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

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

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

## **Course and Unit Details**

| **Course code** | ICT50615 |
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| **Course name** | Diploma of Website Development |
| **Unit code** | ICTWEB503 |
| **Unit name** | Create web-based programs |

## **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** | Role Play | | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Unit Assessment Task 3** | 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 web applications.

It applies to individuals who work as web developers and have well-honed technical skills to take responsibility for implementing code required to create web applications.

No occupational licensing, certification or specific legislative 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** |

* Principles of web analysis and design
* Programming control structures and object-oriented programming
* Web programming concepts including:
* Authentication and web security
* Hypertext transfer protocol (http)
* Session management
* Stateless programming.

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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
* An operational business environment to implement the learning plan
* A website development environment
* A server
* A database server
* Web browsers.

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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/ICTWEB503>

## **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 eleven (11) 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 may be completed in a classroom, 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 task:**

This assessment task is designed to evaluate your Knowledge for the following:

* Knowledge to identify principles of web analysis and design according to the provided guidelines.
* Knowledge to use the knowledge gained through training and learner resources.
* Knowledge to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources.
* Written knowledge to write programming control structures and object-oriented programming.
* Knowledge to work summarise web programming concepts including:
  + Authentication and web security
  + Hypertext transfer protocol (http)
  + Session management
  + Stateless 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 required to develop web applications.
* 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 in 50-100 words how web analysis and design is an iterative process.

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| Iterative web design is a methodology based on a cyclic process of prototyping, designing, testing, analyzing, and refining a website. We recommend iteration with membership websites and social networks (among other types for example).  The goal is to deal with the reality of unpredictable user needs and behaviors, while quickly responding to opportunities in the marketplace.  The process helps an association achieve success quicker, because it allows for a team to learn from data and metrics and quickly respond.  Reference: Ironpaper. 2020. *What Is Iterative Web Design?*. [online] Available at: <https://www.ironpaper.com/webintel/articles/what-is-iterative-web-design/> [Accessed 23 November 2020]. |

Question 2: What are two (2) principles of user-centered web analysis and design, those a web developer should employ to achieve success.

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| Systems are designed to meet business goals through the fancy features, and technological capabilities of software or hardware tools. However, these system design approaches omit the end user, which is an essential part of the process.  User-centered Design (UCD) is the process of developing a tool, for instance, the user interface of a website or application, from the perspective of how it will be understood and used by a human user.  A system can be tailored to support its aimed users' existing beliefs, attitudes, and behaviors as they connect to the tasks that the system is intended to perform.  The principles of user-centered web analysis and design are listed below:   * Design for the users and their tasks * Maintain consistency   Reference: Digital Product Insights. 2020. *10 Key Principles Of User Centered Design*. [online] Available at: <https://www.cognitiveclouds.com/insights/key-principles-of-user-centered-design/> [Accessed 23 November 2020]. |

Question 3: Write down three (3) main items a web-developer should be aware of, for implementing an effective user-centred web analysis and design.

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| The main things a web-developer should be aware of for implementing an effective user-centered web analysis and design are listed below as:   * Reduce unnecessary mental effort by the user * User simple and natural dialogue * Provide adequate navigation mechanisms   Reference: Digital Product Insights. 2020. *10 Key Principles Of User Centered Design*. [online] Available at: <https://www.cognitiveclouds.com/insights/key-principles-of-user-centered-design/> [Accessed 23 November 2020]. |

Question 4:

Explain each of the following programming control structures in your own 40-80 words:

1. Sequential Program Control
2. Selection Control
3. Iteration Control

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| 1. Sequential Program Control |
| 1. Selection Control |
| 1. Iteration Control |

Question 5: Explain each of the following web authentication methods in your own 50-100 words.

1. HTTP Basic authentication
2. Authorization
3. Encryption
4. Cookies
5. Tokens
6. Signatures
7. One-Time Passwords

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Question 6: Read the scenario and answer the following questions regarding web authentication methods:

**Scenario:**

You are a website developer working on XYZ airline reservations system. Airline reservation systems (ARS) are part of the so-called passenger service systems (PSS), which are applications supporting the direct contact with the passenger. ARS eventually evolved into the computer reservations system (CRS). A computer reservation system or central reservation system (CRS) is a computerized system used to store and retrieve information and conduct transactions related to air travel for all XYZ airline clients.

According to above mentioned scenario answer the following questions:

6.1. Explain how “Encryption”, “Authentication” and “Authorization” web authentication methods will be used based on the above scenario. Write your response in 50-100 words for each web authentication methods.

6.1. Give an example in your own 40-80 words where encryption, authentication, and authorization are used by computers.

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| 6.1. In the above scenario to make the safe request and response methods we need to have some security measures i.e.(Encryption, Authentication, and Authorization). First of all all the users who wants to make reservations should be authenticated by using the authentication systems like login and registrations. And the authenticated users can be authorized to access the resources that was assigned by the admin of the website. To make the safe call/connection different encryption techniques should be applied in client side and server side. |
| 6.2. we can apply the authentication for the client of the website before requesting for the reservation system. Authorization can be implemented to provide the resources to the users like the home page can be accessed by only the users who are logged in in the system but without login the users can access the reservation system. And the encryption technique can be implemented to encrypt the data of the users or in the request and response system. |

Question 7: Explain Hypertext Transfer Protocol (HTTP) in your own 50-100 words.

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| HTTP is a protocol which allows the fetching of resources, such as HTML documents. It is the foundation of any data exchange on the Web and it is a client-server protocol, which means requests are initiated by the recipient, usually the Web browser. A complete document is reconstructed from the different sub-documents fetched, for instance text, layout description, images, videos, scripts, and more.  Reference: MDN Web Docs. 2020. *An Overview Of HTTP*. [online] Available at: <https://developer.mozilla.org/en-US/docs/Web/HTTP/Overview> [Accessed 23 November 2020]. |

Question 8: Describe the roles of server and client in HTTP in your own 50-100 words.

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| A Client and a Server establishes a connection using HTTP protocol. Once the connection is established, Client sends across the request to the Server in the form of XML or JSON which both entities (Client and Server) understand. After understanding the request Server responds with appropriate data by sending back a Response.  Reference: Singh, V., 2020. *What Is Client Server Architecture And HTTP Protocol?*. [online] TOOLSQA. Available at: <https://www.toolsqa.com/client-server/client-server-architecture-and-http-protocol/> [Accessed 23 November 2020]. |

Question 9: Give an example and explain HTTP session state in 50-100 words.

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| In client-server protocols, like HTTP, sessions consist of three phases:   * The client establishes a TCP connection (or the appropriate connection if the transport layer is not TCP). * The client sends its request, and waits for the answer. * The server processes the request, sending back its answer, providing a status code and appropriate data.   As of HTTP/1.1, the connection is no longer closed after completing the third phase, and the client is now granted a further request: this means the second and third phases can now be performed any number of times.  In client-server protocols, it is the client which establishes the connection. Opening a connection in HTTP means initiating a connection in the underlying transport layer, usually this is TCP.  With TCP the default port, for an HTTP server on a computer, is port 80. Other ports can also be used, like 8000 or 8080. The URL of a page to fetch contains both the domain name, and the port number, though the latter can be omitted if it is 80.  Reference: MDN Web Docs. 2020. *A Typical HTTP Session*. [online] Available at: <https://developer.mozilla.org/en-US/docs/Web/HTTP/Session> [Accessed 23 November 2020]. |

Question 10: Explain “stateless programming “and its two benefits in 150-200 words.

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| Stateless programming is a paradigm in which the operations (functions, methods, procedures, whatever you call them) you implement are not sensitive to the state of the computation. That means all the data used in an operation are passed as inputs to the operation, and all the data used by whatever operations invoked that operation are passed back as outputs. In practice, this means the program must have Value semantics(it is not permitted to modify shared/aliased data structures, and objects do not have an identity), must not use global or class variables, and all input/output must be handled specially (such as through monads or by threading an I/O state through any parts of the computation that perform I/O). Exception handling may also make the computation stateful.  The benefits of stateless programming include the fact that you never need to wonder what else an operation you want to use does, besides what it says. In a stateless program, what an operation does is what it returns. A second benefit is that stateless computations are much easier to parallelise; since no part of the computation will be modifying any data structures, you don’t get data races.  Reference: 2020. [online] Available at: <https://www.quora.com/What-is-stateless-programming-and-what-are-some-examples> [Accessed 23 November 2020]. |

Question 11: Explain object-oriented programming (OOP) and provide three (3) examples.

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| ***Object-oriented programming (OOP) is a computer programming model that organizes software design around data, or objects, rather than functions and logic. An object can be defined as a data field that has unique attributes and behavior.***  ***OOP focuses on the objects that developers want to manipulate rather than the logic required to manipulate them. This approach to programming is well-suited for programs that are large, complex and actively updated or maintained.***  ***The most popular object-oriented programming languages are:***   * ***Java*** * ***Python*** * ***C++***   ***Reference:*** SearchAppArchitecture. 2020. *What Is Object-Oriented Programming (OOP)?*. [online] Available at: <https://searchapparchitecture.techtarget.com/definition/object-oriented-programming-OOP> [Accessed 23 November 2020]. |

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

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

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

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| **Unit code** | ICTWEB503 |
| **Unit name** | Create web-based programs |
| **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 – Role Play/ Presentation**

## **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 – Role Play/ Presentation**

**Assessment type:**

* Role Play/Presentation

**Assessment task description:**

* This is the second (2) unit assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task is comprised of a role play.
* You are required to perform a role play in front of trainer/assessor.
* You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

**Applicable conditions:**

* This role play test is timed.
* Time allowed to deliver the presentation is 15-20 minutes.
* Time allowed to develop required resources for presentation is 3 weeks prior to the presentation.
* You are expected to make 25-30 slides of PowerPoint presentation.
* Electronic devices are allowed during this assessment task.
* This roleplay should be performed by two students and trainer will act as manager.
* 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.
* Trainer/Assessor may ask you relevant questions during this assessment task.

**Resubmissions and reattempts:**

* Where your 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 must be completed in classroom.

**General Instructions for attempting the role play/presentation:**

* You must not cut and paste chunk of text on the presentation slides however you are advised to write down the keywords and important phrases to help you to deliver the presentation.
* You must not read the presentation word-by-word and should use the presentation for reference purpose only.
* You must explain the topics appropriately.
* Your tone, gestures, body language has to be according to the role you are portraying.
* You will be required to correctly discuss all topics appropriately in easy-to-understand, slang and abbreviation free language, friendly yet professional manner for this assessment task.

**Information about role play:**

* Please note that the task includes participation in the role play.
* This type of learning provides a controlled environment in which role players can practice skills, roles and processes.
* In addition to preparing your own role play, learning is reinforced by observing other team members and offering comments and constructive feedback.
* This role play focuses on the elements and performance criteria for the unit of competence, which is available on the training package website [http://training.gov.au](http://training.gov.au/).
* You have to present your role play to your trainer/assessor on the due date.
* Reasonable adjustment will be allowed for those candidates who are eligible to receive it.
* Please read through the instructions and assessment information carefully, prior to commencing the tasks.

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

* This assessment task requires the you to participate in a role play and to gather the required information from the key stakeholders.
* Presentation must demonstrate the student’s understanding and skills of the unit.
* Student need to be briefed on the role play a minimum of 3 weeks prior to the due date as set out in the delivery and assessment guide for this unit.
* A copy of the observation checklist (found in the Assessment Guide) in relation to this unit must be made available to students a minimum of three weeks prior to the assessment.
* Your assessor will provide you with initial oral feedback in class, after the presentations by yourself and others. This may take the form of individual feedback, if time allows, or it may be incorporated in observations of a general nature in the debriefing exercise following the role play. Written feedback incorporating the feedback on your individual presentation, role play and preparatory work will be provided within two weeks from the due date of your assessment.
* Your assessor will use an observation checklist/observation guide and provide written feedback indicating whether your role play and related preparatory work is satisfactory or not satisfactory.
* A copy of the observation checklist will be made available to students with this role play task, a minimum of three weeks prior to the assessment.
* 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 explain how any web page and complex website works on internet.
* Skills to describe the basic wireframe/layout a website or web application.
* Skills to explain working website including interactivity and updating the website
* Ability to explain use of object-oriented programming language like Ruby, Python or PHP.
* Skill to explain basic terminology used for website development, such as URL, CMS, web browser, web server, client and server side etc.
* Ability to explain website’s DNS settings for deploying website appropriately.
* Skills to identify, analyse and interpret legislation, codes of practices and national standards.
* Skills to effectively deliver the presentation with good body language.
* Skills to conduct an interactive and creative role play.
* Reading skills to collect, review, interpret/understand and analyse/review text-based information from a range/number of sources.
* Skills to document the requirements for web application.
* Skills to explain the concept of session management.
* Skills to explain the advantages and disadvantages of session management.
* Skills to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties
* Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.
* Skills to answer the questions asked by the audience/trainer and assessor.

## **Assessment Task 2 – Role Play/ Presentation**

**Instructions to complete this assessment task:**

* This task requires you to participate in a role play and to gather the required information from the key stakeholders
* You must use PowerPoint to develop your presentation.
* You may use models, aids, equipment’s to deliver your presentation effectively.
* Presentation may include diagrams, infographics, and pictures to be interactive and interesting.
* Role plays provide students with the opportunity to take part in activities which mirror real life career-related scenarios.
* During the role play, the assessor will be looking for:
  + Appropriate interaction, body language and communication skills
  + The student’s ability to establish rapport and defuse potentially difficult situations
  + The ability to understand, interpret and answer the questions appropriately.
  + Suitably documenting and presenting the topics to audience.
  + The student me0et the requirements of the unit of competency or performance criteria mentioned in the assessment task.
* The presentation should be consistent, well organised and must cover all the criteria mentioned in the observation guide.

Resources required to complete the assessment task:

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

This assessment task prepares you for the assessment task three (3). Assessment task 3 requires you to create a shopping cart. In doing so, you also need to create efficient and effective code to meet those technical requirements.

**Scenario:**

You as a website developer have basic understanding of how the web and internet works. You have developed web pages and complex websites and have good knowledge of HTML as well. You know basic wireframe/layout a website or web application, write HTML and CSS from scratch, take a PSD and turn it into a working website, add interactivity to a website with JavaScript (or jQuery), write a basic application in an object-oriented programming language like Ruby or Python or PHP, work comfortably with a version control system like Git, manage a domain’s DNS settings, deploy a website to a website host and know the basic terminology used for website development, such as URL, CMS, web browser, web server, client and server side etc.

Your manager has assigned you the following task:

Prepare and deliver a presentation and participate in a role-play activity with a client for creating web-based programs i.e. shopping cart. Your client would like to sale educational resources i.e. new and second-hand books online.

Your trainer will play the role of your manager. Your manager is available to answer all your queries and questions regarding this activity before you commence the role play.

**Criteria requirements:**

Prepare a 25-30 slides of MS power-point containing the following information:

Criteria 1: Prepare documentation expressing how hypertext transfer protocol (HTTP) works when developing web applications:

* 1. Implications of hypertext transfer protocol (HTTP)
  2. Limitations of hypertext transfer protocol (HTTP)
  3. Advantages of hypertext transfer protocol (HTTP)

Criteria 2: Implementation of session management

* 1. Concept behind session management
  2. Server-side scripting requirements
  3. Features of server-side scripting
  4. Advantages and disadvantages of session management
  5. Authentication requirements of session management
  6. User’s interaction with the website
  7. User’s interaction with the web application i.e. shopping cart

Criteria 3: Creating a shopping cart

* 1. What is a shopping cart?
  2. How does the shopping cart works?
  3. The layout of the shopping cart required by the client
  4. Technology requirements for the shopping cart
  5. Latest workplace instructions, technical documents or Industry guidelines
  6. Documentation requirements for web application, with particular reference to its management of statelessness
  7. Feedback and suggestions from the client and manager

Criteria 4: Coding requirements

* 1. Discuss the HTML requirements
  2. Discuss the CCS3 requirements
  3. Discuss functional and non-functional requirements
  4. Discuss dynamic client and server-side requirements

Criteria 5: Review and debugging the codes (when, where and how)

* 1. To ensure web application is developed according to the obtained requirements
  2. To ensure web application keep track of user data between browser requests
  3. To ensure web application is developed in a stateless environment

**Role Play**

This is a role-play activity based on the given scenario. You are required to play the role of website developer and one of your classmates will play the roles of a client.

* Each student will swap the roles and get the chance to perform all the two roles. Students will be assessed individually for their participation for this assessment task.
* Findings: Each topic should have a compilation of all requirements from the client. Each finding should be associated with the client and the interview dates.
* You must use the information you collected in your presentation to participate in the role play.
* Requirements are mentioned in the “Criteria requirements” section.

The role of the client is to ask you the following questions and also provide you the given below information:

1. Client is tech-savvy and will ask you a number of questions to understand your knowledge and skills on:
   1. HTTP (definition)
   2. Its Implications
   3. Its limitations
   4. Its advantages
   5. Session management (definition)
   6. Concept behind it
   7. Server-side scripting requirements
   8. Features of server-side scripting
   9. Advantages and disadvantages of session management
   10. Authentication requirements of session management
   11. User’s interaction with the website
   12. User’s interaction with the web application i.e. shopping cart
   13. What is a shopping cart?
   14. How does the shopping cart works?
   15. The layout of the shopping cart required by the client
   16. Technology requirements for the shopping cart
   17. Latest workplace instructions, technical documents or Industry guidelines
   18. Documentation requirements for web application, with particular reference to its management of statelessness
   19. Discuss the HTML requirements
   20. Discuss the CCS3 requirements
   21. Discuss functional and non-functional requirements
   22. Discuss dynamic client and server-side requirements
   23. To ensure web application is developed according to the obtained requirements
   24. To ensure web application keep track of user data between browser requests
   25. To ensure web application is developed in a stateless environment
2. Discount engine that can create sales and condition-specific discounts
3. Easy to use SEO features
4. Extensions and Integrations, you need in the shopping cart (list any two after approval from your trainer/assessor)
5. What is the True Cost of Operation? The client would explore both SaaS and open-source solutions.

For SaaS solutions:

* The monthly rate of the platform
* Any transaction fees
* Any potential bandwidth overage fees
* The cost of any themes
* The cost of any integrations
* Customer service fees or subscriptions
* The cost of an SSL certificate
* Expenses related to payment processor

For Open-Source Solutions:

* The cost of a license
* Any upgrade and update fees
* The price of hosting
* The cost of a domain name
* The cost of site security
* Any necessary extensions
* The cost of a theme
* The price of hiring a web developer or designer
* Expenses related to payment processor

1. Time-frame for the web application to be available for testing and debugging
2. Feedback and suggestions from the client and manager

Student will prepare and answer all the above points through a power-point and role-play activity.

Students will swap their roles, and everyone will get the opportunity to play the roles of the client and website developer.

The roles and their responsibilities are mentioned in the scenario. You must meet the below criteria in order to successfully complete this part of the assessment.

Your trainer/assessor will observe your performance according to below criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **During the role play/presentation did the student do the following:** | | Yes | No | Comments |
| 1. Roleplay activity | 1. Perform a role play to gather information from the client, such as:   a.1. how hypertext transfer protocol (HTTP) works when developing web applications  a.2. Its Implications  a.3. Its limitations  a.4. Its advantages   1. Session management (definition)   b.1. Concept behind it  b.2. Server-side scripting requirements  b.3. Features of server-side scripting  b.4. Advantages and disadvantages of session management  b.5. Authentication requirements of session management  b.6. User’s interaction with the website  b.7. User’s interaction with the web application i.e. shopping cart   1. Shopping cart   c.1. What is a shopping cart?  c.2. How does the shopping cart works?  c.3. The layout of the shopping cart required by the client  c.4. Technology requirements for the shopping cart  c.5. Latest workplace instructions, technical documents or Industry guidelines  c.6. Documentation requirements for web application, with particular reference to its management of statelessness   1. Coding requirements   d.1. Discuss the HTML requirements  d.2. Discuss the CCS3 requirements  d.3. Discuss functional and non-functional requirements  d.4. Discuss dynamic client and server-side requirements   1. Review and debugging   e.1. To ensure web application is developed according to the obtained requirements  e.2. To ensure web application keep track of user data between browser requests  e.3. To ensure web application is developed in a stateless environment   1. Client specific criteria    1. Discount engine that can create sales and condition-specific discounts    2. Easy to use SEO features    3. Extensions and Integrations, you need in the shopping cart (list any two after approval from your trainer/assessor)    4. What is the True Cost of Operation? The client would explore both SaaS and open-source solutions.   For SaaS solutions:   * The monthly rate of the platform * Any transaction fees * Any potential bandwidth overage fees * The cost of any themes * The cost of any integrations * Customer service fees or subscriptions * The cost of an SSL certificate * Expenses related to payment processor   For Open-Source Solutions:   * The cost of a license * Any upgrade and update fees * The price of hosting * The cost of a domain name * The cost of site security * Any necessary extensions * The cost of a theme * The price of hiring a web developer or designer * Expenses related to payment processor   1. Time-frame for the web application to be available for testing and debugging   2. Feedback and suggestions from the client and manager   3. Student must use the power point prepared by themselves to participate in the role play   4. Presentation and role play delivered:      1. Maintain good eye contact with audience      2. Use proper voice tone      3. Answered all the questions asked by the audience      4. Body language was appropriate |  |  |  |

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

## **Assessment Task 2 – Role Play**

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB503 |
| **Unit name** | Create web-based programs |
| **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 3 – 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 3 – Unit Project (UP)**

**Assessment type:**

* Unit Project (UP)

**Assessment task description:**

* This is the third (3) assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task is divided into two parts.
  + Part 1 requires you to prepare a shopping cart and relevant documentation based on the given guidelines and feedback collected as part of previous assessment task.
  + Part 2 requires the student to test the shopping cart to ensure it meets the technical and user requirements.
* You must create an online shopping cart in order to successfully complete this 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:**

* 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 a classroom, learning management system (i.e. Moodle), workplace, or independent learning environment.
* 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 be creating an online shopping cart in this assessment task.
* You will be expanding the knowledge and skills acquired during the previous assessment task.
* Instructions to create an online shopping cart are 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 explain working website including interactivity and updating the website
* Skills to use of object-oriented programming language like Ruby, Python or PHP.
* Skill to explain basic terminology used for website development, such as URL, CMS, web browser, web server, client and server side etc.
* Ability to use website’s DNS settings for deploying website appropriately.
* Skills to identify, analyse and interpret legislation, codes of practices and national standards.
* Skills to implement the shopping cart according to design and explain the reason for any change in design.
* Skills to make shopping cart compatible with all web browsers and test at least with three (3) browsers.
* Skill to create SEO friendly URLs and SSL data encryption.
* Skill to document testing results including screenshot of at least one (1) error message.
* Ability to create project signoff sheet.
* Reading skills to collect, review, interpret/understand and analyse/review text-based information from a range/number of sources.
* Skills to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties
* Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.
* Skills to answer the questions asked by the audience/trainer and assessor.

## **Assessment Task 3 - Unit Project (UP)**

**Instructions to complete this assessment task**:

* 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***
* ***Website development environment***
* ***A server***
* ***A database server***
* ***Web browsers.***

**Project Task:**

This assessment task has two (2) parts.

Part 1 requires you to prepare a shopping cart and relevant documentation based on the given guidelines and feedback collected as part of previous assessment task.

There are a number of additional requirements suggested by the client that should be incorporated in the shopping cart.

Functional shopping cart should be submitted to the trainer/assessor with screenshots to ensure it meets all the specified criteria and features.

Description of the given below additional requirements are mentioned in the attached “shopping cart” section of this assessment task.

1. Product management
2. Order management
3. Customer management
4. Marketing features
5. Security and support

Part 2 requires the student to test the shopping cart to ensure it meets the technical and user requirements.

You are also required to create and test efficient and effective code to meet specified technical requirements.

Assessment part 1 – Creating a shopping cart and relevant documentation

You are required to prepare and submit the following as part of this assessment activity:

1. Shopping cart
2. Testing documentation
3. Sign-off document

All project items should be completed according to the following criteria:

|  |  |
| --- | --- |
| 1. Shopping cart | 1. Submit the shopping cart developed to meet all the requirements outlined in the scenario as detailed in the document produced in Assessment Task 2. The shopping cart must meet the following criteria:    1. General features:       1. the shopping cart must be implemented as per the design, any variation from the design must be detailed including reasons for the change       2. configuration file or equivalent file must be used and must contain all database, connection and possibly session information       3. persist across all web-browsers    2. Additional requirements of the client:       1. Two main sections of the shopping cart i.e. new and second-hand educational resources       2. Shopping cart has the following features:          * Product management            + The number of products the shopping cart can effectively handle (minimum requirement – 10)            + The types of products client is able to sell (downloads and tangible goods) – minimum requirements – 2            + Product reviews and recommendations feature            + Shipping and tax options          * Order management            + Virtual “wish list” – list to see which items are on demand and helps to form product assortment            + Order history (records of previous orders by customers)            + Real-time inventory management          * Customer management            + Easy catalogue navigation            + Simple and secure checkout            + Multiple languages and currencies            + More than 1 payment gateway            + Customer accounts that help to establish merchant-customer connection          * Marketing features            + SEO friendly URLs            + Newsletter and coupon features            + Built-in info pages          * Security and support            + built-in SSL data encryption for customer’s confidence            + professional support for merchant’s confidence            + solid and reliable documentation |
| 2. Testing documentation | 1. Submit a document as evidence that appropriate tests have been run for the shopping cart. The document must contain the following detail:    1. an overview of the testing process to be undertaken    2. test results for all planned tests including a minimum of ten relevant screen captures, the screen captures must include:       1. at least one (1) image of an error message being captured and handled by the shopping cart       2. evidence the shopping cart was tested in a minimum of three (3) major browsers    3. if errors/issues were identified; the following must be provided for each:       1. a description of troubleshooting performed       2. an explanation of cause of the error/issue       3. a resolution |
| 3. Sign-off  document | * 1. Provide a Project Signoff Sheet with appropriate detail to enable acceptance of the completed shopping cart project, as tested.   2. Your trainer as a manager can sign-off the document. |

Assessment Part 2 - Test the shopping cart to ensure it meets the technical and user requirements.

This activity requires the student to test the shopping cart to ensure it meets the technical and user requirements. Students are required to test the shopping cart according to the following guidelines:

1. Shopping cart functions
2. It has all the functions and features suggested by the client
3. It works according to the testing documentation
4. The layout of the shopping cart is according to the client
5. Technology requirements for the shopping cart meet client requirements
6. It is designed according to the latest workplace instructions, technical documents or Industry guidelines
7. It follows documentation requirements for web application, with particular reference to its management of statelessness
8. Coding requirements
9. No issues identified with the HTML coding
10. No issues identified with the CCS3 coding
11. It meets the functional and non-functional requirements
12. It meets the dynamic client and server-side requirements
13. Client specific criteria
14. Discount engine that can create sales and condition-specific discounts
15. Easy to use SEO features
16. Extensions and Integrations, client needs in the shopping cart
17. Time-frame for the web application is according to the client and manager’s expectations
18. Feedback and suggestions from the client and manager have been incorporated
    * + - Product management
          * The number of products the shopping cart can effectively handle (minimum requirement – 10)
          * The types of products client is able to sell (downloads and tangible goods) – minimum requirements – 2
          * Product reviews and recommendations feature
          * Shipping and tax options
        - Order management
          * Virtual “wish list” – list to see which items are on demand and helps to form product assortment
          * Order history (records of previous orders by customers)
          * Real-time inventory management
        - Customer management
          * Easy catalogue navigation
          * Simple and secure checkout
          * Multiple languages and currencies
          * More than 1 payment gateway
          * Customer accounts that help to establish merchant-customer connection
        - Marketing features
          * SEO friendly URLs
          * Newsletter and coupon features
          * Built-in info pages
        - Security and support
          * built-in SSL data encryption for customer’s confidence
          * professional support for merchant’s confidence
19. Documentation
20. solid and reliable documentation
    * + - Documentation with pictures of each functionality and features
        - Anticipated problems and solutions described
        - Test of the documentation attached

You will be assessed based upon the following performance criteria:

|  |  |
| --- | --- |
| You must meet the below criteria in order to successfully complete this part of the assessment. | |
| 1. Shopping cart functions | 1. It has all the functions and features suggested by the client 2. It works according to the testing documentation 3. The layout of the shopping cart is according to the client 4. Technology requirements for the shopping cart meet client requirements 5. It is designed according to the latest workplace instructions, technical documents or Industry guidelines 6. It follows documentation requirements for web application, with particular reference to its management of statelessness |
| 1. Coding requirements | g.1. No issues identified with the HTML coding  h.1. No issues identified with the CCS3 coding  i.1. It meets the functional and non-functional requirements  j.1. It meets the dynamic client and server-side requirements |
| 1. Client specific criteria | k.1. Discount engine that can create sales and condition-specific discounts  l.1. Easy to use SEO features  m.1. Extensions and Integrations, client needs in the shopping cart  n.1. Time-frame for the web application is according to the client and manager’s expectations  o.1. Feedback and suggestions from the client and manager have been incorporated  • Product management  o The number of products the shopping cart can effectively handle (minimum requirement – 10)  o The types of products client is able to sell (downloads and tangible goods) – minimum requirements – 2  o Product reviews and recommendations feature  o Shipping and tax options  • Order management  o Virtual “wish list” – list to see which items are on demand and helps to form product assortment  o Order history (records of previous orders by customers)  o Real-time inventory management  • Customer management  o Easy catalogue navigation  o Simple and secure checkout  o Multiple languages and currencies  o More than 1 payment gateway  o Customer accounts that help to establish merchant-customer connection  • Marketing features  o SEO friendly URLs  o Newsletter and coupon features  o Built-in info pages  • Security and support  o built-in SSL data encryption for customer’s confidence  o professional support for merchant’s confidence |
| 1. Documentation | p.1. solid and reliable documentation  • Documentation with pictures of each functionality and features  • Anticipated problems and solutions described  • Test of the documentation attached |

## **Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Create web-based programs * 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** |
| Created the shopping cart according to the guidelines and feedback collected from the previous assessment |  |  |  |
| Online shopping cart is connected with the database |  |  |  |
| Tested web- cart with all the major web browsers |  |  |  |
| Added two main sections of the shopping cart, new and second-hand educational resources |  |  |  |
| Included the following features in online shopping cart:   * Product management   + - * + The number of products the shopping cart can effectively handle (minimum requirement – 10)         + The types of products client is able to sell (downloads and tangible goods) – minimum requirements – 2         + Product reviews and recommendations feature         + Shipping and tax options * Order management   + - * + Virtual “wish list” – list to see which items are on demand and helps to form product assortment         + Order history (records of previous orders by customers)         + Real-time inventory management * Customer management   + - * + Easy catalogue navigation         + Simple and secure checkout         + Multiple languages and currencies         + More than 1 payment gateway         + Customer accounts that help to establish merchant-customer connection * Marketing features   + - * + SEO friendly URLs         + Newsletter and coupon features         + Built-in info pages * Security and support of online cart   + - * + built-in SSL data encryption for customer’s confidence         + professional support for merchant’s confidence         + solid and reliable documentation |  |  |  |
| Prepared and completed testing document including:   * Screenshot of one (1) error message * Evidence of testing shopping cart with at least three (3) browsers |  |  |  |
| Included all the features in online shopping cart suggested by client |  |  |  |
| Tested HTML, CCS3 Coding and server scripting |  |  |  |
| Discounted engine with sales and condition specific discounts. |  |  |  |
| Added Timeframe for webpage expiry |  |  |  |
| Collected feedback/Suggestions for product |  |  |  |
| Added Shipping and tax details |  |  |  |
| Created virtual wish list to check products on demand |  |  |  |
| Prepared inventory management including order history. |  |  |  |
| Included the following features in online shopping cart:   * Catalogue navigation * Simple and secure checkout * Multiple currencies and language support * Payment Gateway |  |  |  |
| Prepared documentation with pictures for each functionality and features   * Identified problem and solutions explained * Test the document |  |  |  |

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

## **Assessment Task 3 – Unit Project (UP)**

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB503 |
| **Unit name** | Create web-based programs |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |