# **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** | ICTWEB501 |
| **Unit name** | Build a dynamic website |

## **Assessment Submission Method**

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

**Student Declaration**

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

## **Assessment Plan**

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

| **Evidence recorded** | **Evidence Type/ Method of assessment** | | | **Sufficient evidence recorded/Outcome** |
| --- | --- | --- | --- | --- |
| **Unit Assessment Task 1** | Unit Knowledge Test (UKT) | | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Unit Assessment Task 2** | Unit Project (UP) | | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **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 analyse and design websites to meet technical requirements.

It applies to individuals working as web developers who are responsible for the analysis, design, implementation, and testing of websites.

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

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 analysis and design of dynamic websites
* Programming control and design 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
* A development environment
* A server
* A database server
* 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/ICTWEB501>

## **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 often (10) written questions.
* You must respond to all questions and submit them to your Trainer/Assessor.
* You must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
* You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

**Applicable conditions:**

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

**Resubmissions and reattempts:**

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

**Location:**

* This assessment task may be completed in a 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, analyse and research the principles of analysis and design of dynamic website.
* Knowledge to analyse the technical requirements for designing a dynamic website.
* Knowledge to produce the software design for a dynamic website.
* Written knowledge to organise and deliver information to effectively communicate prototype of a dynamic website to a range of stakeholders/interested people.
* Knowledge of design the data storage requirements.
* Knowledge to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties.
* Knowledge to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
* Knowledge to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders

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

**Instructions:**

* This is an individual assessment.
* The purpose of this assessment task is to assess the students’ knowledge essential to required to analyse and design websites to meet technical requirements.
* 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 web development life cycle in your own 100-150 words.

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Question 2: All agile development methodologies are based on the agile manifesto and a set of twelve principles of analysis and design. List these principles.

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Question 3: Explain each of the following terms in your own 50-100 words:

1. Programming controls/ Control structures / Control statements
2. Design Structures
3. Object-oriented programming

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Question 4: Explain each of the following web programming concepts in your own 50-100 words:

1. authentication
2. web security
3. hypertext transfer protocol (HTTP)
4. session management
5. stateless programming

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Question 5: Outline the difference between authentication and authorisation in your own 50-100 words.

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Question 6: Answer the following questions regarding analysis phase:

6.1. Explain analysis phase and major deliverables in 40-90 words.

6.2. Describe the principal steps in the analysis phase. Explain each principal step in 40-90 words.

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| 6.1. The Analysis Phase is where the project lifecycle begins. The Analysis Phase is where you break down the deliverables in the high-level Project Charter into the more detailed business requirements. The Analysis Phase is also the part of the project where you identify the overall direction that the project will take through the creation of the project strategy documents. |
| 6.2. |

Question 7: Answer the following questions regarding design phase:

7.1. Explain design phase and major deliverables in 40-90 words.

7.2. Describe the principal steps in the design phase. Explain each principal step in 40-90 words.

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| 7.1. The Design Phase begins with the approval of the project budget which includes the following:   * design and associated documents * professional time for the project manager, designer and potential contractors * design contingency.   At the end of the Design Phase, the construction budget is ready for approval and the project is ready to be constructed. The deliverables of the Design Phase are the Design Documents, Construction Documents and the preliminary contract document package. Once the construction budget is approved, the Construction Phase begins. |
| 7.2. The steps in design phase are listed below as :   * Programming Phase: Programming involves gathering information from the intended building occupants and user groups through group and individual interviews. The programmer researches current and projected needs in such areas as information and instructional technology, academic teaching methods, privacy and security. This results in a comprehensive description of the necessary components of the construction project. * Schematic Design Phase: The purpose of Schematic Design is to translate the project program into physical drawings of space. In the Schematic Design Phase, the project team determines the areas, physical requirements and relationships of all the required building spaces and components, confirms or revises the total building square footage, the total project budget and the project schedule and occupancy dates. * Design Development Phase: In the Design Development Phase, the schematic plans and elevations are reviewed, revised and expanded to incorporate all the details and specifications required for construction. Project components are looked at to the smallest detail. Issues often come to light that affect constructability or are critical to satisfying the project program, and that may require changes to the project program or to the budget, or both. * Construction Document Phase: Construction documents are compiled from design development documents. They include all the architectural drawings and specifications necessary to complete the project, and are the basis of the bid documents and the construction contract. The estimated project costs are reviewed and updated to reflect current construction costs, and are compared with the established project budget. If it is no longer feasible to complete the project within the established budget, alternative approaches and practical cost reductions are identified.   Reference: Western Michigan University. 2020. *Design Phase*. [online] Available at: <https://wmich.edu/facilities/design-phase> [Accessed 23 November 2020]. |

Question 8: Explain purpose of each of the following website elements, to ensure content is logical and accessible to the user, using one to two sentences.

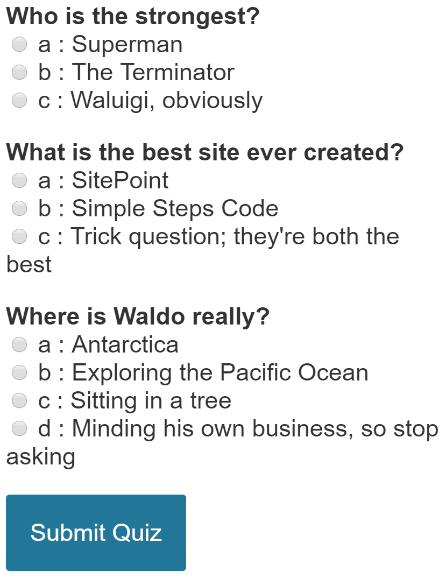
|  |  |
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| **Elements** | **Purpose** |
| Titles | Title tags are used by the Search Engines to show preview snippets for a page. |
| Headings | Search Engines use headings for indexing the structure and content of the webpage. Headings are used for highlighting important topics. |
| Horizontal rules | Horizontal rules are used as simple dividers, breaking an otherwise long scroll into manageable chunks. Since it is a block-level element, a horizontal rule will always create a line break above and below. |
| Paragraphs | Paragraph element is used to publish text on the web pages. |
| Lists | lists are used to present list of information in well formed and semantic way. |
| Page length | It makes sense to keep closely related information within the confines of a single Web page, particularly when you expect the user to print or save the text. |
| Information |  |
| Other |  |

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Question 9: Give a real-life example to explain the importance of obtaining client feedback and adjusting web applications as appropriate in 50-100 words.

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| ***Its always better use the feedback of our clients to improve our web applications. By using client’s feedback it is more easier to identify the requirements of clients and make improvements of our website more user friendly and safe.*** |

Question 10: Write a code using HTML, CSS and Java Script to create the following one webpage for students, answering a number of multiple choice questions with a submit button.



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

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

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

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| **Unit code** | ICTWEB501 |
| **Unit name** | Build a dynamic website |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

# **UAT 2 – Unit Project (UP)**

## **Purpose of the checklist**

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

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

## **Section 2: Reasonable adjustments**

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

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

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

# **Unit Assessment Task (UAT)**

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

**Assessment type:**

Unit Project (UP)

**Assessment task description:**

* This is the second (2) assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task is divided into two (2) parts.
  + Part 1 is a role-play activity and requires you to gather the required information from the key stakeholders.
  + Part 2 requires you to write a business requirements report.
* You must gather the required information about website from stakeholders and then create a report of business requirements 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:**

* Time allowed for roleplay activity is 15-20 mins
* 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 in team of three (3) and must swap the roles to perform all three roles.
* 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 must be completed in a classroom.

**General Instructions for attempting the project:**

* You will gather the required information about website from stakeholders and then create a report of business requirements in this assessment task.
* You will be expanding the knowledge and skills acquired during the previous assessment task.
* Instructions to gather the required information about website from stakeholders and then create a report of business requirements 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 identify business requirements from stakeholders for designing a website.
* Skills to understand the requirements for designing a dynamic webpage.
* Skills to understand both client and server-side dynamic contents of a website.
* Skills to identify, analyse and research the information appropriately according to the provided guidelines.
* Skills to analyse, design, build and test a dynamic website to meet technical requirements.
* Skills to conduct an interactive and creative role play.
* Skills to describe the overall operations of website.
* Skills to effectively act in roleplay with good body language.
* Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources
* Ability to create efficient and effective code to meet those technical requirements
* Written and oral/speech communication skills to prepare a detailed report of business requirements for a range of stakeholders/interested people.
* Skills to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties.
* Skills to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
* Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.

## **Assessment Task 2 - 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.
* This submission must be well presented and follow the guidelines and instructions provided.
* One of the most important steps that you can take: proofread your project.
* Report must be of 1500-1800 words in length, using 11-point font, double-spaced, and must include a cover page, table of contents, introduction, body, summary or conclusion, and works cited.
* 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

**Scenario:**

Website “We are stars”

You as a website developer need to communicate to “We are stars” management team to develop their dynamic website. The management team has a communications manager and CEO.

“We are stars” is to be a free platform aims to make sure that no talent goes unnoticed. Connecting the suitable talent with the perfect casting professionals is their motto. They have a member-based subscription available at the following price:

* Six months - $550 plus GST
* One year - $800 plus GST
* Lifetime access - $3500 plus GST

They guarantee to their members that potential candidates are selected by the most suitable agencies through sourcing only the strongest talent in Australia, and abroad, and extending their directory across a diverse range of talents from acting to influencing.

Although “We are stars” are an Australian-based talent management group, they also work with some of the industry’s largest companies, globally. This allows all local talent to partake in both local and international productions. “We are stars” knows no borders. They are here to assist all talent in reaching new heights and supporting them in promoting themselves…no one should go undiscovered.

At “We are stars”, they recognise the importance of people, but what makes them blush more is originality and commitment. For this reason, “We are stars”, too, is committed to clients and who they represent.

“We are stars” promise to their talent and casting professionals includes, but is not limited to:

* Understanding every clients’ distinct abilities and ambitions
* Employing their many skills for many outcomes – e.g. marketing, media, public relations, production and film
* Not stopping until the final product is a SUCCESS
* Access to a team with the finest in the industry through the three B’s- Brains, Business and Bright future- while retaining the three C’s –Calm, Cool and Collected
* 24-hours a day, 7-days a week commitment

The website will have a simple contact list, to begin with, and later developed to be a link up with Google plus, Twitter and Facebook to allow fans to follow them. The website will need to employ the three-layer application architecture (based on client-server architecture) to allow separation between user interface, programming logic and database operations. These separations should be observed as far as it is practical given the technology that you are working with.

The website will keep portfolios of all profiles. The website will cater the interests of age group 16 to 90 years. All individuals should be Australian citizens and must have sound English skills.

The communication manager is responsible for:

* Collecting information from potential talents
* Publishing a regular blogs and news section on the website
* Answering all messages received through “contact us form.”
* Communication with a web developer for setting up all non-functional requirements such as:
  + Performance – for example, Response Time, Throughput, Utilization, Static Volumetric
  + Scalability
  + Capacity
  + Availability
  + Reliability
  + Recoverability
  + Maintainability
  + Serviceability
  + Security
  + Regulatory
  + Manageability
  + Environmental
  + Data Integrity
  + Usability
  + Interoperability

The CEO is responsible for:

* Tagging the potential talents to different projects and titles such as acting, influencing etc.
* Communicating with stakeholders regarding the potential talents and different projects, i.e. communication with the talents directly and or through communication manager or production houses or other talent management organisations.
* Communication with a web developer for setting up all functional requirements such as:
  + Business Rules
  + Transaction corrections, adjustments and cancellations
  + Administrative functions
  + Authentication
  + Authorization levels
  + Audit Tracking
  + External Interfaces
  + Certification Requirements
  + Reporting Requirements
  + Historical Data
  + Legal or Regulatory Requirements

Communications Manager wants to have windows based operating system for the web server. You as a web developer knows that Linux is the most popular operating system for web servers. Since Linux-based hosting is more popular, it has more of the features web developers can explore. So unless “We are stars” management have specifications to create a website which needs specific Windows applications, Linux is the preferred choice.

You have reviewed the requirements and found that they do not require the following Windows applications:

* ASP Classic
* ASP.NET
* MS Access (Microsoft Access)
* Visual Basic Development
* C#
* Remote Desktop (dedicated server only)

The requirements, though, include the following:

* SSH
* Scripts or applications that require specific Apache modules

It is a company policy that written consent is required from parents where the individual is below 18 years of age to use their name, voice, image, likeness, and any and all attributes of his/her personality, in, on or in connection with any film, audio tape, video tape, audio-visual work, photograph, illustration, animation, or broadcast, in any media or embodiment, now known or unknown, including, without limitation, all formats of computer-readable media, produced by or distribute by the company website.

This requires an additional functionality to ensure privacy and consent feature for all individuals below 18 years of age registering their interests on the website.

The CEO has advised you that she wants the website to be mobile-friendly and may introduce “pay-per-view” feature where short videos and documentaries of the potential talent will be available on the website as pay-per-view. The service in which viewers are required to pay a fee to watch a specific programme at the comfort of their homes.

A holistic review of what is involved in building a dynamic website can be found at the website below:

<http://www.adobe.com/devnet/dreamweaver/application_development.html>

**Part 1:**

Roleplay

This is a role-play activity based on the given below scenario. You are required to play the role of website developer and two of your classmates will play the roles of a communications manager and CEO, “We are stars”.

Each student will swap the roles and get the chance to perform all the three 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 interviewees. Each finding should be associated with the interviewees and the interview dates. Requirements are mentioned below:

* Every process within the system identified (as either in scope or out of scope), and each process in scope described with a standardised task-level description of how information moves between people and/or within the system.
* Trigger(s) to the process, post-conditions (what is true when the process ends) and process exceptions.
* Business rules that support the process documented
* Actor(s) of the process (i.e., who interacts with the system?)
* Data required to support the process (data attributes) identified and objects or repositories with which these are associated.
* Relationships among data required in the process
* Functional requirements
* Non-functional requirements

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. | |
| 1. Roleplay activity | 1. Perform a role play to gather information from CEO and Communications manager, such as:    1. introduction/summary the website:       1. discussion on the objective or purpose of the system       2. a high level of a system overview of key functionality and constraints (business, technically or both; even external)    2. the functionality of the website including:       1. the key functional requirements       2. the key non-functional requirements    3. technical architecture requirements       1. specific detail about the technical environment in which the software will operate. Including but not necessarily limited to compatible operating systems 2. identify all elements of the development environment including versions of software 3. identify the database to be used including version 4. outline at least one (1) technical standard that will be adhered to and why it is relevant to this website 5. user interface design which must include:    1. a site map or hierarchy of navigation (with breadcrumbs); explanation of how this addresses at least two (2) relevant accessibility issues    2. detail about a suitable folder structure (both logical and physical)    3. prototype/mock-up screens for the proposed system accompanied by text description that details how the design addresses business requirements and design principles 6. data storage requirements    1. an estimate of the data storage requirements for the system and reasoning for this estimate 7. a conceptual database design (ERD) including key relationships, if any    * 1. Any assumptions made to complete this task must be clearly stated in a separate document, titled ‘Project Assumptions’    1. every process within the system identified (as either in scope or out of scope), and each process in scope described with a standardised task-level description of how information moves between people and/or within the system.    2. Trigger (s) to the process, post-conditions (what is true when the process ends) and process exceptions.    3. Business rules that support the process documented    4. Actor(s) of the process (i.e., who interacts with the system?)    5. Data required to support the process (data attributes) identified and objects or repositories with which these are associated.    6. Relationships among data required in the process |

**Part2 :**

**Report** -

Business Requirements Report

This part of the assessment task is in continuation of previous assessment part 1.

This assessment task requires the student to write a business requirements report on the given above case scenario. The report should include the findings, issues, opportunities, and recommendations.

Findings: Student must present their findings as part 1 of the assessment task.

Each topic should have a compilation of all requirements from the interviewees. Each finding should be associated with the interviewees and the interview dates. Requirements are mentioned below:

* Every process within the system identified (as either in scope or out of scope), and each process in scope described with a standardised task-level description of how information moves between people and/or within the system.
* Trigger(s) to the process, post-conditions (what is true when the process ends) and process exceptions.
* Business rules that support the process documented
* Actor(s) of the process (i.e., who interacts with the system?)
* Data required to support the process (data attributes) identified and objects or repositories with which these are associated.
* Relationships among data required in the process
* Functional requirements
* Non-functional requirements

Feedback: Student must collect feedback from stakeholders and make changes in the website and its applications, as appropriate.

Issues: A separate list should highlight critical business issues, so that these issues can be addressed immediately. Not all business issues require a solution.

Opportunities: Obvious business opportunities should also be extracted and highlighted from the findings. Again, not all business opportunities will translate into requirements.

Recommendations: After analysing the findings, issues and opportunities, a list of recommendations should be added. These can be recommendations for correcting a problem on the existing systems or for building a new solution.

|  |  |
| --- | --- |
| You must meet the below criteria in order to successfully complete this part of the assessment. | |
| 1. Business  Requirements Report | 1. Submit a Business Requirements Report; the report must meet all the requirements outlined in the scenario and include:    1. the following formatting requirements:       1. a table of contents       2. a footer with the page numbers       3. a header with the [logo](https://share.tafensw.edu.au/share/items/0ea5f7b0-147a-4e9d-a85f-030bbadfb067/1/MemosTonight.png?.vi=fancy) for Memos Tonight    2. introduction/summary the website:       1. discussion on the objective or purpose of the system       2. a high level of a system overview of key functionality and constraints (business, technically or both; even external)    3. the functionality of the website including:       1. the key functional requirements       2. the key non-functional requirements    4. technical architecture requirements       1. specific detail about the technical environment in which the software will operate. Including but not necessarily limited to compatible operating systems 2. identify all elements of the development environment including versions of software 3. identify the database to be used including version 4. outline at least one (1) technical standard that will be adhered to and why it is relevant to this website 5. user interface design which must include:    1. a site map or hierarchy of navigation (with breadcrumbs); explanation of how this addresses at least two (2) relevant accessibility issues    2. detail about a suitable folder structure (both logical and physical)    3. prototype/mock-up screens for the proposed system accompanied by text description that details how the design addresses business requirements and design principles 6. data storage requirements    1. an estimate of the data storage requirements for the system and reasoning for this estimate 7. a conceptual database design (ERD) including key relationships, if any    * 1. Any assumptions made to complete this task must be clearly stated in a separate document, titled ‘Project Assumptions’    1. every process within the system identified (as either in scope or out of scope), and each process in scope described with a standardised task-level description of how information moves between people and/or within the system.    2. Trigger (s) to the process, post-conditions (what is true when the process ends) and process exceptions.    3. Business rules that support the process documented    4. Actor(s) of the process (i.e., who interacts with the system?)    5. Data required to support the process (data attributes) identified and objects or repositories with which these are associated.    6. Relationships among data required in the process    7. Feedback: Student must collect feedback from stakeholders and make changes in the website and its applications, as appropriate.    8. Issues: A separate list should highlight critical business issues    9. Opportunities: Obvious business opportunities should also be extracted and highlighted from the findings.    10. Recommendations: After analysing the findings, issues and opportunities, a list of recommendations should be added. |

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Gathering information about dynamic webpage * Prepare a report of business requirements. * 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** |
| Undertake a stakeholder analysis |  |  |  |
| Reviewed the organisational requirements relating website |  |  |  |
| Discussed the objective of website design |  |  |  |
| Discussed the functionality of website including:   * Functional requirements * Non-functional requirements |  |  |  |
| Discussed the technical requirements (versions, database) and environment mandatory for website operation. |  |  |  |
| Discussed the hierarchy of navigation, storage location and prototype of website |  |  |  |
| Included the table of content, header(logo), footer in report |  |  |  |
| Summarised objective and overview of functionality of website |  |  |  |
| Discussed about process triggers |  |  |  |
| Explained about supportive business rules in report |  |  |  |
| Asked for feedback on report to adjust webpage design accordingly |  |  |  |
| Prepared a list of identified issues, opportunities and recommendations. |  |  |  |
| Effectively acted in roleplay with good body language including:   * Voice tone * Gestures * Eye contact |  |  |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB501 |
| **Unit name** | Build a dynamic website |
| **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 (2) parts.
  + Part 1 requires you to prepare a dynamic website and relevant documentation based on the given guidelines and feedback collected as part of assessment task 1.
  + Part 2 requires you to test the website to ensure it meets the technical requirements.
* You must create a dynamic website and relevant documentation based on the given guidelines and also test the website to ensure that it meets the technical requirements 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 document the information relevant to website.
* You must complete 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.
* Trainer/Assessor will provide student further information regarding the location of completing this assessment task.

**General Instructions for attempting the project:**

* You will create a dynamic website and relevant documentation based on the given guidelines and also test the website to ensure that it meets the technical requirements in this assessment task.
* You will be expanding the knowledge and skills acquired during the previous assessment task.
* Instructions to create a dynamic website and relevant documentation based on the given guidelines and also test the website to ensure that it meets the technical requirements 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 create a dynamic website and relevant documentation based on the given guidelines and also test the website to ensure that it meets the technical requirements.
* 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 identify business requirements from stakeholders for designing a website.
* Skills to understand the requirements for designing a dynamic webpage.
* Skills to understand both client and server-side dynamic contents of a website.
* Skills to identify, analyse and research the information appropriately according to the provided guidelines.
* Skills to analyse, design, build and test a dynamic website to meet technical requirements.
* Skills to describe the overall operations of website.
* Reading skills to collect, review, interpret/understand and analyse/review text-based business information from a range/number of sources
* Ability to create efficient and effective code to meet those technical requirements
* Written and oral/speech communication skills to prepare a detailed report of business requirements for a range of stakeholders/interested people.
* Skills to interact/cooperate with others using appropriate conventions/systems when communicating to, and consulting/discussing with stakeholders/interested parties.
* Skills to analyse relevant/appropriate information to identify scope/range of work, goals and objectives and to evaluate/review options/other choices.
* Skills to use familiar/known digital technology to access/get to information, document findings/results and communicate them to stakeholders.

## **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.
* This submission must be well presented and follow the guidelines and instructions provided.
* 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
* A development environment
* A server
* A database server
* Browsers

**Assessment part 1**

**Creating a dynamic website and relevant documentation**

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

1. Dynamic Website
2. Testing documentation
3. Sign-off document

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

|  |  |
| --- | --- |
| 1. Website | 1. Submit the website developed to meet all the requirements outlined in the scenario as detailed in the document produced in Assessment Task 2. The website must meet the following criteria:    1. General features:       1. the database 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 that will need to be used for the new site   Tip: Web pages may be served from a single index.php page or may use a PHP page to launch other PHP files to handle the various ‘pages’ based on the URL.   * 1. Functional requirements implementation:      1. CRUD functionality must be supported      2. user inputs must be sanitised in both GETs and POSTS      3. bind values to parameters with prepared statements      4. fetched data using query or execute. With query, escape user data seen      5. all empty form fields and errors communicating with the database must be handled by the web application      6. provide all key features detailed in the Business Requirements Document. |
| 2. Testing documentation | 1. Submit a document as evidence that appropriate tests have been run for the website. The document must contain the following detail:    1. an overview of the testing process to be undertaken    2. specific tests that address all features detailed in the Business Requirements Report including:       1. at least three (3) of the security requirements being addressed at the application level    3. 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 site       2. evidence the website was tested in a minimum of three (3) major browsers    4. 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 identify the version of the software and enable acceptance of the completed website, as tested |

**Assessment Part 2**

**Test the website to ensure it meets the technical requirements**.

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

1. Functionality:

1.1               Links

Objective is to check for all the links in the website.

1.1.1          All Internal Links

1.1.2          All External Links

1.1.3          All mail to links

1.1.4          Check for orphan Pages

1.1.5          Check for Broken Links

1.2               Forms

Test for the integrity of submission of all forms.

1.2.1          All Field Level Checks

1.2.2          All Field Level Validations.

1.2.3          Functionality of Create, Modify, Delete & View.

1.2.4          Handling of Wrong inputs (Both client & Server)

1.2.5          Default Values if any

1.2.6          Optional versus Mandatory fields.

1.3               Cookies

Check for the cookies that have to be enabled and how it has to be expired.

1.4               Web Indexing

Depending on how the site is designed using Meta tags, frames, HTML syntax, dynamically created pages, passwords or different languages, our site will be searchable in different ways.

1.4.1          Meta Tags

1.4.2          Frames

1.4.3          HTML syntax.

1.5               Database

Two types of errors that may occur in Web applications:

A.      Data Integrity:

Missing or wrong data in the table.

B.      Output Error:

Errors in writing, editing or reading operations in the tables.

The issue is to test the functionality of the database, not the content and the focus here is therefore on output errors. Verify that queries, writing, retrieving or editing in the database are performed correctly.

2. Usability:

2.1               Navigation

Navigation describes the way users navigate within a page, between different user interface controls (buttons, boxes, lists, windows etc.), or between pages via, e.g. links.

2.1.1          Application navigation is proper through tab

2.1.2          Navigation through Mouse

2.1.3          Main features are accessible from the main/home page.

2.1.4          Any hotkeys, control keys to access menus.

2.2               Content

Correctness is whether the information is truthful or contains misinformation. The accuracy of the information is whether it is without grammatical or spelling errors. Remove irrelevant information from your site. This may otherwise cause misunderstandings or confusion.

2.2.1          Spellings and Grammars

2.2.2          Updated information

2.3               General Appearance

2.3.1          Page appearance

2.3.2          Color, font and size

2.3.3          Frames

2.3.4          Consistent design

3. Server Side Interfaces:

3.1               Server Interface

3.1.1          Verify that communication is done correctly, Web server-application server, application server-database server and vice versa.

3.1.2          Compatibility of server software, hardware, network connections.

3.1.3          Database compatibility (SQL, Oracle etc.)

3.2               External Interface (if any)

4. Client Side Compatibility:

4.1               Platform

Check for the compatibility of

a. Windows (Different versions – any two latest)

b. Unix (different sets)

c. Macintosh (If applicable)

d. Linux

e. Solaris (If applicable)

4.2               Browsers

Check for the various combinations:

Internet Explorer (latest version)

Google Chrome (latest version)

Firefox (latest version)

Browser settings (security settings, graphics, Java etc.)

Frames and Cascade Stylesheets

Applets, ActiveX controls, DHTML, client-side scripting

HTML specifications.

Graphics:

Loading of images, graphics, etc.,

4.3               Printing

Despite the paperless society the web was to introduce, printing is done more than ever. Verify that pages are printable with considerations on:

a. Text and image alignment

b. Colours of text, foreground and background

c. Scalability to fit paper size

d. Tables and borders

5. Performance:

5.1               Connection speed

a. Try with Connection speed: 14.4, 28.8, 33.6, 56.6, ISDN, cable, DSL, T1, T3

b. Time-out

5.2               Load

Check/Measure the following:

1. What is the estimated number of users per time period and how will it be divided over the period?
2. Will there be peak loads and how will the system react?
3. Can your site handle a large amount of users requesting a certain page?
4. Large amount of data from users.

5.3               Stress

Stress testing is done in order to actually break a site or a certain feature to determine how the system reacts. Stress tests are designed to push and test system limitations and determine whether the system recovers gracefully from crashes. Hackers often stress systems by providing loads of wrong in-data until it crash and then gain access to it during start-up.

a. Typical areas to test are forms, logins or other information transaction components.

b. Performance of memory, CPU, file handling etc.

c. Error in software, hardware, memory errors (leakage, overwrite or pointers)

5.4               Continuous use

1. Is the application or certain features going to be used only during certain periods of time or will it be used continuously 24 hours a day 7 days a week?
2. Will downtime be allowed or is that out of the question?
3. Verify that the application is able to meet the requirements and does not run out of memory or disk space.

 6. Security:

6.1               Valid and Invalid Login

6.2               Limit defined for the number of tries.

6.3               Can it be bypassed by typing URL to a page inside directly in the browser?

6.4               Verify Log files are maintained to store the information for traceability.

6.5               Verify encryption is done correctly if SSL is used (If applicable)

6.6               No access to edit scripts on the server without authorization.

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. Functionality | 1.1               Links    Objective is to check for all the links in the website.    1.1.1          All Internal Links  1.1.2          All External Links  1.1.3          All mail to links  1.1.4          Check for orphan Pages  1.1.5          Check for Broken Links    1.2               Forms    Test for the integrity of submission of all forms.    1.2.1          All Field Level Checks  1.2.2          All Field Level Validations.  1.2.3          Functionality of Create, Modify, Delete & View.  1.2.4          Handling of Wrong inputs (Both client & Server)  1.2.5          Default Values if any  1.2.6          Optional versus Mandatory fields.    1.3               Cookies    Check for the cookies that have to be enabled and how it has to be expired.      1.4               Web Indexing    Depending on how the site is designed using Meta tags, frames, HTML syntax, dynamically created pages, passwords or different languages, our site will be searchable in different ways.    1.4.1          Meta Tags  1.4.2          Frames  1.4.3          HTML syntax.      1.5               Database    Two types of errors that may occur in Web applications:  A.      Data Integrity:  Missing or wrong data in the table.    B.      Output Error:  Errors in writing, editing or reading operations in the tables.    The issue is to test the functionality of the database, not the content and the focus here is therefore on output errors. Verify that queries, writing, retrieving or editing in the database are performed correctly. |
| 1. Usability | 2.1               Navigation    Navigation describes the way users navigate within a page, between different user interface controls (buttons, boxes, lists, windows etc.), or between pages via, e.g. links.    2.1.1          Application navigation is proper through tab  2.1.2          Navigation through Mouse  2.1.3          Main features are accessible from the main/home page.  2.1.4          Any hotkeys, control keys to access menus.    2.2               Content    Correctness is whether the information is truthful or contains misinformation. The accuracy of the information is whether it is without grammatical or spelling errors. Remove irrelevant information from your site. This may otherwise cause misunderstandings or confusion.    2.2.1          Spellings and Grammars  2.2.2          Updated information    2.3               General Appearance    2.3.1          Page appearance  2.3.2          Color, font and size  2.3.3          Frames  2.3.4          Consistent design |
| 1. Server Side Interfaces | 3.1               Server Interface    3.1.1          Verify that communication is done correctly, Web server-application server, application server-database server and vice versa.  3.1.2          Compatibility of server software, hardware, network connections.  3.1.3          Database compatibility (SQL, Oracle etc.)    3.2               External Interface (if any) |
| 1. Client side compatability | 4.1               Platform    Check for the compatibility of  a. Windows (Different versions – any two latest)  b. Unix (different sets)  c. Macintosh (If applicable)  d. Linux  e. Solaris (If applicable)    4.2               Browsers    Check for the various combinations:  Internet Explorer (latest version)  Google Chrome (latest version)  Firefox (latest version)  Browser settings (security settings, graphics, Java etc.)  Frames and Cascade Stylesheets  Applets, ActiveX controls, DHTML, client-side scripting  HTML specifications.      Graphics:  Loading of images, graphics, etc.,    4.3               Printing    Despite the paperless society the web was to introduce, printing is done more than ever. Verify that pages are printable with considerations on:    a. Text and image alignment  b. Colours of text, foreground and background  c. Scalability to fit paper size  d. Tables and borders |
| 1. Performance | 5.1               Connection speed    a. Try with Connection speed: 14.4, 28.8, 33.6, 56.6, ISDN, cable, DSL, T1, T3  b. Time-out    5.2               Load    Check/Measure the following:     1. What is the estimated number of users per time period and how will it be divided over the period? 2. Will there be peak loads and how will the system react? 3. Can your site handle a large amount of users requesting a certain page? 4. Large amount of data from users.     5.3               Stress    Stress testing is done in order to actually break a site or a certain feature to determine how the system reacts. Stress tests are designed to push and test system limitations and determine whether the system recovers gracefully from crashes. Hackers often stress systems by providing loads of wrong in-data until it crash and then gain access to it during start-up.    a. Typical areas to test are forms, logins or other information transaction components.  b. Performance of memory, CPU, file handling etc.  c. Error in software, hardware, memory errors (leakage, overwrite or pointers)    5.4               Continuous use     1. Is the application or certain features going to be used only during certain periods of time or will it be used continuously 24 hours a day 7 days a week? 2. Will downtime be allowed or is that out of the question? 3. Verify that the application is able to meet the requirements and does not run out of memory or disk space. |
| 1. Security | 6.1               Valid and Invalid Login  6.2               Limit defined for the number of tries.  6.3               Can it be bypassed by typing URL to a page inside directly in the browser?  6.4               Verify Log files are maintained to store the information for traceability.  6.5               Verify encryption is done correctly if SSL is used (If applicable)  6.6               No access to edit scripts on the server without authorization. |

**Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Creating a website and documenting relevant information * Testing website. * For a full project outline, please refer to the student assessment instructions | | |
| **Resources required for the unit assessment task** | * Unit assessment guide template * Access to live or simulated working environment * Interaction with others | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Created a dynamic website by following the instructions given |  |  |  |
| Included database information in documentation |  |  |  |
| Included the configuration file with information about database, database connection in website documentation |  |  |  |
| Included the functionality of website in testing documentation including:   * CRUD * REST * User Input values |  |  |  |
| Discussed the technical requirements (versions, database) and environment mandatory for webpage operation. |  |  |  |
| Test links associated with website operations like   * External and Internal Links * Mail to links * Orphan Pages * Broken Links |  |  |  |
| Test web forms functionality for creating, viewing, modifying and deleting the records |  |  |  |
| Test webpage with wrong inputs, default values on both server and client end |  |  |  |
| Test webpage for optional and mandatory fields. |  |  |  |
| Test Cookies, web indexing for website. |  |  |  |
| Test Database for integrity and output errors. |  |  |  |
| Test website navigation using menus, hotkeys or control keys |  |  |  |
| Test website for  Page appearance, Frames, Spelling and grammar |  |  |  |
| Test communication of website with server software and compatibility of database |  |  |  |
| Test website for various platforms, browsers Printing |  |  |  |
| Test connection speed, Load, Stress and continuous use of website |  |  |  |
| Verify the security of website including   * Valid, Invalid login * Number of tries * Webpage bypassing * Encryption * Access to page editing scripts |  |  |  |
| Document the test results |  |  |  |
| Include troubleshooting steps and cause of common error in documentation |  |  |  |
| Provide a Project Signoff Sheet with appropriate detail to identify the version of the software and enable acceptance of the completed website |  |  |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB501 |
| **Unit name** | Build a dynamic website |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |