# **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** | ICT50118 |
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| **Course name** | Diploma of Information Technology |
| **Unit code** | ICTWEB411 |
| **Unit name** | Produce basic client-side script for dynamic web pages |

## **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** |
| --- | --- | --- | --- | --- |
| **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 develop interactive and engaging websites, using a range of features from various, appropriate languages.

It applies to individuals working in web development environments who are required to produce client-side scripts as a common means of creating interactive websites. These scripts offer an effective simple means of enabling websites to provide greater interaction with clients.

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** |

* Analyse the requirements for web documents.
* Design and produce web documents.
* Test the scripts and debug.

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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 include:

* Access to a computer, the Internet and word-processing system such as MS Word
* special purpose tools
* equipment and materials
* Industry software packages
* The web server
* The client requirements
* The security policy
* Special purpose tools
* Equipment and materials
* Computer technology and documentation as required
* 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 students 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 those required skills (learning, oral communication, reading, writing, numeracy, digital technology and employment skills) that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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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 – *Applicable in Victoria*
* 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/ICTWEB411>

## **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 eight (8) 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, summarise 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 task 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 essential to develop interactive and engaging websites, using a range of features from various, appropriate languages & Knowledge regarding to the following:

* Knowledge to determine the necessary dynamic functionality of the web document and the appropriate language to achieve the functionality.
* Knowledge to determine web document requirements.
* Knowledge to design the web document, and embedded scripts to achieve the required functionality.
* Knowledge to test the web document against the required functionality and reiterate until correct.
* Knowledge to discuss the basic principles behind open platform programming.

## **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 develop interactive and engaging websites, using a range of features from various, appropriate languages.
* 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

Question 1: Explain with an example "open platform programming" in your own 50-100 words.

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| Open platform programming allows anyone to access some program/service and use it in a way that the developers did not directly intend. Mostly this consists of things that are completely free to use, or even, can be used at will with no sign up needed; for example using a font from google.  Reference: Medium. 2020. *Scripts*. [online] Available at: <https://medium.com/@jamestaylor\_15492/open-platform-programming-a568055c32b5> [Accessed 23 November 2020]. |

Question 2: Outline what all three (3) open platform programming principles dictate?

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| ***The principles of open platform programming are listed below:***   * ***Open Resources*** * ***Open Processes*** * ***Opening Effects***   ***Reference:*** Research.ncl.ac.uk. 2020. *Principles Of Open Platforms | Valuing Open Source Innovation In Health And Care | Newcastle University*. [online] Available at: <https://research.ncl.ac.uk/valuingopensource/abouttheproject/principlesofopenplatforms/> [Accessed 23 November 2020]. |

Question 3: What are the main differences between a client-side scripting and server-side scripting? (150-200 words)

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| ***web browsers execute client side scripting. It is use when browsers has all code. Source code used to transfer from web server to user’s computer over internet and run directly on browsers. It is also used for validations and functionality for user events.***  ***It allows for more interactivity. It usually performs several actions without going to user. It cannot be basically used to connect to databases on web server. These scripts cannot access file system that resides at web browser. Pages are altered on basis of users choice. It can also used to create “cookies” that store data on user’s computer.***  ***Web servers are used to execute server side scripting. They are basically used to create dynamic pages. It can also access the file system residing at web server. Server-side environment that runs on a scripting language is a web-server.***  ***Scripts can be written in any of a number of server-side scripting language available. It is used to retrieve and generate content for dynamic pages. It is used to require to download plugins. In this load times are generally faster than client-side scripting. When you need to store and retrieve information a database will be used to contain data. It can use huge resources of server. It reduces client-side computation overhead. Server sends pages to request of user/client.***  ***Reference:*** GeeksforGeeks. 2020. *Difference Between Server Side Scripting And Client Side Scripting - Geeksforgeeks*. [online] Available at: <https://www.geeksforgeeks.org/difference-between-server-side-scripting-and-client-side-scripting/> [Accessed 23 November 2020]. |

Question 4: Summarise in 50-100 words the explanation of each of the following concepts and their application/ sequence of events:

4.1. Events and event handlers

4.2. Internet operations related to client computer and web server when a webpage consisting only of HTML tags is requested and displayed by a browser

4.3. Internet protocols

4.4. Standard generalised markup language (SGML)

4.5. Associated standards

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| ***4.1. In programming, an event is an action that occurs as a result of the user or another source, such as a mouse click. An event handler is a routine that deals with the event, allowing a programmer to write code that will be executed when the event occurs.***  ***Another example of an event is a user clicking on a button within a web page. This action creates what is known as a "click" event.***  ***Reference:*** Computerhope.com. 2020. *What Is An Event (Event Handler)?*. [online] Available at: <https://www.computerhope.com/jargon/e/event.htm> [Accessed 23 November 2020]. |
| ***4.2. Client-side script is code that is sent to the client from the web server contained within the HTML data (or sometimes linked to an external file). The client-side script runs on the user's machine in the web browser. It may run the moment the web page loads or when an action occurs, like the clicking of a button.***  ***Server-side script is code that is run on the web server when a data request is received. It runs before it sends the data packets back to the client machine. The purpose of server-side script is to give a customized response to the person requesting the web page. Facebook is a good example of this, where the web server returns data that is customized to your login account - otherwise everyone would see the same web page.***  ***Reference:*** Coding at school. 2020. *Client- And Server-Side Scripting*. [online] Available at: <http://codingatschool.weebly.com/client--and-server-side-scripting.html> [Accessed 23 November 2020]. |
| ***4.3. The Internet Protocol (IP) is a protocol, or set of rules, for routing and addressing packets of data so that they can travel across networks and arrive at the correct destination. Data traversing the Internet is divided into smaller pieces, called packets. IP information is attached to each packet, and this information helps routers to send packets to the right place. Every device or domain that connects to the Internet is assigned an IP address, and as packets are directed to the IP address attached to them, data arrives where it is needed.***  ***Reference:*** 2020. [online] Available at: <https://www.cloudflare.com/learning/network-layer/internet-protocol/> [Accessed 23 November 2020]. |
| ***4.4. SGML (Standard Generalized Markup Language) is a standard for how to specify a document markup language or tag set. Such a specification is itself a document type definition (DTD). SGML is not in itself a document language, but a description of how to specify one. It is metadata.***  ***SGML is based on the idea that documents have structural and other semantic elements that can be described without reference to how such elements should be displayed.***  ***Reference:*** WhatIs.com. 2020. *What Is SGML (Standard Generalized Markup Language)? - Definition From Whatis.Com*. [online] Available at: <https://whatis.techtarget.com/definition/SGML-Standard-Generalized-Markup-Language> [Accessed 23 November 2020]. |
| ***4.5. Web standards are rules and guidelines established by the World Wide Web Consortium (W3C) developed to promote consistency in the design code which makes up a web page. Without getting technical, simply it's the guideline for the mark-up language which determines how a web page. displays in a visitor's browser window.*** |

Question 5: Answer the following questions regarding “security restrictions on server”:

5.1. Prepare a list of three security restrictions on servers.

5.2. How security restrictions can be established on servers. List two (2) possible options.

5.3. Explain with an example how hackers can exploit vulnerabilities in your server-side database to gain access to data? (50-70 words)

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| 5.1. The security restrictions on servers are listed below:   * Use a strong firewall * SSH keys * VPNs and Private Networking |
| 5.2. External and internal attackers day after day are menacing your networks. Many intelligent methods are discovered in order to get access and damage your server. Currently, the Sun Java system application server can’t be as beneficial as it was previously since the tactics used by those attackers are being more dangerous nowadays.   * Use a strong firewall: The services are categorized into three groups so their user’s access aren’t the same. The first group is the public services which are accessed by everyone on the internet. The second is the private services which have some restrictions on the number of the users. They can be accessed just by a specific group of authorized accounts such as the database control panel. And the last one is the internal services. As its name means it is internal no exposition on the outside world is made. * SSH keys: The configuration of the SSH key is very simple, you just need to save the user’s public key on your server within a specific director. Regarding the private key you need to have a proof justify your possession of this private key since it is accessibility is very secure. While the verification of the availability of the private key with the user, no password will be demanded, just connect directly to the asked directory.   Reference: Unixmen.com. 2020. *Security Measures To Protect Your Servers | Unixmen*. [online] Available at: <https://www.unixmen.com/security-measures-protect-servers/> [Accessed 23 November 2020]. |
| 5.3. Websites experience 22 attacks per day on average— that’s over 8,000 attacks per year, according to SiteLock data. A website vulnerability is a weakness or misconfiguration in a website or web application code that allows an attacker to gain some level of control of the site, and possibly the hosting server. Most vulnerabilities are exploited through automated means, such as vulnerability scanners and botnets. Cybercriminals create specialized tools that scour the internet for certain platforms, like WordPress or Joomla, looking for common and publicized vulnerabilities. Once found, these vulnerabilities are then exploited to steal data, distribute malicious content, or inject defacement and spam content into the vulnerable site.  SQL injection vulnerabilities refer to areas in website code where direct user input is passed to a database. Bad actors utilize these forms to inject malicious code, sometimes called payloads, into a website’s database. This allows the cybercriminal to access the website in a variety of ways, including:   * Injecting malicious/spam posts into a site * Stealing customer information * Bypassing authentication to gain full control of the website   Reference: Ortega, J., 2020. *What Is A Website Vulnerability And How Can It Be Exploited? – The Sitelock Blog*. [online] Sitelock.com. Available at: <https://www.sitelock.com/blog/what-is-a-website-vulnerability/> [Accessed 23 November 2020]. |

Question 6: Describe the sequence of events for “Request message” in Hypertext Transfer Protocol (HTTP). (100-150 words)

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| The Hypertext Transfer Protocol (HTTP) is an application layer protocol for distributed, collaborative, hypermedia information systems. HTTP is the foundation of data communication for the World Wide Web, where hypertext documents include hyperlinks to other resources that the user can easily access, for example by a mouse click or by tapping the screen in a web browser. The client sends requests to the server and the server sends responses. The request message consists of the following:   * a request line (e.g., GET /images/logo.png HTTP/1.1, which requests a resource called /images/logo.png from the server) * request header fields (e.g., Accept-Language: en) * an empty line * an optional message body   The request line and other header fields must each end with <CR><LF> (that is, a carriage return character followed by a line feed character). The empty line must consist of only <CR><LF> and no other whitespace. In the HTTP/1.1 protocol, all header fields except Host are optional.  Reference: En.wikipedia.org. 2020. *Hypertext Transfer Protocol*. [online] Available at: <https://en.wikipedia.org/wiki/Hypertext\_Transfer\_Protocol> [Accessed 23 November 2020]. |

Question 7: Discuss three (3) advantages of documents based on SGML (Standard Generalized Markup Language) standard.

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| ***SGML (Standard Generalized Markup Language) is a standard for how to specify a document markup language or tag set. Such a specification is itself a document type definition (DTD). SGML is not in itself a document language, but a description of how to specify one. It is metadata.***  ***SGML is based on the idea that documents have structural and other semantic elements that can be described without reference to how such elements should be displayed. The actual display of such a document may vary, depending on the output medium and style preferences. Some advantages of documents based on SGML are:***   * ***They can be created by thinking in terms of document structure rather than appearance characteristics (which may change over time).*** * ***They will be more portable because an SGML compiler can interpret any document by reference to its document type definition (DTD).*** * ***Documents originally intended for the print medium can easily be re-adapted for other media, such as the computer display screen.***   ***Reference:*** WhatIs.com. 2020. *What Is SGML (Standard Generalized Markup Language)? - Definition From Whatis.Com*. [online] Available at: <https://whatis.techtarget.com/definition/SGML-Standard-Generalized-Markup-Language> [Accessed 23 November 2020]. |

Question 8: Explain the standards associated with programming documentation in your own 50-100 words.

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| Documentation standards in a software project are important because documents are the only tangible way of representing the software and the software process. Standardized documents have a consistent appearance, structure and quality, and should therefore be easier to read and understand.  There are three types of documentation standards:   * Documentation process standards These standards define the process that should be followed for document production. * Document standards These standards govern the structure and presentation of documents. * Document interchange standards These standards ensure that all electronic copies of documents are compatible.   Reference: Ifs.host.cs.st-andrews.ac.uk. 2020. *Documentation Standards*. [online] Available at: <https://ifs.host.cs.st-andrews.ac.uk/Books/SE9/Web/QualityMan/docstandards.html> [Accessed 23 November 2020]. |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB411 |
| **Unit name** | Produce basic client-side script for dynamic web pages |
| **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.

|  |  |  |
| --- | --- | --- |
| **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) - Develop interactive and engaging website, using a range of features from various, appropriate language

**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.

## You are required to perform the following activities in this assessment task:

* + Prepare a project proposal
  + Prepare a website
  + Test and debug the web document functionality
* 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:**

* This project is untimed and are conducted as open book tests (this means you are able to refer to your textbook).
* 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:**

* This assessment task is in continuation to the previous task.
* You will develop interactive and engaging website, using a range of features from various, appropriate language in this assessment task.
* You will be expanding the knowledge and skills acquired during the previous assessment task.
* Instructions to develop interactive and engaging website, using a range of features from various, appropriate language is provided within the assessment task.
* You will be required to correctly attempt all activities of this assessment task.

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

* This assessment task requires the student to successfully complete and submit a project.
* 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 task 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 your following skills and abilities:

* Skills to analyse the requirements for web documents.
* Skills design and produce web documents.
* Skills to test the scripts and debug.
* Skills to develop material for a specific audience, using detailed ICT language, to convey explicit information.
* Skills to identify, analyse and research the risks appropriately according to the provided guidelines.
* Skills to sequences, schedules and prioritises own work activities.

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

**Instructions to complete this assessment task**:

* Please write your responses in the template provided.
* 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.
* 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.

Resources required to complete the assessment task:

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

Assessment task Instructions

* This assessment task requires you to assume/ take on the role of a Website Developed.
* You must analyse the client requirements to prepare and debug website.
* You must prepare project proposal as per the provided template.

**Project Task:**

Students are required to perform the following activities in this assessment task:

1. Prepare a project proposal
2. Prepare a website
3. Test and debug the web document functionality

The project is to assess the skills and knowledge required to develop interactive and engaging website, using a range of features from various, appropriate languages.

**Assessment activity a**

In this assessment activity, you are required to prepare a project proposal. Your project proposal and website must be based upon the following scenario:

*Scenario:*

A consulting firm which provides a variety of services to assist in time management, personal achievement, planning, work / life balance, and communication would like a Website developed which could provide the following: self-help tools, articles, links to external sites those are useful and relevant, and “Ask the Expert section”. They also require home page, site map, blogs and contact us page on their website.

They have provided you the following instructions to develop the website:

1. They need a universal navigation panel on their website for all web pages.
2. They want you to select a template that complements their business slogan “People. Productivity. Profitability.” The slogan should appear on each page under the website logo.
3. Images used should be available “free to use” and/or “labelled for reuse” and do not breach any copyright or license.
4. Detailed description for all the services organisation offers need to be included on the respective web-pages. Information on each web-page should be between 200 to 250 words.
5. Ask the expert sections requires “registration of users”
6. You must include username, email address, password, confirm password, first name, last name, gender, full address including street, suburb, postcode, and state, phone number and submit and reset options.
7. You must provide appropriate validation requirements in terms of characters required for each of the above-mentioned fields.
8. Mouseover and mouseout styles should be included for submit and reset buttons.
9. Assuming your trainer/assessor as the client, you are required to gain client approval on project proposal, development of website and testing and debugging the web document functionality.
10. You must make sure that no one can download any image from the website as a security policy.

*Requirements:*

Before you develop the website, you must prepare a project proposal. Your project proposal must be approved by your trainer/assessor before you start working on your website.

Your project proposal must determine the following:

* Necessary dynamic functionality required in terms of special purpose tools, equipment and materials, industry software packages, the web server, the client requirements, the security policy, functionality and scope requirements after analysing the requirements mentioned in the scenario.
* Appropriate language required to achieve that functionality
* Prepare a website design brief for each webpage
* Necessary web document requirements
* Website design analysis

The proposal should also contain as a minimum, the following “Project Management Deliverables”:

* Project Charter
* Kick-Off Meeting Minutes
* Stakeholder Analysis
* Preliminary Project Scope Statement and functional requirements
* Level 1 – Work Breakdown Structure (WBS)

You must document your response in the project proposal template provided. (Template 1)

You must speak with your trainer/assessor to confirm project brief and project proposal. You need to:

* Use oral skills to conduct the presentation by discussing the requirements
* Use listening skills to record the responses

You must confirm whether the project proposal have been developed successfully, and to undertake any remedial work based on feedback received from your trainer/assessor. You must submit the copy of your final project proposal to your trainer/assessor for this assessment activity.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Template 1: Project proposal template**  **Purpose**  *Provide a statement about the purpose of this document.*  The purpose of this document is <\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>.  **Working Title for the Proposed Project**  *The working title is an interim title. It may change once the project is approved*. *Include both the abbreviation and long title.*  The working title for the project is the<\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_> Project.  **Project Charter**  *An objective is a high-level description or statement of the overarching rationale for why the project is being conducted and should be directly related to the Corporate Objectives and the business driver(s) for the project. It focuses on what the project is going to achieve, rather than what is produced. A project can have one or more objectives, which do not need to be measurable. Each should be listed as a single sentence.*  The objective of the <\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_> Project is to <\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>  **Project Complexity**  *Provide a statement as to the expected complexity of the proposed project as well as an outline of how you have made this assessment. This information provides stakeholders/senior management with the opportunity to discuss and agree the complexity of the project. If it is decided the project is complex, a fully documented Business Case may be required.*  <\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>  **Feasibility Statement**  *This section should make a statement about the feasibility of the proposed project, eg does the organisation have capacity and capability to deliver the project.*  **Consultation**  *Provide a summary of any consultation with stakeholders undertaken to date and their respective levels of support for the concept. Initial negative support may indicate increased risk for the proposed project.*   * Kick-Off Meeting Minutes * Stakeholder Analysis  |  |  | | --- | --- | | * Kick-Off Meeting Minutes | * Stakeholder Analysis | |  |  |   **Proposed Scope**  *Based on the information outlined above, begin to scope the project that will implement the recommended option and describe how the project will be managed.*  <\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_>  **Scope Definition**  *Outline the broad scope of the proposed project, including any assumptions or constraints that may be relevant.*  **Table <n>: <Project> Proposed Scope**   |  |  | | --- | --- | | **Element** | **Detail** | | Objective |  | | Outcome |  | | Output |  | | Quality Criteria |  |   **Assumptions**  *It is essential that assumptions made during the planning process are recognised and recorded, for example resource availability, environment, technology, security etc.*  The main assumptions are:  **Scope of Work**  *The scope of work is defined as the processes that are required to produce the project outputs.*  *The following table initially identifies all of the project work that clearly falls within the scope of the project, that which is outside the scope, and any work that requires further consideration.*   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Table <n>: <Project Title> Scope of Work** | | | | | | **Part of the Project (Inside Scope)** | **Responsibility** | **Not Part of the Project (Outside Scope)** | **Responsibility** | **Uncertain or Unresolved** | |  |  |  |  |  | |  |  |  |  |  |   **Work breakdown structure** |

**Performance checklist criteria: Part A**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Prepare a project proposal * For a full project outline, please refer to the student assessment instructions | | |
| **Resources required for the unit assessment task** | * Unit assessment guide template * Access to live or simulated working environment * Project proposal template * Interaction with trainer/assessor | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Prepared project proposal using the template provided. |  |  |  |
| Project proposal was based on the client requirements. |  |  |  |
| Project proposal determined the necessary dynamic functionality required in terms of special purpose tools, equipment and materials, industry software packages, the web server, the client requirements, the security policy, functionality and scope requirements after analysing the client requirements. |  |  |  |
| Language used was appropriate to achieve the functionality. |  |  |  |
| Necessary web documents were established. |  |  |  |
| Website design analysis was conducted and documented. |  |  |  |
| Project Charter was in line with the specified client requirements. |  |  |  |
| Kick-off meeting minutes were included in the project proposal. |  |  |  |
| Stakeholder analysis was conducted and was based on given case study. |  |  |  |
| Project scope defined the project that will implement, the recommended option and described how the project will be managed |  |  |  |
| Included any assumptions and scope of project was documented. |  |  |  |
| Work breakdown structure was effective and was in line with the client requirements. |  |  |  |
| Confirmed project brief and proposal with the trainer/assessor.   * Used oral skills to conduct the presentation by discussing the requirements * Used listening skills to record the responses |  |  |  |

**Assessment activity b**

This assessment activity is in in continuation to the previous assessment activity.

In this assessment task, you are required to develop a website.

You must use basic client-side script for developing the dynamic web pages for your website. Your website should include:

* Web-pages according to the requirements and functionality specified in the project proposal.
* Layout should be consistent and responsive to different viewport sizes
* Main section takes up 80% of the screen width, and the aside section takes up 20% of the screen width.
* Mouseover and mouseout styles have been applied using JavaScript for buttons and links.

**Performance checklist criteria: Part B**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Prepare a website * For a full project outline, please refer to the student assessment instructions | | |
| **Resources required for the unit assessment task** | * Unit assessment guide template * Access to live or simulated working environment | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Used basic client-side script for developing the dynamic web pages for your website. |  |  |  |
| Embedded script achieved the required functionality. |  |  |  |
| Web pages prepared were in accordance with the client specifications and functionality specified in the project proposal. |  |  |  |
| Layout was consistent and responsive to different viewport sizes. |  |  |  |
| Website pages main section took 80% of total proportion of the screen and the 20% was kept aside as screen width. |  |  |  |
| Mouseover and mouseout styles were applied using JavaScript for buttons and links. |  |  |  |

**Assessment activity C**

This assessment activity is in in continuation to the previous assessment activity.

In this assessment task, you are required to test and debug the web document functionality.

Using the project proposal developed in the assessment activity a, you are required to test your website to ensure that all requirements have been met.

You will need to create a checklist of the functions you have tested on the website. These tests must be based on client requirements based on which the project proposal was prepared. You must submit the checklist to your trainer/assessor. You must use the template provided. (Template 2)

You must confirm whether the website and all of its functionalities have been developed successfully, and to undertake any remedial work based on feedback received from your trainer/assessor. You must submit the copy of your website to your trainer/assessor for this assessment activity.

*Template 2:*

|  |  |
| --- | --- |
| **Tests conducted** |  |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |

**Performance checklist criteria : Part c**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Test and debug the web document functionality * For a full project outline, please refer to the student assessment instructions | | |
| **Resources required for the unit assessment task** | * Unit assessment guide template * Access to live or simulated working environment * Interaction with others | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Considered the client requirements when testing the functionality of the website.   * Navigation panels were tested. * Slogan was checked if it appears on each page. * Tested the username, email address, password, confirm password, first name, last name, gender, full address including street, suburb, postcode, and state, phone number and submit and reset options. * Mouseover and mouseout styles were tested for submit and reset buttons. |  |  |  |
| Confirmed whether the website and all of its functionalities have been developed successfully. |  |  |  |
| Undertook any remedial work, if required, based on feedback received from your trainer/assessor. |  |  |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB411 |
| **Unit name** | Produce basic client-side script for dynamic web pages |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |