* Guide trainers/assessors to adapt and adjust teaching to accommodate students’ learning needs
* Be a pivotal feature of learning and assessment design, not an add-on ritual
* Focus on course and unit learning outcomes
* Guide students to become independent and self-reflective learners and their own critics
* Acknowledge the developmental nature of learning

*If students have not received proper feedback, they must speak to compliance and quality assurance department/administration department in the RTO/person responsible for looking after the quality and compliance services of the RTO.*

*For more information, please refer to RTO Student Handbook.*

# **Unit Pre-Assessment Checklist (UPAC)**

# **UAT 1 – Unit Knowledge Test (UKT)**

## **Purpose of the checklist**

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.

**Section 1: Information for Students**

* Please make sure you have completed the necessary prior learning before attempting this assessment.
* Please make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
* Please make sure you understand what evidence is required to be collected and how.
* Please make sure you know your rights and the Complaints and Appeal process.
* Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).
* Please make sure that you have access to a computer and the internet (if you prefer to type the answers).
* Please ensure that you have all the required resources needed to complete this Unit Assessment Task (UAT).
* Due date of this assessment task is according to your timetable.
* In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor.
* Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
* Request for an extension to submit your assessment work must be made before the due date of this assessment task.

## **Section 2: Reasonable adjustments**

* Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments.
* Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed.
* The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability.
* Trainer/Assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented.
* Trainer/Assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made.
* All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department.

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| **Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)** | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English-Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support, text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 Provide information or course materials in accessible format, e.g. a textbook in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note- taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift |
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| **Explanation of reasonable adjustments strategy used (If required)** |
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# **Unit Assessment Task (UAT)**

## **Assessment Task 1 - Unit Knowledge Test (UKT)**

**Assessment type:**

* Written Questions

**Assessment task description:**

* This is the first (1) unit assessment task you have to successfully complete to be deemed competent in this unit of competency.
* The Unit Knowledge Test is comprised of seventeen (17) written questions.
* You must respond to all questions and submit them to your Trainer/Assessor.
* You must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
* You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

**Applicable conditions:**

* This knowledge test is untimed and are conducted as open book tests (this means you are able to refer to your textbook during the test).
* You must read and respond to all questions.
* You may handwrite/use computers to answer the questions.
* You must complete the task independently.
* No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
* As you complete this assessment task you are predominately demonstrating your written skills and knowledge to your trainer/assessor.
* The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

**Resubmissions and reattempts:**

* Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
* You must speak to your Trainer/Assessor if you have any difficulty in completing this task and require reasonable adjustments (e.g. can be given as an oral assessment).
* For more information, please refer to your RTO Student Handbook.

**Location:**

* This assessment task may be completed in a learning management system (i.e. Moodle) or independent learning environment.
* Your trainer/assessor will provide you further information regarding the location for completing this assessment task.

**Instructions for answering written questions:**

* Complete a written assessment consisting of a series of questions.
* You will be required to correctly answer all the questions.
* Do not start answering questions without understanding what is required from you. Read the questions carefully and critically analyse them for a few seconds, this will help you to identify what is really needed.
* Your answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
* Be concise to the point and write answers according to the given word-limit to each question and do not provide irrelevant information. Be careful, quantity is not quality.
* Be careful to use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups on the basis of attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender inclusive language should be used.
* When you quote, paraphrase, summaries or copy information from the sources you are using to write your answers/research your work, you must always acknowledge the source.

**How your trainer/assessor will assess your work?**

* This assessment task requires the student to answer all the questions.
* Answers must demonstrate the student’s understanding and knowledge of the unit.
* If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
* If at least one of the assessment tasks is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
* Once all assessment tasks allocated to this Unit of Competency have been undertaken, trainer/assessor will complete an Assessment plan to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
* The “Assessment Plan” is available with the Unit Assessment Pack (UAP) – Cover Sheet.

**Purpose of the assessment**

This assessment task is designed to evaluate student’s knowledge required to maintain, install new and upgrade existing operating systems (OS) in a medium to large organisation & Knowledge regarding to the following:

* Knowledge to describe and explain the business planning process relevant to researching technology
* Knowledge to outline and explain client business needs that can be satisfied by the provision of information and communications technology (ICT) products and services
* Knowledge to describe and outline current business practices in preparing reports
* Knowledge to identify and outline current industry and technology information sources
* Knowledge to outline general features and capabilities of current industry accepted hardware, cabling and software products, and identify emerging trends and product design
* Knowledge to discuss equipment performance benchmarking
* Knowledge to identify industry networks, key individuals and organisations within the ICT industry
* Knowledge to identify information gathering techniques
* Knowledge to outline quality assurance practices to promote reliable investigation processes
* Knowledge to identify vendor product directions

## **Assessment Task 1 - Unit Knowledge Test (UKT)**

Instructions:

* This is an individual assessment.
* The purpose of this assessment task is to assess the students’ knowledge essential to connect network hardware devices, mainly personal computers (PCs), to an internet gateway.
* To make full and satisfactory responses you should consult a range of learning resources, other information such as handouts and textbooks, learners’ resources and slides.
* All questions must be answered in order to gain competency for this assessment.
* You may attach a separate sheet if required.
* You must include the following particulars in the footer section of each page of the attached sheets:
  + Student ID or Student Name
  + Unit ID or Unit Code
  + Course ID or Course Code
  + Trainer and assessor name
  + Page numbers
* You must staple the loose sheets together along with the cover page.
* You must attach the loose sheets chronologically as per the page numbers.
* Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.

Resources required to complete the assessment task:

* Computer
* Internet
* MS Word
* Printer or e-printer
* Adobe acrobat/reader
* Learning management system

1. Answer the following questions.
2. Explain how technology can improve business processes. Answer in 100-200 words.
3. Explain business planning process related to ICT researching technology. Answer in 100-200 words.

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| ***i>Technology has had a major impact in the modern workplace, revolutionising the way businesses conduct their daily activities.***  ***Whatever industry you are operating in, technology helps your customers access all the information they need to successfully interact with your company. It can also help staff perform their jobs more efficiently.***  ***Technology allows businesses to speed up production processes. You can analyse how your staff are spending their time and introduce processes to make your systems more efficient.***  ***Task management tools allow you to stay on top of daily responsibilities so you don’t miss anything.***  ***Email management processes allow you to stay on top of your inbox and ensures you are answering every message, perhaps even allowing you the time to visit Casino Tropicana during your lunch break.***  ***Communicating with your co-workers has been transformed over the last 20 years, with numerous technological advancements making the ability to work in other places possible.***  ***You can now connect with your colleagues at any given time from any location, improving your company’s flexibility to deal with queries quickly and efficiently. This improves teamwork across the whole business.***  ***A business can’t survive without customers, so using technology to improve their dealings with your company can pay big dividends.***  ***Interactive websites, online chat support services and 24/7 customer service via social media can set you apart from the competition and help increase your profits.***  ***Manual record keeping caused many businesses problems due to the way records were maintained and stored.***  ***Modern technology allows companies to keep records safe and implement systems that can only be accessed internally by the correct people.***  ***Encrypted passwords offer increased levels of security, making it difficult for computer hackers to access data and preventing private information from being leaked.***  ***Technology has changed every aspect of the workplace and businesses will continue to enjoy the benefits as new inventions are introduced.*** |
| ***Ii) An information technology (IT) strategic plan is a document that details the comprehensive technology-enabled business management processes an organization uses to guide operations. It serves as a guide to IT-related decision making, with IT tasks prioritized and implemented using the plan as a framework.***  ***The plan also helps guide an organization as it formulates its overall IT strategy. While an IT strategy focuses on how IT will help the business succeed, an IT strategic plan is a roadmap to help the business implement those strategies. The plan outlines areas where IT can contribute business value and where an organization can gain competitive advantage by making the best use of technology resources.***  ***The IT strategic plan should outline a mission statement that states what it plans to achieve and how the IT strategy relates to the organization's overall business objectives. Often the first step to creating an effective IT strategic plan is to start with reviewing the organization's strategic plan, which helps in identifying the areas where the use of technology can improve operations.***  ***The SWOT analysis also helps to identify any of the company's technological assets that might be an unknown competitive advantage and that the organization should consider investing.***  ***Finally, it is important that the IT strategic plan be clear about its ultimate goals, including a list of technology investments that the IT department deems a priority to contribute to the organization's success. However, the plan should also include evaluations of the company's current IT budget and allocate project-specific resources and responsibilities within the IT department to meet these objectives.***  ***Reference:*** SearchCIO. 2020. *What Is IT Strategic Plan (Information Technology Strategic Plan)? - Definition From Whatis.Com*. [online] Available at: <https://searchcio.techtarget.com/definition/IT-strategic-plan-information-technology-strategic-plan> [Accessed 13 November 2020]. |

1. Read the following scenario and answer the given question.

Scenario: One of your clients has seven employees. The client does not have any IT system and he want to setup printing services for all the staff within one network. The client also wants to add phone service to four employees.

Question i: Briefly explain the client business needs. Answer in 30-60 words.

Question ii: What ICT products and services will you obtain to satisfy client needs? Write two products and services.

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| 1. ***The client is really interested in some of the IT products that he wants to connect all his employees through the centralized server. All he wants is to facilitate his employees with the easier working environment which will lead his business in more growing state.*** |
| 1. ***Its a obvious thing to install the printer in an office, the client needs to have the printers and desktop/client devices. And to add the phone services he also need to have the phone connection to his employee’s room from where he can add the phone services to his employees.*** |

1. What do you mean by the term strategic objectives or goals to meet client business needs? Answer in 70-100 words.

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| ***The overarching objective of customer service is to resolve service issues, which involves improving the customer experience and results in increased customer loyalty. Achieving this requires meeting concrete goals. Here are a few objectives you can strive for:***   * ***Achieve positive feedback goals*** * ***Receive satisfactory ratings on surveys filled out by customers*** * ***Improve customer retention rates*** * ***Several strategic customer objectives help you meet your objective.***   ***Reference:*** Your Business. 2020. *Strategic Customer Objectives*. [online] Available at: <https://yourbusiness.azcentral.com/strategic-customer-objectives-12858.html> [Accessed 13 November 2020]. |

1. Explain the current business practices followed by ICT professional to prepare the following reports.
2. Network performance report (Answer in 50-100 words)
3. Vendor performance report (Answer in 100-150 words)

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| 1. ***As a Network Administrator, a critical and sometimes unplanned task involved in IT infrastructure upkeep is creating and archiving actionable reports. Usually, such reports are quickly made and brought together when upper management needs help in making important decisions on capacity additions/device upgrades/SLA verifications. Your 24/7 network monitoring tool would have a lot of captured data accumulating to Gigabytes of disk space, but it is the tool's ability to provide immediate, intelligent reports that makes the difference in running a well-planned and optimized IT infrastructure.***   ***A report can be created off every parameter monitored. OpManager's Custom Reports section enables the Administrator to select & view trends of any parameter eg. Last 24 hour trend on Average Latch time, Average Lock Time, Active database Connections etc. of your SQL servers***  ***Reference:*** ManageEngine OpManager. 2020. *Network Monitoring Software By Manageengine Opmanager*. [online] Available at: <https://www.manageengine.com/network-monitoring/network-performance-reporting.html> [Accessed 13 November 2020]. |
| 1. ***Use form to report unsatisfactory or good vendor performance. A copy will be given to the vendor and will become a permanent part of the vendor’s file. This form may also be used to report Office of Procurement and Contracting performance.*** |

1. Summarise two information sources used by ICT professional to meet client business needs. Answer in 50-100 words.

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| ***ICT professional can use different kind of sources to built the system that can meet the client requirements like primary sources and secondary sources. Primary sources are works created at the time of an event, or by a person who directly experienced an event. Primary sources includes:***   * ***Interviews, diaries, letters, journals, speeches, autobiographies, and witness statements*** * ***Original hand-written manuscripts*** * ***Government documents and public records*** * ***Art, photographs, films, maps, fiction, and music*** * ***Newspaper and magazine clippings***   ***Secondary sources includes:***   * ***Textbooks*** * ***Biographies*** * ***Historical films, music, and art*** * ***Articles about people and events from the past***   ***Reference:*** Learn.library.ryerson.ca. 2020. *Research Guides: Information Technology Management (ITM): Primary & Secondary*. [online] Available at: <https://learn.library.ryerson.ca/c.php?g=344838&p=4950707> [Accessed 13 November 2020]. |

1. Summarise the features and capabilities of the following current hardware, software and cabling products.
2. Microsoft server 2016
3. Cisco 800 series router
4. Optical fiber cable

Summarise two features and capabilities for above given products.

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| 1. ***Microsoft server 2016***   ***Microsoft continues to put out Technical Previews of Windows Server 2016 with as-yet-unseen features. The latest Technical Preview, TP3, introduced a number of new features, such as Docker integration and Windows Server Containers, along with improvements to features introduced in previous previews. It also brings new security capabilities such as Shielded VMs, which protect virtual machine contents in a multitenant environment.***  ***The TP2 release debuted Nano Server and a number of Hyper-V, networking, and storage features. It introduced a new Windows Server role named Host Guardian Service, which flags trusted Hyper-V hosts, and included a Windows Server Antimalware feature not found in previous previews. Forthcoming Technical Previews will bring more new features, notably Hyper-V Containers.*** |
| 1. ***Cisco 800 series router***   ***For a business like yours that depends on technology, Cisco 800 Series Integrated Services Routers (ISRs) combine data, security, unified communications, and wireless services onto a single device that's simple to use and easy to manage.***  ***Features:***   * ***Choice of 10/100 Mbps or ADSL2/2+ WAN connections*** * ***4-port 10/100 Mbps managed switch*** * ***Strong security features, including Cisco IOS Firewall and VPN support*** * ***Optional wireless connectivity*** |
| 1. ***Optical fiber cable***   ***When you’re planning a new network cable installation or considering upgrades to an existing network, you might want to consider using fiber optic cables.***  ***Features:***   * ***Greater Bandwidth*** * ***Faster Speed*** * ***Longer Distances*** * ***Better Reliability*** * ***Thinner and Sturdier*** |

1. What are the emerging trends including product design in ICT industry?

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| ***Technology is an ever-changing playing field and those wanting to remain at the helm of innovation have to adapt. The consumer journey is charting a new course and customers and companies alike are embracing emerging technologies. As the IT industry trends such as cloud computing and SaaS become more pervasive, the world will look to brands who can deliver with accuracy and real-time efficiency.***   * ***AI: Artificial intelligence holds significant potential for businesses. While we have yet to achieve the full spectrum of capabilities frequently at the center of futuristic cinema, AI is poised as a tool of choice for businesses and solution providers. As is often seen with social media, AI, combined with machine learning, can be a powerful combination. Businesses can use AI to achieve cost-saving benefits, streamline workflows, enable more efficient communications, improve customer satisfaction, and provide insight into purchasing behavior.*** * ***Blockchain: The blockchain is an information system that holds promise for supply chain management, enabling transparency into the origin and journey of materials from origin to product. Blockchain technology will also allow for better record management, providing a snapshot of any record from its origination. This could be used to verify orders, purchases, returns, receipt of product, you name it.***   ***Reference:*** Watters, A., 2020. *10 Emerging Trends In Information Technology For 2020*. [online] Default. Available at: <https://www.comptia.org/blog/10-emerging-trends-in-information-technology-for-2020> [Accessed 13 November 2020]. |

1. Explain equipment performance benchmarking in your own 150-200 words.

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| ***Benchmarking is the practice of comparing business processes and performance metrics to industry bests and best practices from other companies. Dimensions typically measured are quality, time and cost.***  ***Benchmarking is used to measure performance using a specific indicator (cost per unit of measure, productivity per unit of measure, cycle time of x per unit of measure or defects per unit of measure) resulting in a metric of performance that is then compared to others.***  ***Also referred to as "best practice benchmarking" or "process benchmarking", this process is used in management in which organizations evaluate various aspects of their processes in relation to best-practice companies' processes, usually within a peer group defined for the purposes of comparison. This then allows organizations to develop plans on how to make improvements or adapt specific best practices, usually with the aim of increasing some aspect of performance. Benchmarking may be a one-off event, but is often treated as a continuous process in which organizations continually seek to improve their practices.***  ***In project management benchmarking can also support the selection, planning and delivery of projects.***  ***In the process of best practice benchmarking, management identifies the best firms in their industry, or in another industry where similar processes exist, and compares the results and processes of those studied (the "targets") to one's own results and processes. In this way, they learn how well the targets perform and, more importantly, the business processes that explain why these firms are successful. According to National Council on Measurement in Education, benchmark assessments are short assessments used by teachers at various times throughout the school year to monitor student progress in some area of the school curriculum. These also are known as interim government.***  ***Reference:*** En.wikipedia.org. 2020. *Benchmarking*. [online] Available at: <https://en.wikipedia.org/wiki/Benchmarking> [Accessed 13 November 2020]. |

1. Identify any two industry networks, organisations and their key individuals within the ICT industry?

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1. Explain three information gathering techniques in researching and reviewing hardware technology options for organisations. Write you response in 200-300 words.

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| ***It's difficult to build a solution if you don't know the requirements (in spite of the fact that many teams still try to do it today). The "elicitation" step is where the requirements are first gathered from the client. Many techniques are available for gathering requirements. Each has value in certain circumstances, and in many cases, you need multiple techniques to gain a complete picture from a diverse set of clients and stakeholders. Some of the information gathering techniques are explained below as :***   * ***One-on-one interview: The most common technique for gathering requirements is to sit down with the clients and ask them what they need. The discussion should be planned out ahead of time based on the type of requirements you're looking for. There are many good ways to plan the interview, but generally you want to ask open-ended questions to get the interviewee to start talking and then ask probing questions to uncover requirements.*** * ***Group Interview: Group interviews are similar to the one-on-one interview, except that more than one person is being interviewed -- usually two to four. These interviews work well when everyone is at the same level or has the same role. Group interviews require more preparation and more formality to get the information you want from all the participants. You can uncover a richer set of requirements in a shorter period of time if you can keep the group focused.*** * ***Facilitated sessions: In a facilitated session, you bring a larger group (five or more) together for a common purpose. In this case, you are trying to gather a set of common requirements from the group in a faster manner than if you were to interview each of them separately.***   ***Reference:*** TechRepublic. 2020. *10 Techniques For Gathering Requirements*. [online] Available at: <https://www.techrepublic.com/blog/10-things/10-techniques-for-gathering-requirements/> [Accessed 13 November 2020]. |

1. Summarise two quality assurance practices that you will follow to promote reliable investigation process for ICT system. Answer in 50-100 words.

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| ***Quality Assurance in Software Testing is defined as a procedure to ensure the quality of software products or services provided to the customers by an organization. Quality assurance focuses on improving the software development process and making it efficient and effective as per the quality standards defined for software products. Quality Assurance is popularly known as QA Testing.***  ***Reference:*** Guru99.com. 2020. *What Is Quality Assurance(QA)? Process, Methods, Examples*. [online] Available at: <https://www.guru99.com/all-about-quality-assurance.html> [Accessed 13 November 2020]. |

1. Answer the following questions regarding identifying the vendor product directions:

12.1. Write four features for the following access and security products.

* Cisco 880 series routers
* NETGEAR modem D7000

12.2. What are next generation networks, explain in your own 100-150 words.

12.3. Explain self-configuring asymmetric digital subscriber line (ADSL) in your own 100-150 words.

12.4. Explain the following wireless standards.

* **IEEE 802.11**
* **IEEE 802.11a**
* **IEEE 802.11b**

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| ***12.1)***   * ***The Cisco 880 Series is ideal for small branch offices and teleworkers who need to be connected to larger enterprise networks as well as small businesses for either voice or data applications. These routers help extend corporate networks to secure remote sites while giving users access to the same applications found in a corporate office. When users require WLAN access, visibility and control of network security are even more critical at the remote site. The Cisco 880 Series meets this need with a single device that combines integrated 802.11g/n capabilities with security features such as Wi-Fi Protected Access (WPA), including authentication with IEEE 802.1x with Cisco Extensible Authentication Protocol (LEAP) and Protected EAP (PEAP) and encryption with WPA Temporal Key Integrity Protocol (TKIP). (Refer to the wireless solution overview and security data sheet for more information.) The Cisco 880 Series models that include the integrated access point can use either autonomous or Cisco Unified WLAN modes. In Cisco Unified WLAN mode, as part of an enterprise WLAN architecture, all WLAN functions are centrally managed through Cisco Wireless LAN Controllers and the Cisco Wireless Control System (WCS).*** * ***Features of NETGEAR modem D7000*** * ***Extreme WiFi speed—Up to 1.9Gbps†*** * ***Built-in DSL modem is also compatible with VDSL, VDSL2, ADSL, ADSL2, & ADSL2+*** * ***Fast VDSL2/ADSL2+ modem for fibre broadband*** * ***Powerful dual-core processor*** * ***High-powered amplifiers and antennas to extend your WiFi coverage***   ***Reference:*** NETGEAR. 2020. *AC1900 - Nighthawk VDSL/ADSL Modem Router*. [online] Available at: <https://www.netgear.com.au/home/products/networking/modem-routers/D7000.aspx> [Accessed 13 November 2020]. |
| ***12.2) The next-generation network (NGN) is a body of key architectural changes in telecommunication core and access networks. The general idea behind the NGN is that one network transports all information and services (voice, data, and all sorts of media such as video) by encapsulating these into IP packets, similar to those used on the Internet. NGNs are commonly built around the Internet Protocol, and therefore the term all IP is also sometimes used to describe the transformation of formerly telephone-centric networks toward NGN.NGN is a different concept from Future Internet, which is more focused on the evolution of Internet in terms of the variety and interactions of services offered.***  ***Reference:*** En.wikipedia.org. 2020. *Next-Generation Network*. [online] Available at: <https://en.wikipedia.org/wiki/Next-generation\_network> [Accessed 13 November 2020]. |
| ***12.3) Asymmetric Digital Subscriber Line (ADSL) is a technology that provides high transmission speeds for video and voice to homes over an ordinary copper telephone wire. It will be most cost-effective in areas with a low market penetration of cable TV.***  ***Asymmetric Digital Subscriber Line (ADSL), sometimes just called DSL, is considered to be the major competition to cable modems. DSL and cable systems are compared by bandwidth, a measure of how much data a network can transfer. Internet providers typically denote bandwidth speeds in millions of bits per second, or megabits (Mbps), and billions of bits per second, or gigabits (Gbps). Generally speaking, the higher the bandwidth, the faster the speed with which a computer downloads information from the internet whether users view emails or watch streamed movies.***  ***Reference:*** Investopedia. 2020. *Asymmetric Digital Subscriber Line (ADSL)*. [online] Available at: <https://www.investopedia.com/terms/a/adsl.asp> [Accessed 13 November 2020]. |
| ***12.4)***   * ***IEEE 802.11 is part of the IEEE 802 set of local area network (LAN) protocols, and specifies the set of media access control (MAC) and physical layer (PHY) protocols for implementing wireless local area network (WLAN) Wi-Fi computer communication in various frequencies, including but not limited to 2.4 GHz, 5 GHz, 6 GHz, and 60 GHz frequency bands. They are the world's most widely used wireless computer networking standards, used in most home and office networks to allow laptops, printers, smartphones, and other devices to talk to each other and access the Internet without connecting wires. They are created and maintained by the Institute of Electrical and Electronics Engineers (IEEE) LAN/MAN Standards Committee (IEEE 802). The base version of the standard was released in 1997, and has had subsequent amendments. The standard and amendments provide the basis for wireless network products using the Wi-Fi brand. While each amendment is officially revoked when it is incorporated in the latest version of the standard, the corporate world tends to market to the revisions because they concisely denote capabilities of their products. As a result, in the marketplace, each revision tends to become its own standard.*** * ***802.11a, published in 1999, uses the same data link layer protocol and frame format as the original standard, but an OFDM based air interface (physical layer). It operates in the 5 GHz band with a maximum net data rate of 54 Mbit/s, plus error correction code, which yields realistic net achievable throughput in the mid-20 Mbit/s.[32] It has seen widespread worldwide implementation, particularly within the corporate workspace. Since the 2.4 GHz band is heavily used to the point of being crowded, using the relatively unused 5 GHz band gives 802.11a a significant advantage. However, this high carrier frequency also brings a disadvantage: the effective overall range of 802.11a is less than that of 802.11b/g. In theory, 802.11a signals are absorbed more readily by walls and other solid objects in their path due to their smaller wavelength, and, as a result, cannot penetrate as far as those of 802.11b. In practice, 802.11b typically has a higher range at low speeds (802.11b will reduce speed to 5.5 Mbit/s or even 1 Mbit/s at low signal strengths). 802.11a also suffers from interference,[33] but locally there may be fewer signals to interfere with, resulting in less interference and better throughput.*** * ***The 802.11b standard has a maximum raw data rate of 11 Mbit/s (Megabits per second), and uses the same media access method defined in the original standard. 802.11b products appeared on the market in early 2000, since 802.11b is a direct extension of the modulation technique defined in the original standard. The dramatic increase in throughput of 802.11b (compared to the original standard) along with simultaneous substantial price reductions led to the rapid acceptance of 802.11b as the definitive wireless LAN technology. Devices using 802.11b experience interference from other products operating in the 2.4 GHz band. Devices operating in the 2.4 GHz range include microwave ovens, Bluetooth devices, baby monitors, cordless telephones, and some amateur radio equipment. As unlicensed intentional radiators in this ISM band, they must not interfere with and must tolerate interference from primary or secondary allocations (users) of this band, such as amateur radio.***   ***Reference:*** En.wikipedia.org. 2020. *IEEE 802.11*. [online] Available at: <https://en.wikipedia.org/wiki/IEEE\_802.11> [Accessed 13 November 2020]. |

1. What are the five steps to select the best vendor for any organisation? Answer in 200-300 words.

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| ***Vendors or suppliers are one of the most important part of a successful venture be it online or offline. If the products that you are selling through your shop or e-shop are of good quality and procured at the right prices, you have a higher probability of making a profit and creating a loyal customer base than you do otherwise. Delivering this customer delight and earning profits is possible only when you have the right vendor.***  ***Here are the steps to select the best vendor for any organizations:***   * ***Analyzing your Requirements: Before you select a vendor or even start the selection process, take a step back, define and document your technical and business requirements in detail. This business or tech requirements document should also include the deliverables that you want from your vendor, your service needs/frequency, contract duration, min-max rates that you can pay your vendors, service appraisal slabs, etc.*** * ***Shortlist Vendors: After getting a clear idea of your business needs, you should conduct extensive research to identify potential vendors, and basis this research, shortlist 10 – 20 vendors that meet your requirements.*** * ***Meeting the vendors: This is the most critical step and an opportunity to separate the right business fit from the not exactly what we’re looking for candidates. So, when meeting potential vendors, discuss the following points in detail to ensure that they are the right fit for your business.*** * ***Comparison of vendors: After you have met and had detailed discussions with potential vendors, do a comparison study of the vendors that you feel will be a good business fit. Compare them on all the discussion points mentioned in the above point — list all the points in order of your priority and assess your shortlisted vendors against this list. This comparison will help you choose and select the vendor most suitable to your business needs.*** * ***Negotiate terms and condition: Once you’ve zeroed in on the vendor(s) that you’d like to work with, meet with them to negotiate terms and conditions of the contract and to ascertain that you and your vendor are in agreement on all the critical aspects.***   ***Reference:*** Chauhan, D., 2020. *5 Steps You Must Follow When Selecting Vendors For Your Store*. [online] Entrepreneur. Available at: <https://www.entrepreneur.com/article/272726> [Accessed 13 November 2020]. |

1. What do you understand by the term “Testing Cabling infrastructure”? Write in about 80-100 words.

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1. What are the different sources of information for collecting information about the vendors and suppliers? Write in about 100-200 words.

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| ***Every organisation maintains a list of vendors, trade group-wise whom they approach for their need of materials. This list is under constant review. Unsatisfactory suppliers are eliminated and new suppliers are added to enhance competition.***  ***Also new suppliers have to be found for newer materials required on ever expanding business. How does one obtain information regarding potential suppliers? An important function of the purchase research section will be to obtain this information from the following sources and keep a classified record for reference when necessary.***  ***The sources of information regarding the potential suppliers are:***   * ***Newspaper advertisements: Newspapers columns are full of advertisements from various firms indicating the items of stores which they manufacture, import, and stock or specialise in.*** * ***Trade directories: Indian and foreign directories are available which give classified information of suppliers industry wise. Very detailed information is available there in regarding names and addresses of manufacturers, their regional and branch offices, their authorised agents and their range of products.*** * ***Catalogue: Prices obtainable from catalogues and price lists are generally not final and are subject to confirmation at the time of placing the order. Catalogues and price lists should be properly classified and arranged to enable easy reference. Either they could be kept according to commodity groups as such as pipes and fittings, tools, alloy steel, abrasives, etc., or numbered serially and covered with index cards or lists prepared according to commodity groups.*** * ***Trade journals: Most leading companies advertise in trade journals like the Indian Trade Journal. Sometimes excellent articles appear in them regarding specific industries. Valuable information can be obtained from such journals.*** * ***Salesmen: Salesmen are excellent sources for supply and material information. Not only are they usually well informed about the capabilities and features of their own products, but they are also familiar with similar and competitive products as well.*** * ***Advertised tender: Tender is the process of ascertaining availability and price of materials in sealed covers which are opened and scrutinized, at a predetermined time by a tender committee. It is implied that the materials covered by the tender should give scope for competition.*** * ***Telephone directories: Telephone directories of large cities contain classified advertisements from suppliers.*** * ***Exchange of information between similar companies: If satisfactory trade relations are maintained, even one’s own competitors will part with the information he has.*** * ***Trade exhibitions and fairs: Visits to exhibitions and fairs should give valuable information regarding potential suppliers. Such exhibitions and fairs are held industry wise and also for specific purposes, e.g., import substitution. Some such exhibitions are held regularly at specific intervals when available information can be updated.*** * ***Personnel from other departments of the company: Personnel from other departments of a firm can often provide purchasing with helpful information about prospective suppliers. Through their associations in professional organisations, civic associations, and social groups, these employees often learn about outstanding suppliers.*** * ***Enquiry: This is a simple method of ascertaining availability and price of materials through open offers. It is adopted when there is no room for competition on account of (a) the value being very small, (b) the materials being of a proprietary nature, (c) the policy being to buy only from one particular firm, (d) the source of supply being limited or not established as in the case of machined components and fabricated parts. The buyer may, however endeavour to obtain price reduction by negotiation. The enquiry form (form7) is simpler then the tender form (form 8) but both call for price, terms of payment, delivery time, etc.***   ***Reference:*** World’s Largest Collection of Essays! Published by Experts. 2020. *What Are The Various Sources Of Potential Suppliers For A Manufacture?*. [online] Available at: <https://www.shareyouressays.com/knowledge/what-are-the-various-sources-of-potential-suppliers-for-a-manufacture/116383> [Accessed 13 November 2020]. |

1. What document or template will you use to for risk management?

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| ***A risk is any uncertain event or condition that might affect your project. Not all risks are negative. Some events (like finding an easier way to do an activity) or conditions (like lower prices for certain materials) can help your project. When this happens, we call it an opportunity; but it’s still handled just like a risk.***  ***There are no guarantees on any project. Even the simplest activity can turn into unexpected problems. Anything that might occur to change the outcome of a project activity, we call that a risk. A risk can be an event (like a snowstorm) or it can be a condition (like an important part being unavailable). Either way, it’s something that may or may not happen …but if it does, then it will force you to change the way you and your team work on the project.***  ***When you’re planning your project, risks are still uncertain: they haven’t happened yet. But eventually, some of the risks that you plan for do happen, and that’s when you have to deal with them. There are four basic ways to handle a risk.***   * ***Avoid: The best thing you can do with a risk is avoid it. If you can prevent it from happening, it definitely won’t hurt your project. The easiest way to avoid this risk is to walk away from the cliff, but that may not be an option on this project.*** * ***Mitigate: If you can’t avoid the risk, you can mitigate it. This means taking some sort of action that will cause it to do as little damage to your project as possible.*** * ***Transfer: One effective way to deal with a risk is to pay someone else to accept it for you. The most common way to do this is to buy insurance.*** * ***Accept: When you can’t avoid, mitigate, or transfer a risk, then you have to accept it. But even when you accept a risk, at least you’ve looked at the alternatives and you know what will happen if it occurs. If you can’t avoid the risk, and there’s nothing you can do to reduce its impact, then accepting it is your only choice.***   ***Reference:*** Watt, A., 2020. *16. Risk Management Planning*. [online] Opentextbc.ca. Available at: <https://opentextbc.ca/projectmanagement/chapter/chapter-16-risk-management-planning-project-management/> [Accessed 13 November 2020]. |

1. Describe the following terms in context to organisational strategic goals:
2. Physical infrastructure
3. Financial parameters

Write in about 100-150 words.

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| 1. ***Physical infrastructure includes power, backup generators, Heating Ventilating and Air Conditioning, surge control systems, connectivity (cabling), hardware, software, and people. The physical systems are vulnerable to surveillance, vandalism, sabotage, and attack. Much of this infrastructure is controlled by Industrial Control Systems (ICS), also commonly known as Supervisory Control and Data Acquisition (SCADA) programs which are vulnerable to hacking or denial of service attacks. Note that SCADA is a subset of ICS but has become synonymous in the media. This list does not address the potential environmental disaster factors. If the threat cannot conduct a kinetic attack or hack the system then there is always the wetware (human) vector. It is often easier to attack users than it is to attack the equipment. So when attacking the physical there are a number of options to create the desired impact.***   ***Reference:*** Sciencedirect.com. 2020. *Physical Infrastructure - An Overview | Sciencedirect Topics*. [online] Available at: <https://www.sciencedirect.com/topics/computer-science/physical-infrastructure> [Accessed 13 November 2020]. |
| 1. ***One of the primary responsibilities of the CEO of any major corporation is to articulate the company’s financial goals as a tangible focus for its business mission and strategy. In theory, these goals are imposed by shareholders through stock market responses to company performance. In practice, they are deeply rooted in the CEO’s values and political philosophy, and they draw persuasive power from the depth of that conviction.***   ***Despite this power, and because a company’s financial goals are so visible and tangible, they often become the focal point for tension and dispute at the higher levels of the organization. Consider the way that two numbers—return on investment and rate of sales growth—came to symbolize opposing views of the corporate strategy and environment in Company A.Company A has been a leader in its field for several decades and remains highly regarded by the financial and investment community as profitable, reliable, and conservative. During the 1960s and early 1970s, its CEO knew exactly what the corporate and financial goals should be, and held onto them with unswerving commitment. He saw Company A as an unchallenged leader in technology and product innovation. His was a simple standard of excellence: return on investment. “I don’t care about sales growth,” he would say. “Give me technological leadership and the promise of a superior ROI, and growth will take care of itself.”***  ***Reference:*** Harvard Business Review. 2020. *Financial Goals And Strategic Consequences*. [online] Available at: <https://hbr.org/1985/05/financial-goals-and-strategic-consequences> [Accessed 13 November 2020]. |

# **Unit Assessment Result Sheet (UARS)**

## **Assessment Task 1 – Unit Knowledge Test (UKT)**

## **Student and Trainer/Assessor Details**

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| --- | --- |
| **Unit code** | ICTICT501 |
| **Unit name** | Research and review hardware technology options for organisations |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Unit Pre-Assessment Checklist (UPAC)**

# **UAT 2 – Unit Project (UP)**

## **Purpose of the checklist**

The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it.**Section 1: Information for Students**

* Please make sure you have completed the necessary prior learning before attempting this assessment.
* Please make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.
* Please make sure you understand what evidence is required to be collected and how.
* Please make sure you know your rights and the Complaints and Appeal process.
* Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).
* Please make sure that you have access to a computer and the internet (if you prefer to type the answers).
* Please ensure that you have all the required resources needed to complete this Unit Assessment Task (UAT).
* Due date of this assessment task is according to your timetable.
* In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor.
* Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.
* Request for an extension to submit your assessment work must be made before the due date of this assessment task.

## **Section 2: Reasonable adjustments**

* Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments.
* Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed.
* The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability.
* Trainer/Assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented.
* Trainer/Assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made.
* All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department.

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| **Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)** | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English-Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support, text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 provision of information or course materials in accessible format, e.g. a text book in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used (If required)** |
| --- |
|  |

# **Unit Assessment Task (UAT)**

## **Assessment Task 2 – Unit Project (UP)**

**Assessment type:**

* Unit Project (UP)

**Assessment task description:**

* This is the second (2) assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task requires you to complete a project.
* Student is required to complete five activities in this assessment task.
* You will receive your feedback within two weeks - you will be notified by your trainer/assessor when results are available.
* You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

**Applicable conditions:**

* You must read and respond to all criteria of the project.
* You may handwrite/use computers to answer the criteria of the project.
* You must complete the task independently.
* No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
* As you complete this assessment task you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
* The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

**Resubmissions and reattempts:**

* Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed.
* You must speak to your Trainer/Assessor if you have any difficulty in completing this task and require reasonable adjustments (e.g. can be given as an oral assessment).
* For more information, please refer to your RTO Student Handbook.

**Location:**

* This assessment task may be completed in an independent learning environment or learning management system.
* Your trainer/assessor will provide you further information regarding the location of completing this assessment task.

**General Instructions for attempting the project:**

* You will be required to correctly attempt all the activities of this assessment task.
* Instructions to attempt all the activities are provided within the assessment task.

**How your trainer/assessor will assess your work?**

* This assessment task requires the student to correctly attempt all the activities of this assessment task.
* You must perform all the activities correctly.
* Answers must demonstrate the student’s understanding and skills of the unit.
* You will be assessed according to the provided performance checklist/ performance criteria.
* Assessment objectives/ measurable learning outcome(s) are attached as performance checklist/ performance criteria with this assessment task to ensure that you have successfully completed and submitted the assessment task.
* If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
* If at least one of the assessment tasks is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
* Once all assessment tasks allocated to this Unit of Competency have been undertaken, trainer/assessor will complete an Assessment plan to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
* The “Assessment Plan” is available with the Unit Assessment Pack (UAP) – Cover Sheet.

**Purpose of the assessment task:**

This assessment task is designed to evaluate student’s following skills and abilities:

* Skills to analyse and plan approaches to technical problems and management requirements
* Skills to access and convey conceptual information regarding emerging technology in relation to organisational needs
* Skills to evaluate information, using it to forecast for planning or research purposes and research vendors, suppliers and ICT industry specialists and recommend technology options

## **Assessment Task 2 - Unit Project (UP)**

**Instructions to complete this assessment task**:

* You must carefully analyse the scenario provide to attempt these activities.
* You must document their responses in the provided template.
* You must write their responses within the given word limit. Trainer/assessor will assess your performance as per the performance criteria and checklist provided.
* You may attach additional pages.
* You must include the following in the footer section of each page of the attached sheets:
  + Student ID or Student Name
  + Unit ID or Unit Code
  + Course ID or Course Code
  + Trainer and assessor name
  + Page numbers
* You must staple the loose sheets together along with the cover page.
* You must attach the loose sheets chronologically as per the page numbers.
* Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.
* The premise of the project must be closely related to the previous assessment task.
* This submission must be well presented and follow the guidelines and instructions provided.
* Please follow the format as indicated in the template section below.
* One of the most important steps that you can take: proofread your project.
* Appropriate citations are required.
* All RTO policies are in effect, including the plagiarism policy.

**Scenario**

Devon Technical College is a private Registered Training Organisation (RTO) with a campus based in Western Melbourne. It offers over 40 certificate and diploma level qualifications in the Vocational Education and Training (VET) sector for a large number of subject areas including business, community services, education, information technology, health, hospitality, and many others.

Students select from one of two study shifts (morning or afternoons) to undertake study which is self-directed in nature or trainer led, and to undertake assessments. With the self-directed courses, trainers/assessors are on hand to handle student’s queries, while other courses are trainer led.

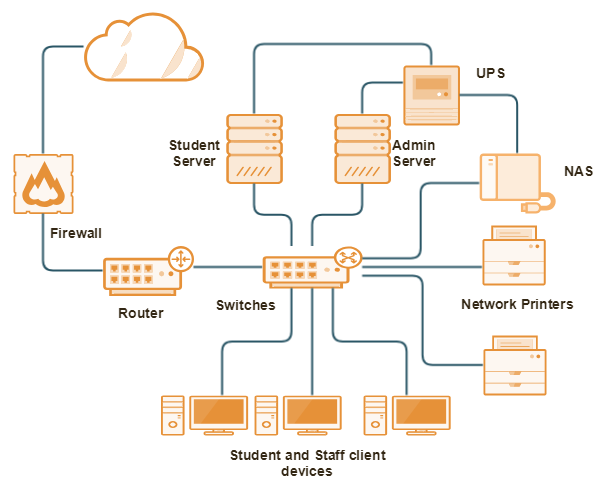
There are currently 450 students that attend the institute across a wide range of classrooms. Depending on their studies, students who require access to a computer are given access Windows 10 desktop machine and a word processor and other software applicable to their studies plus access the internet. For classes that are self-directed, all learning materials are provided in print format, as are the assessments.

Devon Technical College use a mixture of laptops and desktop machines which all have Windows 10 and Microsoft Office 2016 installed on them. The network is managed by two servers:

* An **Admin server** has Windows Server 2016 installed on it and is used by the employees of Devon Technical College. It include active directory, DNS, DHCP, and acts as the gateway to the internet. It also asks as an application server for the Student manager application and its associated database.
* A **Student** server also has Windows Server 2016 installed on it and is used by the students for study purposes. It also has active directory on it, and a separate domain implementing DNS and DHCP services.

Network Attached Storage is used for accessing both staff and student files. A UPS is used to protect the network from power loss and electrical surges.

The current network diagram of how the network components fits together is shown as follows:



A portion of the organisations Strategic Plan containing strategic goals is provided below:

**Mission**

To provide quality education.

**Vision**

To become Australia’s number one education provider using modern technologies and teaching platforms.

**Objectives**

The current objectives are listed as follows:

* To deliver first-class education using modern technologies
* To provide customer service excellence beyond expectations
* To implement sustainable practices

**Strategic Goals**

The current goals are listed as follows:

* To offer students new ways of learning
* Prepare new ICT lab
* To expand throughout Australia
* Increase student numbers for the 2019 year

Based on the strategic goals, the provider would like to phase out its print based learning, and implement an online model that it hosts in its network. This will provide a sustainable approach to teaching, and to also allow for expansion throughout Australia within the costs of opening new campuses.

Roger working as a help desk technician officer and his responsibilities includes:

* Serve as the first point of contact for customers seeking technical assistance over the phone or email
* Perform remote troubleshooting through diagnostic techniques and pertinent questions
* Determine the best solution based on the issue and details provided by customers
* Walk the customer through the problem-solving process
* Direct unresolved issues to the next level of support personnel
* Provide accurate information on IT products or services
* Record events and problems and their resolution in logs
* Follow-up and update customer status and information
* Pass on any feedback or suggestions by customers to the appropriate internal team
* Identify and suggest possible improvements on procedures

Charles is working as an IT manager and his responsibilities includes:

* Develop and maintain clients’ products as per organization policies.
* Design and implement strategies to organize Electronics Hardware Engineering Group to ensure maximum output.
* Monitor and prepare reports for all R&D activities associate with Electronics Hardware development.
* Prepare Hardware schedules for various development projects.
* Develop and implement strategies to improve products for better yield and reliability.
* Collaborate with Engineering Department to transform new product design into mass production.
* Provide assistance to Manufacturing, Engineering and Quality departments and prepare reports for any defects.

Company has the following IT infrastructure:

* Windows server 2016
* Windows 10 for workstation
* DELL computer
* All the computer has minimum 4 GB RAM, 500 HDD and Core I5 processor.
* LAN (2 switches, 2 router)
* WAN (1 router)
* Wireless network (Wi-Fi for all the staff, students and visitors, 3 access points)

**Organisation policies and procedures:**

* Acceptable Use of Technology: Guidelines for the use of computers, fax machines, telephones, internet, email, and voicemail and the consequences for misuse.
* Security: Guidelines for passwords, levels of access to the network, virus protection, confidentiality, and the usage of data.
* Disaster Recovery: Guidelines for data recovery in the event of a disaster, and data backup methods.
* Technology Standards: Guidelines to determine the type of software, hardware, and systems will be purchased and used at the company, including those that are prohibited.
* Network Set up and Documentation: Guidelines regarding how the network is configured, how to add new employees to the network, permission levels for employees, and licensing of software.
* IT Services: Guidelines to determine how technology needs and problems will be addressed, who in the organization is responsible for employee technical support, maintenance, installation, and long-term technology planning.

**Overview of Industry standards**

* Make sure vendors and/or suppliers has valid ABN
* Make sure vendors and/or suppliers follow the local and global legislation
* Vendors and suppliers have a good reputation in the market
* Make sure they use genuine software and hardware

**Client/RTO requirements:**

Your organisation needs to develop a new ICT/computer lab for the ICT students to perform practical tasks.

Collage need at least 15 computers, one server, printer, router, switch, cables and ICT softwares.

Budget: $35k

**Activity 1: Meeting with IT manager**

You need to read and understand the given scenario to perform the activity.

In this activity, you need to conduct a meeting with the IT manager regarding new ICT/computer lab.

You will act as a Roger (help desk technician). You need to discuss college needs related to the computer lab and discuss college strategic goals and how this project is aligned with the strategic goals. During the meeting, you need to discuss new technology and cost involved for the computer lab project and you need to take permission to access the computer lab to check the layout.

Your trainer will act as an IT manager. The trainer will provide input on new technology and budget of the project. Your trainer will provide you with the access to the computer lab.

You need to complete this activity in 10-15 minutes. Your trainer/assessor may provide you additional time if required.

Your trainer will observe you during the meeting and also complete the performance checklist.

You also need to complete the following meeting minutes template and submit to your trainer/assessor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Minutes of Meeting**  **Meeting Objective:**  **Attendees:**  **Venue:**  **Date:** | | | |
| **No** | **Points Discussed** | **Actions Suggested** | **Target Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Signature of attendee 1: Signature of attendee 2:**  **Signature of attendee 3: Signature of attendee 4:** | | | |

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Meet with IT manager and discuss:   * Discuss college needs and strategic goals * Discuss the new technology required for this project and budget * Discuss regarding lab access for review * Complete the meeting minutes template * Uses effective listening and questioning techniques to understand the requirements |  |  |  |

**Activity 2: Research vendors, suppliers and ICT industry specialists**

**Part A:** In this part, you need to conduct internet research regarding different vendors and suppliers for the college ICT/computer lab.

You need to provide at least two vendors details including organisation name, contact details, service or hardware, software and cost involved.

After selecting appropriate vendors and suppliers, you need to contact them and discuss college requirements. You also need to access vendors information against industry standards.

**You need to complete the following template.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Vendors details** | | | |
| **Organisation name** | **Contact details** | **Hardware, software and/or service details** | **Cost** |
|  |  |  |  |
|  |  |  |  |

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| * Conduct internet research regarding different vendors and suppliers * Select at least two vendors and contacted them for further information * Access vendors information against industry standards. |  |  |  |

**Part B:** Meeting with IT manager to review emerging standards and applications

This part is continuing from the previous activity.

You will act as a Roger (help desk technician). You need to present all the vendors and suppliers information to the IT manger and discuss the compatibility of the new lab with the existing network. You also need to discuss new ICT standards and supplication and how new lab will meet all the requirements.

Your trainer will act as an IT manager and discuss the compatibility issues with the current system.

You need to complete this activity in 10-15 minutes. Your trainer/assessor may provide you additional time if required.

Your trainer will observe you during the meeting and also complete the performance checklist.

You also need to complete the following meeting minutes template and submit to your trainer/assessor.

|  |  |  |  |
| --- | --- | --- | --- |
| **Minutes of Meeting**  **Meeting Objective:**  **Attendees:**  **Venue:**  **Date:** | | | |
| **No** | **Points Discussed** | **Actions Suggested** | **Target Date** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Signature of attendee 1: Signature of attendee 2:**  **Signature of attendee 3: Signature of attendee 4:** | | | |

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| * Present all the vendors and suppliers information to the IT manger and discuss the compatibility of the new lab with the existing network. * Discuss new ICT standards and supplication and how new lab will meet all the requirements |  |  |  |

**Activity 3: Evaluate and report on hardware technology options**

**This activity is continuing from the previous activity.**

In this activity, you need to review and test hardware to make sure it will meet the college requirements.

You need to conduct this task in a computer lab and your trainer will provide you the following hardware, software and documents to conduct the hardware test:

* One hardware from existing network
* One hardware for new lab
* Instruction manual for the hardware

You need to review and test the following:

* Existing hardware to make sure it is working according to the standards
* New lab hardware to make sure it is working fine and compatible with the current system

Once, you complete the test you need to list possible project risks associated with the hardware. (You need to write at least two risks)

You need to complete the given template.

|  |  |
| --- | --- |
| Risk associated with the hardware | Priority: High, Medium, Low |
|  |  |
|  |  |
|  |  |

Your trainer will observe you during the activity and also complete the performance checklist.

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| * Test one existing hardware * Test one new hardware * Identified the risk associated * Complete the given template |  |  |  |

**Activity 4: Prepare a report on college new lab project**

**This activity is continuing from the previous activity.**

**In this report, you need to include the following information:**

* College needs and strategic goals
* Selection criteria for new technology (Discuss in the ACT 1)
* Hardware, software and cables required for the new lab project
* Identify further requirements based on strategic goals
* Supplier and/or vendor information including all the details
* Emerging standards and applications
* Risk associated with hardware testing (ACT 3)
* Conclusion

You must use the attached template to document your findings:

|  |
| --- |
| **Report on college new lab project** |
| College needs and strategic goals: |
| Selection criteria for new technology (Discuss in the ACT 1) |
| Hardware, software and cables required for the new lab project |
| Identify the further requirements based on strategic goals |
| Supplier and/or vendor information including all the details |
| Emerging standards and applications |
| Risk associated with hardware testing (ACT 3) |
| Conclusion |

Your trainer will assess your performance based upon the performance checklist.

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| Trainer/ Assessor to complete | | | |
| Does the candidate meet the following criteria | Yes | No | Trainer/Assessor Comments |
| Complete the given template with all the necessary information. |  |  |  |

**Activity 5: Present report to the IT manager**

**This activity is continuing from the previous activity.**

In this activity, you need to present the report prepared in activity 4 to your IT manager and answer the questions.

Your trainer will act as an IT manager.

You need to complete this task in 15-20 minutes. Your trainer will review your performance and complete the following checklist.

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Present the report to IT manager:   * Explain all the sections of the report * Answer all the questions asked by the IT manager * Use effective listening techniques |  |  |  |

# **Unit Assessment Result Sheet (UARS)**

## **Assessment Task 2 – Unit project (UP)**

## **Student and Trainer/Assessor Details**

|  |  |
| --- | --- |
| **Unit code** | ICTICT501 |
| **Unit name** | Research and review hardware technology options for organisations |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |