# **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** | ICTPRG502 |
| **Unit name** | Manage a project using software management tools |

## **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** |  | |

## **Assessment Conditions**

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| **Unit purpose/application** |

This unit describes the skills and knowledge required to use software management tools, to manage a project from initiation to completion.

It applies to individuals who work in a team, or who individually develop systems to specification, using software management tools to manage delivery within time and budget parameters.

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** |

* Select the software management tools
* Use the software management tools
* Monitor the use of software management tools

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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.
* Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

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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
* 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/ICTPRG502>

## **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 seven (7) 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:**

* All knowledge tests are 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**

* The purpose of this assessment task is to assess the students’ knowledge required select, create and manage project management software.

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

**Instructions:**

* This is an individual assessment.
* 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:

* Learner guide
* PowerPoint presentation
* Unit Assessment Pack (UAP)
* Access to other learning materials such as textbooks
* Access to a computer, the Internet and word-processing system such as MS Word.

1. Briefly explain five (5) basic principles of project management. Answer each in 50-80 words.

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| ***Project management is a composite activity with multiple dimensions. Depending on the type and class of the project, this management activity can be very complex. In a nutshell, project management is the discipline of planning, organizing, securing, managing, leading, and controlling resources to achieve specific goals.***  ***The basic principles of project managements are listed below as:***   * ***Project Structure: Project management typically revolves around three parameters – Quality, Resources, and Time. A project structure can usually be successfully created by considering:***  1. ***Project Goal: An answer to the question “What has to be done” is usually a good starting point when setting a project goal. This question leads to the project structure plan. This plan consists of work packages which represent enclosed work units that can be assigned to a personnel resource. These work packages and their special relationships represent the project structure.*** 2. ***Project Timeline and Order: A flowchart is a powerful tool to visualize the starting point, the endpoint, and the order of work packages in a single chart.*** 3. ***Project Milestones: Milestones define certain phases of your project and the corresponding costs and results. Milestones represent decisive steps during the project. They are set after a certain number of work packages that belong together. This series of work packages leads to the achievement of a sub-goal.***  * ***Definition Phase: The definition phase is where many projects go wrong. This can happen when no clear definition, or when the definition is muddled due to the involvement of too many stakeholders. A successful definition must involve the entire team at every step to facilitate acceptance and commitment to the project.*** * ***Clear Goals: The project manager is responsible for the achievement of all project goals. These goals should always be defined using the SMART paradigm (specific, measurable, ambitious, realistic, time-bound). With nebulous goals, a project manager can be faced with a daily grind of keeping everything organized. It will work decidedly to your advantage to clearly define goals before the project begins.*** * ***Risk Recognition: It’s the duty of the project manager to evaluate risks regularly. You should come into every project with the knowledge that all projects come with a variety of risks. This is normal. Always keep in mind that your project is a unique endeavor with strict goals concerning costs, appointments, and performance. The sooner you identify these risks, the sooner you can address negative developments.*** * ***Managing Project Disturbances: It’s not very likely that you have enough personal capacity to identify every single risk that may occur. Instead, work to identify the big risks and develop specific strategies to avoid them. Even if you’re no visionary, you should rely on your skill set, knowledge, and instincts in order to react quickly and productively when something goes wrong.***   ***Reference:*** Simplilearn.com. 2020. *The Basic Principles Of Project Management*. [online] Available at: <https://www.simplilearn.com/project-management-basic-principles-article> [Accessed 12 November 2020]. |

1. Answer the following questions.

A) What is SDLC? Answer in 30-50 words.

B) Briefly explain key features/stages of SDLC.

C) List three SDLC models that currently used by ICT industry.

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| 1. ***Software Development Life Cycle (SDLC) is a process used by the software industry to design, develop and test high quality softwares. The SDLC aims to produce a high-quality software that meets or exceeds customer expectations, reaches completion within times and cost estimates.*** |
| 1. ***The stages of SDLC are listed below as :***  * ***Planning and Requirement Analysis: Requirement analysis is the most important and fundamental stage in SDLC. It is performed by the senior members of the team with inputs from the customer, the sales department, market surveys and domain experts in the industry. This information is then used to plan the basic project approach and to conduct product feasibility study in the economical, operational and technical areas.*** * ***Defining Requirements: Once the requirement analysis is done the next step is to clearly define and document the product requirements and get them approved from the customer or the market analysts. This is done through an SRS (Software Requirement Specification) document which consists of all the product requirements to be designed and developed during the project life cycle.*** * ***Designing the Product Architecture: SRS is the reference for product architects to come out with the best architecture for the product to be developed. Based on the requirements specified in SRS, usually more than one design approach for the product architecture is proposed and documented in a DDS - Design Document Specification.*** * ***Developing the product: In this stage of SDLC the actual development starts and the product is built. The programming code is generated as per DDS during this stage. If the design is performed in a detailed and organized manner, code generation can be accomplished without much hassle.*** * ***Testing the product: This stage is usually a subset of all the stages as in the modern SDLC models, the testing activities are mostly involved in all the stages of SDLC. However, this stage refers to the testing only stage of the product where product defects are reported, tracked, fixed and retested, until the product reaches the quality standards defined in the SRS.*** * ***Deployment and Maintenance: Once the product is tested and ready to be deployed it is released formally in the appropriate market. Sometimes product deployment happens in stages as per the business strategy of that organization. The product may first be released in a limited segment and tested in the real business environment (UAT- User acceptance testing). Then based on the feedback, the product may be released as it is or with suggested enhancements in the targeting market segment. After the product is released in the market, its maintenance is done for the existing customer base.***   ***Reference:*** Tutorialspoint.com. 2020. *SDLC - Overview - Tutorialspoint*. [online] Available at: <https://www.tutorialspoint.com/sdlc/sdlc\_overview.htm> [Accessed 12 November 2020]. |
| 1. ***The SDLC models currently used in ICT industry are listed below as:***  * ***Waterfall Model*** * ***Iterative Model*** * ***Spiral Model*** |

1. In today’s technology world, there are thousands of software’s and applications created every month. However, most of the software developers are not able to fulfil the users need due to not properly defining the software specification.

Explain why is it important to identify the software specifications at the time of planning phase? Answer in 70-100 words.

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| ***Project planning plays an essential role in helping guide stakeholders, sponsors, teams, and the project manager through other project phases. Planning is needed to identify desired goals, reduce risks, avoid missed deadlines, and ultimately deliver the agreed product, service or result. Without careful planning, project performance is almost certainly guaranteed to suffer. The Project Management Institute estimates that as of 2017, organizations were wasting an average of $97 million for every $1 billion invested, due to poor project performance.***  ***Project planning requires breaking down a larger project into tasks, assembling a project team, and determining a schedule over which the work is to be completed. During this phase, you create smaller goals within the larger project, making sure each is achievable within the time frame.***  ***Risk is always lurking in the background, whether at a micro or macro level. What may seem like a minor risk to a task could pose a larger threat later during project execution. Proper planning allows teams to ensure that risks can be mitigated against and that smaller tasks roll-up into milestones that meet with the larger goals of the project, reducing potential risks.***  ***Planning is the second phase of project management. This is where you cross the T's and dot the I's. It's where the scope of the project is laid out, where the timeline, costs, deliverables and the details are ironed out. This is where expectations are set and assumptions are identified. Without this vital step, it is almost certain things will fall through the cracks and a project team is bound to miss crucial details, deadlines and eventually deliverables.***  ***Reference:*** TechRepublic. 2020. *Why Planning Is The Most Critical Step In Project Management*. [online] Available at: <https://www.techrepublic.com/article/why-planning-is-the-most-critical-step-in-project-management/> [Accessed 12 November 2020]. |

1. Answer the following questions in your own words.

A) What is version control? Answer in 30-50 words.

B) Why version control is important? Answer in 50-100 words.

C) What process/es will you follow to manage a version control system/software? List three (3).

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| 1. ***Version control systems are a category of software tools that help a software team manage changes to source code over time. Version control software keeps track of every modification to the code in a special kind of database. If a mistake is made, developers can turn back the clock and compare earlier versions of the code to help fix the mistake while minimizing disruption to all team members.*** |
| 1. ***Version control software keeps track of every modification to the code in a special kind of database. If a mistake is made, developers can turn back the clock and compare earlier versions of the code to help fix the mistake while minimizing disruption to all team members.***   ***For almost all software projects, the source code is like the crown jewels - a precious asset whose value must be protected. For most software teams, the source code is a repository of the invaluable knowledge and understanding about the problem domain that the developers have collected and refined through careful effort. Version control protects source code from both catastrophe and the casual degradation of human error and unintended consequences.***  ***Software developers working in teams are continually writing new source code and changing existing source code. The code for a project, app or software component is typically organized in a folder structure or "file tree". One developer on the team may be working on a new feature while another developer fixes an unrelated bug by changing code, each developer may make their changes in several parts of the file tree.***  ***Version control helps teams solve these kinds of problems, tracking every individual change by each contributor and helping prevent concurrent work from conflicting. Changes made in one part of the software can be incompatible with those made by another developer working at the same time. This problem should be discovered and solved in an orderly manner without blocking the work of the rest of the team. Further, in all software development, any change can introduce new bugs on its own and new software can't be trusted until it's tested. So testing and development proceed together until a new version is ready.***  ***Reference:*** Atlassian. 2020. *What Is Version Control | Atlassian Git Tutorial*. [online] Available at: <https://www.atlassian.com/git/tutorials/what-is-version-control> [Accessed 12 November 2020]. |
| 1. ***Version control is an often-overlooked aspect of overall document management, which has to do with revisions of each document that is being electronically stored and/or managed. If you had to stop and think about the way that the average person or company stores versions of any particular document, you would be right in thinking that there is often very little in the way of consistency and structure. Some prefer to rename each version using numbers or dates, while others don’t even bother to create a separate version at all – choosing instead to simply hit the save button and send back to whoever is next in the reviewing chain. Moving over to an automated system does of course have plenty of advantages for effective version control, and luckily, many good document management solutions have built-in features that manage versions too.***  * ***Every single file and document should be version controlled.*** * ***Stick to a logical structure and file naming procedure.*** * ***Update documents consistently, in relevant batches.***   ***Reference:*** isoTracker. 2020. *5 Steps For Effective Version Control*. [online] Available at: <https://www.isotracker.com/blog/5-steps-for-effective-version-control/> [Accessed 12 November 2020]. |

1. How will you select the right project management software? List five (5) steps.

|  |
| --- |
| ***When it comes to organizing work, there are a lot of options available. To do apps are great for organizing personal workload. But organizing a team’s workload needs dedicated project management software that enables communication and collaboration.***  ***That’s why selecting the right project management software is so important. The right tool will impact project success and help the project manager ship on time. It can actually make or break a project.***  ***Here are the steps for selecting right project management software:***   * ***Outline your needs*** * ***Look for alternatives*** * ***Test-drive and evaluate against your needs*** * ***Evaluate costs*** * ***Implementation***   ***Reference:*** Sima, L., 2020. *Choosing The Right Project Management Software: A PM's Guide*. [online] Toggl Blog. Available at: <https://toggl.com/blog/guide-select-project-management-software> [Accessed 12 November 2020]. |

1. How will you create a collaborative work environment? (30-60 words)

|  |
| --- |
| ***The workplace should be an environment of creativity and active participation. Employees thrive when they can show off their strengths and easily communicate with others. Putting an emphasis on the collaborative input of a company will produce beneficial outputs. When companies achieve successful collaboration in the workplace, individuals feel like they’re a part of something bigger.***  ***Reference:*** Getkisi.com. 2020. *How To Create A Collaborative Work Environment*. [online] Available at: <https://www.getkisi.com/unlocked/how-to-create-a-collaborative-work-environment> [Accessed 12 November 2020]. |

1. How will you monitor project progress? List four (4) steps.

|  |
| --- |
| ***Monitoring your project progress involves keeping track of lots of moving parts. Most projects involve multiple team members handling various aspects of the project at the same time. You have to monitor elements such as the budget, scope, schedule, resources and tasks to be completed. Accurate and effective monitoring helps you stick to your timeline and identify problems early in the process to ensure your project is a success.***  ***Steps for monitoring project progress are listed below:***   * ***Clarify the Expectations: To effectively monitor progress, you need to know your goals. That all starts with a solid plan that defines the scope of the project along with tasks needed to achieve the end result, and a timeline for everything. When breaking down the project, you need to know the goals and deliverables for the project, as well as how to achieve those things. You'll need to know how long each task should take and who will handle each part of the project, so you can make sure those things are getting done. Communicating clear expectations throughout the project helps your team stay on track and makes monitoring easier.*** * ***Set Regular Monitoring Intervals: Finding a good balance between monitoring too much or too little is often a challenge, especially if you're new to project management. If you're constantly checking in with your team or expecting them to report to you every day, it can feel like you're micromanaging and you don't trust your team. If you go too long between check-ins, you may find out too late that the project is behind schedule or hit a major snag.*** * ***Choose a way to collect data: The first aspect of collecting data is knowing how you're going to get that information from your team. You can ask project participants to self-report, but you may spend extra time reminding people to check in with you or tracking down details on project progress. An easy way to help everyone remember and ensure you get the info you need is to have a standing meeting at the chosen interval. That might mean you have a quick weekly meeting where everyone reports progress. These meetings also give you a chance to address problems that arise. Keep the meetings short and to the point to make them as efficient as possible.*** * ***Adjust Expectations: Monitoring a project's progress also involves adjusting the expectations as needed, based on the information you gather. If you're overseeing the development of a new software product, a delay in the initial programming requires you to adjust the timeline for the rest of the project. Likewise, if the testing phase goes faster then expected with fewer bugs than normal, you may be able to deliver the software product sooner than expected.***   ***Reference:*** Work - Chron.com. 2020. *How To Monitor Project Progress*. [online] Available at: <https://work.chron.com/monitor-project-progress-3352.html> [Accessed 12 November 2020]. |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTPRG502 |
| **Unit name** | Manage a project using software management tools |
| **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)

**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 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:**

* All the activities are untimed except activity 3.
* 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 analyse a scenario and then identify, gather, and analyse data for a business need.
* You will be required to correctly attempt all activities of this assessment task.

## You must concise to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.

## You must 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.

**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.

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

**Instructions to complete this assessment task**:

* Please write responses where applicable using a word processor.
* One task requires that you undertake a task in front of an assessor.
* 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.
* 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 answers and code.
* All RTO policies are in effect, including the plagiarism policy.

**Scenario:**

Eminent Education is a private Registered Training Organisation (RTO) with campuses throughout Australia. It offers over 120 certificate and diploma level qualifications in the Vocational Education Sector (VET) for a number of subject areas including business, community services, education, information technology, health, hospitality, and many others.

You(James) work as an IT manager at Eminent Education at its headquarters based in Western Sydney.

IT Manager roles and responsibilities are following:

* Manage the RTO network
* Manage IT related projects
* Troubleshoot networking issues
* Educate staff
* Support other IT department team member/s
* Provide updates to the management
* Manage budget for ICT projects

You have been asked by general manager (John) to prepare a new website with online enrolment and establish integration with the existing student management system.

As a manager, you have been allocated the task to complete the project with following deliverables:

* Project planning
* Work allocation to the team member
* Check progress and support the staff
* Complete first draft
* Present to the management
* Update the website and add on if required
* Complete the project

Your company is not using any dedicated project management software at the moment and your job is to select the best software according to the needs and requirements of the project.

Your team includes one web designer (Nona), two system administrators (Ben, Chan), two graphics designers (Thomas, Linda).

**Activity 1: (Research and select project management software and tools)**

In this activity you need to review the scenario, and then provide answers to the following in a MS word document:

1. Research project management software over internet and select the two best options. You are required to then present a comparison summary between the two-project management software you selected to complete this part of the assessment activity.
2. For this part of the assessment activity you are required to discuss if your project management software offers a version control tool?
3. You are now asked to write down the different types of collaboration activities available in the project management software you would like to go ahead with?

**Activity 2: (Use selected project management software and tools)**

**Note: This activity is in continuation of the previous activity**

You must read and understand the scenario prior to start the activity.

In this activity, you are required to create a project plan according the project requirements for the given project:

Project: Prepare a new website with online enrolment and establish integration with the existing student management system.

You must demonstrate your knowledge and skills to complete the following:

* Identify and add subtasks and allocate tasks to the relevant team members.
* Inform team that how to use version control system
* Prepare a procedure plan
* Create a collaboration environment within the smartsheet.

Smartsheet is a web-based project tool and the services are available to use as free trial for one month. Make sure you create an account and perform all the tasks to complete this activity.

Resources required to complete the activity:

* Internet connection
* Smartsheet software (Free trial)
* Computer
* MS word
* Printer

To complete this activity, you need to complete following:

* Create a project plan in Smartsheet:
  + Main tasks and sub tasks
  + Allocate relevant person to each task
  + Add start date and end date
  + Add predecessor
  + Add Gantt view
  + Add comments for collaboration
  + Share the project sheet to your trainer and other team member
* Create a login for other team members and provide sufficient privilege
* Once login is created, you need to ask team members to login in Smartsheet and start chat and other collaboration.
* Prepare procedures for version control including how to add new file in a Smartsheet

You must submit a project plan created in Smartsheet and version control procedure (In a word document) to your trainer and assessor.

**Performance criteria checklist for unit assessment task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Complete project plan in Smartsheet trial version include all the information asked in the activity. |  |  |  |
| Created a login for other team members and provide sufficient privilege |  |  |  |
| Prepare procedures for version control including how to add new file in a Smartsheet |  |  |  |
| Created collaboration environment |  |  |  |

**Activity 3: (Explain Smartsheet to the team members and create a collaborative environment)**

**Note: This activity is in continuation of the previous activity**

In this activity, you are required to prepare a presentation on Smartsheet tools and provide explanation of how to use the tools to improve team work, communication and effectiveness.

You need to present the information to the team members and trainer/assessor, your presentation must include:

* Overview of the smartsheet software
* How to use smartsheet (Basic information about functionality and features)
* Collaboration tools available in the Smartsheet
* How collaborative environment can lead to the success of the project

You need to prepare at least 7-10 slides. Your presentation time is 7-10 minutes. Your trainer/assessor will provide you additional time to prepare the presentation.

You need to submit your presentation to your trainer and assessor.

**Your trainer will observe your presentation and complete the following performance checklist:**

**Observation Checklist-** **Trainer/ Assessor to complete:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Observable Behaviours** |  | **Demonstrated** |  | **Not Demonstrated** | **Trainer comments** |
| Prepared a presentation including:   * Overview of the smartsheet * How to use smartsheet (Basic) * Collaboration tools available in Smartsheet * How collaborative environment can lead to the success of the project |  |  |  |  |  |
| Deliver the presentation including:   * Covered all the topics * Voice tone was loud and clear * Use hand movement to express the topic * Give attention to all the team member |  |  |  |  |  |

**Activity 4: (Monitor the use of project management software)**

**Note: This activity is in continuation of the previous activities**

**Pre-requisite requirement:**

In the previous activities, we are assuming that you have used the project management software for its basic functionality and features and other tools required to complete your assessment activities.

**Assessment activity**

In this assessment activity, you are required to discuss the project progress and other technical issues project is experiencing, find solution/s through a role play activity, and update your project timelines according to the information provided within the assessment activity.

Students will swap the roles and each student will get the opportunity to demonstrate competency through each role.

**Activity requirements:**

Resources required to complete the activity:

* Internet connection
* Smartsheet software (Free trial)
* Computer
* MS word

**Scenario:**

After three weeks, you (IT manager) have noticed that the project is not progressing according to the project plan and team may need additional time and resources to complete the project. To discuss the progress of the project, you have arranged a meeting with your team.

Your team includes one web designer (Nona), two system administrators (Ben, Chan), two graphics designers (Thomas, Linda).

One of the main reasons for the delay is web designer Nona was sick last whole week and Ben is going on holidays for 2 weeks.

Project progress:

* Website layout 40% completed
* Online enrolment did not start
* Integration work did not start

In the meeting with team member, you need to discuss:

* Discuss the project progress with the team
* Discuss with Nona that when she can complete her work and how many additional days required
* Allocate Ben’s work to Chan and update the timeline in the project plan
* In the meeting, you need to update project plan based on a discussion with the team
* Collect the completed work from the team and update in a Smartsheet for a version control. Note: Team will provide any sample document to perform the task.

Your trainer/assessor will observe you and complete the performance checklist. You also need to submit updated project plan to your trainer/assessor.

**Performance criteria checklist for unit assessment task:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Discussed the project progress with the team |  |  |  |
| Discussed with Nona that when she can complete her work and how many additional days are required |  |  |  |
| Allocated Ben’s work to Chan and updated the timeline in the project plan |  |  |  |
| Project plan is updated |  |  |  |
| Collect the completed work from the team and update in a Smartsheet for a version control. |  |  |  |
| Submitted update project plan to your trainer/assessor. |  |  |  |

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

## **Assessment Task 2 – Unit Project**

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

|  |  |
| --- | --- |
| **Unit code** | ICTPRG502 |
| **Unit name** | Manage a project using software management tools |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |