# **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** |  |
| --- | --- |
| **Course name** |  |
| **Unit code** | ICTWEB505 |
| **Unit name** | Develop complex web page layouts |

## **Assessment Submission Method**

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

**Student Declaration**

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

## **Assessment Plan**

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

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

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**Assessment Conditions**

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| **Unit purpose/application** |

This unit describes the skills and knowledge required to design and create a web page layout, to suit a range of devices and a variety of browsers, to industry standards. It applies to individuals who work as web designers and web developers, have a highly developed understanding of design principles and apply technical skills proficiently, according to unique specifications. No licensing, legislative or certification requirements apply to this unit at the time of publication

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

* Build a web page according to the design prototype.
* Ensure web page is validated and tested in major browsers
* Ensure website is accessible

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

The student will have access to the following:

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

The resources required for these assessment tasks also include:

* Access to a computer, the Internet and word-processing system such as MS Word
* special purpose tools
* equipment and materials
* Industry software packages
* The web server
* The client requirements
* The security policy
* Special purpose tools
* Equipment and materials
* Computer technology and documentation as required
* Codes of practice and standards issued by government regulators or industry groups

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| **Submission instructions** |

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

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

**Academic Integrity:**

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

As a student, you are required to:

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

**Plagiarism:**

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

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

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

**Collusion:**

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

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

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

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

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

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

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

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| **Other Important unit specific Information** |

N/A

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| **Unit outcome** |

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

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| **Prerequisite/s** |

Nil

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| **Co-requisite/s** |

Nil

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| **Foundation Skills** |

The Foundation Skills describe those required skills (learning, oral communication, reading, writing, numeracy, digital technology and employment skills) that are essential to performance. Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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| **Relevant Legislation** |

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

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

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

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

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| **AQF Level** |

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

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

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| **Further Information** |

For further information about this unit go to <https://training.gov.au/Training/Details/ICTWEB>505

## **Additional Information**

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

## **Feedback to student**

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

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

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

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

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

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

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

## **Purpose of the checklist**

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

**Section 1: Information for Students**

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

## **Section 2: Reasonable adjustments**

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

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

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

**Assessment type:**

* Written Questions

**Assessment task description:**

* This is the first (1) unit assessment task you have to successfully complete to be deemed competent in this unit of competency.
* The Unit Knowledge Test is comprised of five (5) written questions.
* You must respond to all questions and submit them to your Trainer/Assessor.
* You must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
* You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

**Applicable conditions:**

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

**Resubmissions and reattempts:**

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

**Location:**

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

**Instructions for answering written questions:**

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

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

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

**Purpose of the assessment**

This assessment task is designed to evaluate student’s knowledge essential to develop complex web page layout, using a range of features from various, appropriate languages & Knowledge regarding to the following:

* Knowledge of what responsive web design principle is designed to achieve.
* Knowledge of accessibility web design principle.
* Knowledge of W3C standards.
* Knowledge of role of Hypertext Transfer Protocol (HTTP) in communication across the internet.
* Knowledge of cross-browser testing.

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

**Instructions:**

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

**Resources required to complete the assessment task:**

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

**Questions:**

Question 1: Explain in a short paragraph what the responsive web design principle is designed to achieve. Paragraph word-limit (30-50 words)

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Question 2: Explain in a short paragraph what the accessibility web design principle is designed to achieve. Paragraph word-limit (30-50 words)

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Question 3: Explain in a paragraph what each of the following W3C standards are used for in web design, and the current versions of each: Paragraph word-limit (30-50 words)

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| --- | --- |
| Hypertext Mark-up Language (HTML) |  |
| Cascading Style Sheets (CSS) |  |
| Web Content Accessibility Guidelines (WCAG) |  |

Question 4: Explain in a short paragraph what the role of Hypertext Transfer Protocol (HTTP) plays in communication across the internet. Paragraph word-limit (30-50 words)

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Question 5: Explain in a short paragraph what cross-browser testing is. Paragraph word-limit (30-50 words)

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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** | ICTWEB505 |
| **Unit name** | Develop complex web page layouts |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

# **UAT 2 – Unit Project (UP)**

## **Purpose of the checklist**

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

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

## **Section 2: Reasonable adjustments**

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

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

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

# **Unit Assessment Task (UAT)**

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

**Assessment type:**

* Unit Project (UP) - Develop an e-commerce website

**Assessment task description:**

* This is the second (2) assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task requires you to complete a project.

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

* + Task 1: Develop layout
  + Task 2: Develop web pages
  + Task 3: Validate CSS
  + Task 4: Cross-browser test website
  + Task 5: Validate accessibility
* You will receive your feedback within two weeks - you will be notified by your trainer/assessor when results are available.
* You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

**Applicable conditions:**

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

**Resubmissions and reattempts:**

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

**Location:**

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

**General Instructions for attempting the project:**

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

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

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

**Purpose of the assessment task:**

This assessment task is designed to evaluate your following skills and abilities:

* Skills to create a website project that contains the following HTML documents.
* Skills to create external style sheet and link this to each of the web pages.
* Skills to modify the web pages so that the main section of each page meets the requirements as specified in the design brief.
* Skills to resolve validation issues until there are no validation errors.
* Skills to validate all web page for cross-browser issues for the latest version of each of the following web browsers.
* Skills to undertake WCAG 2.0 accessibility checks on the four web pages to Level AA using an accessibility testing tool of your choice.

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

**Instructions to complete this assessment task**:

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

Resources required to complete the assessment task:

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

Assessment task Instructions

* This assessment task requires you to develop an e-commerce website for Computer Force.
* Website must be prepared according to the layout and the specifications.
* You must document the issues in the provided template to them.
* You must assess the performance as per the performance criteria and checklist provided.

**Project Task:**

**Introduction**

This assessment task has been designed so you can complete the practical based components of the following unit of competency:

* ICTWEB505 Develop complex web page layouts

**Scenario**

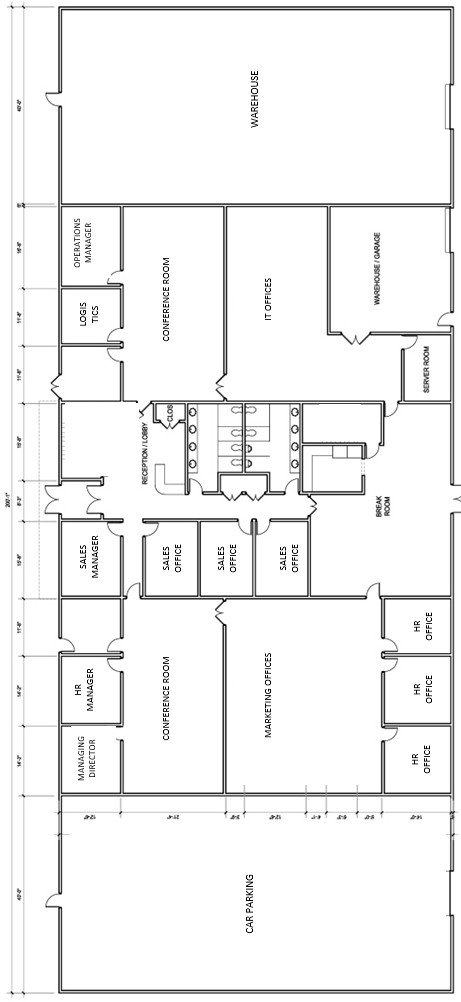
Computer Force is a brand-new start-up company that has set up its offices in the suburb of Parramatta in western Sydney. The business operations focus within the retail electronics industry.

Computer Force sells products including complete desktop computers, laptops and tablets plus components and software for these products. Sales will be undertaken purely online through a website integrated with popular social media platforms. An app for popular mobile platforms will also be developed to compliment the e-commerce website, once the e-commerce website has been released. The business has no plans to open a physical store front at this point of time.

The company’s premises were originally built in the early 1960’s with a brick exterior and a tin roof. All lighting is currently provided by incandescent lightbulbs. Heating and cooling are provided by a very old ducted system.

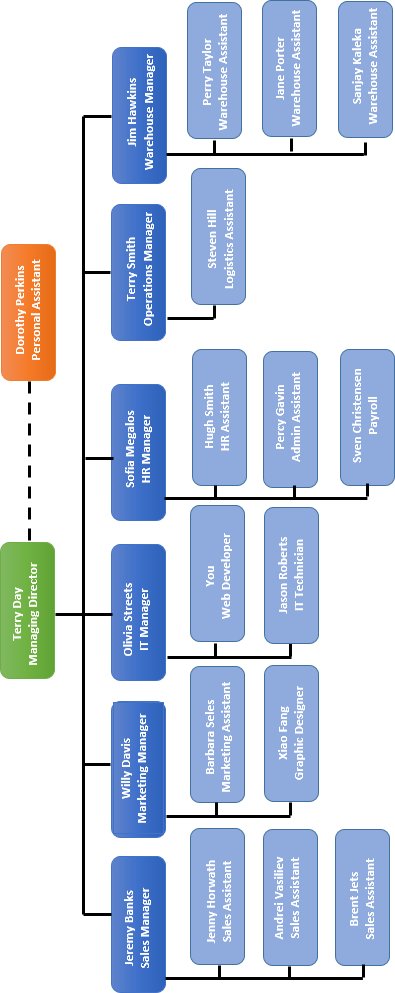
The layout of the premises includes a mix of offices where staff can undertake their work duties and a warehouse with a loading dock where products are delivered, stored and then packed for delivery when they are purchased. A reception area, two conference rooms, as well as kitchen and bathroom facilities round out the layout of the premises.

A floor plan of the premises is shown in the following figure:



*Figure 1: Computer Force floor plan*

The company currently has 22 full-time employees and you work in the Web Developer role for the company. You will report directly to the IT Manager, Olivia Streets. An organisational chart of the company’s employees and their reporting lines is shown in the following figure:



*Figure 2: Computer Force Organisational Chart*

**The business recently implemented some WHS and sustainability policies and procedures, but it has no other policies, procedures or other business documentation such as style guides in place except for a business plan which is shown below:**

|  |
| --- |
| **Business Plan**  **Mission:** to provide Australia with quality brand-name products and technical solutions, combined with reliable support, and unparalleled customer service. To undertake this mission by embracing sound, sustainable and ethical business practices.  **Vision:** to become Australia’s largest technical hardware and software provider.  **Business objectives**  The objectives for Computer Force are outlined below:   * To become Australia’s most well-known and respected hardware and software provider. * To create a service-based organisation whose goal is to exceed customer's expectations. * To provide a smooth, efficient, and transparent sales process.   The organisation has three main business processes:   * Ordering, receiving and storing stock. * Receiving orders that are packed and the sent to customers. * Standard business operations in relation to sales, human resources, management, and administration.   Product categories for sale include:   * Audio * Computers * Graphics cards * Keyboard and mice * Laptops * Monitors * Networking * Peripherals * Printing & scanning * Software * Storage * Tablets |

You have been tasked by your manager, Olivia Streets to develop an e-commerce website for Computer Force so they can sell and market their products using the following design brief.

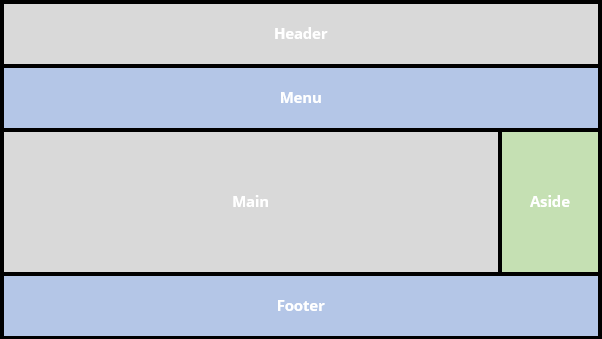
Design brief

The website is to include the following web pages:

* Home
* Products
* Register
* About

**Layout**

For each web page the following layout should be used:

****

Only the content in the main section should be updated for each web page. The content in the other sections including the header, menu, aside and footer sections should remain the same, no matter what web page the user is currently on.

The main section should take up to 80% of the available width, while the aside section should take up the remaining 20% of the available width. You should use CSS to achieve this layout, and its needs to be responsive to different screen sizes. It is recommended that you use the CSS Grid and/or CSS flexible box to achieve the responsive layout. You should also link the CSS file externally from the HTML documents.

The following are requirements for sections within the layout:

* The Header section is to contain only the Computer Force logo centrally positioned.
* The Menu section is to contain links to each of the web pages within the website which is left aligned.
* The Menu section should contain a search area which is right aligned. This area should contain a text box that the user can enter text for the search term, and a button with the text of “Search”.
* The Aside area should contain an h2 heading with the text of “Purchases”. Under

this it should contain a small table with the following cells:

* + Row 1 column 1: Text of “0 items”
  + Row 1 column 2: Text of “Cart sub-total: $0”
  + Row 2 column 1 and 2: Button with the text “Go to Checkout”.
* The Footer section should contain a paragraph element of text containing copyright information. You should specify the copyright symbol followed by the current year and your name within the paragraph.

**Colour and font scheme**

The website elements should contain a colour scheme for every element within the website, barring text that appears in paragraphs. Your colour scheme should consider the colours used in the Computer Force logo and should be aesthetically pleasing. Elements such as headings, buttons, links, etc. should have a style applied to them specifying the colours (both foreground and background) as well as the fonts that should be applied to those elements.

**Page requirements**

The following specifies the requirements for the main section for each of the web pages.

**Home page**

**The requirements for this page are:**

* Must have an h1 element to specify the text “Welcome to Computer Force”.
* Must contain the following text directly below the header: “Computer Force is your online expert in all things computing”
* Must contain the following below the previous text. An h2 and img elements for some of the main products that Computer Force sells:
  + Computers
  + Laptops
  + Monitors
  + Printing & scanning
  + Software
  + Tablets

Each should have a title specified by the h2 element, and an image that is appropriate to the product type. You should source relevant creative commons images for each of the products.

* Each of the above images should act as a hyperlink to an anchor for that product category on the Products page.

**Products page**

The requirements for this page are:

* Must have an h1 element to specify the text “Products we sell”.
* Contain the following text directly below the header: “Computer Force sells products in the following categories:”
* Below this should be an h2 and img elements for every product category that Computer Force sells including:
  + Audio
  + Computers
  + Graphics cards
  + Keyboard and mice
  + Laptops
  + Monitors
  + Networking
  + Peripherals
  + Printing & scanning
  + Software
  + Storage
  + Tablets

Like the home page, each should have a title specified by the h2 element, and an image that is appropriate to the product type. You should source relevant creative commons images for each of the products.

**Register page**

The requirements for this page are:

* Must have an **h1** element to specify the text “Registration Form”.
* Contain the following text directly below the header: “Please complete the following form to register for an account on our website.”
* The form should implement a post submission and is to contain the following elements:

|  |  |
| --- | --- |
| **Name** | **Notes** |
| Username\* | Used to gather a unique account name. |
| Email Address\* | Used to gather the users email address. |
| Password\* | Used to set the accounts password. |
| Confirm Password\* | Used to confirm the account password. |
| First Name\* | Used to set the users first name. |
| Surname\* | Used to set the users surname. |
| Gender\* | Used to specify whether the user is male or female. |
| Date of Birth | Used to set the users date of birth. |
| Address\* | Used to set the street address where the user lives. |
| Suburb\* | Used to set the suburb where the user lives. |
| Postcode\* | Used to set the postcode where the user lives. |
| State\* | Used to set the state where the user lives. Must give the user the option one from the following states: ACT, NSW, NT, QLD, SA, TAS, VIC and WA. |
| Phone number | Used to set the user phone number. |
| Clear | Used to clear the form data. |
| Register | Used to submit the form data. |

* Fields that have an asterisk next to their name in the previous table are required fields where the user must supply some value.

**About page**

The requirements for this page are:

* Must have an h1 element to specify the text “About Computer Force”.
* Must contain the following text directly below the header:
  + Computer Force is a brand-new start-up company designed to provide first- class service to its customers. Based in Parramatta in Sydney, Computer Force provides top class computing products at bargain prices, for sale throughout Australia.

Our goals are:

* + To become Australia’s most well-known and respected hardware and software provider
  + To create a service-based organisation whose goal is to exceed customer's expectations
  + To provide a smooth, efficient, and transparent sales process
* Must contain the following text directly below the previous text:
  + You can contact us using the following methods:
    - Address: 100 Main Road, Parramatta, NSW 20150
    - Email: [info@computerforce.com.au](mailto:info@computerforce.com.au)
    - Phone: 02 4444 5555

**Tasks**

**Task 1: Develop layout**

*Using a development tool of your choice,* *create a website project that contains the following HTML documents:*

* *Home*
* *Products*
* *Register*
* *About*

*Create an* *external style sheet and link this to each of the web pages.*

*Once this has been completed, create the layout that is to be applied to each of the web pages including the header, menu, aside, and footer sections as specified in the design brief.*

*Once you have completed this task, you should copy the HTML mark-up for each of the web pages, and the external CSS code to a word processor document called “XXX\_ ICTWEB505\_Task1.docx” where XXX is your student id and submit this as evidence that you have meet the requirements of this task.*

**Suggested evidence:**

The student must correctly complete all the following requirements to be adjudged competent for this task.

|  |  |
| --- | --- |
| **Element** | **Implemented Correctly** |
| Have created four HTML documents titled: Home, Products, Register and About |  |
| Created an external CSS style sheet and linked it to the four HTML documents |  |
| Created a web page layout that specifies a header, menu, main, aside and footer sections |  |
| Ensure that the main section takes up 80% of the screen width, and the aside section takes up 20% of the screen width. |  |
| The layout should be responsive to different viewport sizes |  |
| The Header section is to contain only the Computer Force logo centrally positioned. |  |
| The Menu section is to contain links to each of the web pages within the website which is left aligned. |  |
| The Menu section should contain a search area which is right aligned. This area should contain a text box that the user can enter text for the search term, and a button with the text of “Search”. |  |
| The Aside area should contain an h2 heading with the text of “Purchases”. Under this it should contain a small table with the following cells:   * Row 1 column 1: Text of “0 items” * Row 1 column 2: Text of “Cart sub-total: $0”   Row 2 column 1 and 2: Button with the text “Go to Checkout”. |  |
| The Footer section should contain a paragraph element of text containing copyright information. You should specify the copyright symbol followed by the current year and your name within the paragraph. |  |

**Task 2: Develop web pages**

*Using a development tool of your choice,* *modify the following web pages so that the main section of each page meets the requirements as specified in the design brief:*

* *Home*
* *Products*
* *Register*
* *About*

*You should ensure that any remaining colour and font styling not developed in the previous task are completed in this task.*

*Once you have completed this task, you should copy the HTML markup for each of the web pages, and the external CSS code to a word processor document called “XXX\_ ICTWEB505\_Task2.docx” where XXX is your student id and submit this as evidence that you have meet the requirements of this task.*

**Suggested evidence:**

The student must correctly complete all the following requirements to be adjudged competent for this task.

|  |  |
| --- | --- |
| **Element** | **Implemented Correctly** |
| The Home page:   * Must have an **h1** element to specify the text “Welcome to Computer Force”. * Must contain the following text directly below the header:   “Computer Force is your online expert in all things computing”   * Must contain the following below the previous text. An **h2** and **img** elements for some of the main products that Computer Force sells:   + Computers   + Laptops   + Monitors   + Printing & scanning   + Software   + Tablets   Each should have a title specified by the **h2** element, and an image that is appropriate to the product type.   * Each of the above images should act as a hyperlink to an anchor for that product category on the **Products** page. |  |
| The Products page:   * Must have an **h1** element to specify the text “Products we sell”. * Contain the following text directly below the header:   “Computer Force sells products in the following categories:”   * Below this should be an **h2** and **img** elements for every product category that Computer Force sells including:   + Audio   + Computers   + Graphics cards   + Keyboard and mice   + Laptops   + Monitors   + Networking   + Peripherals   + Printing & scanning   + Software   + Storage   + Tablets   Like the home page, each should have a title specified by the **h2** element, and an image that is appropriate to the product type. |  |
| The Register page:   * Must have an **h1** element to specify the text “Registration Form”. * Contain the following text directly below the header: “Please complete the following form to register for an account on our website.” * The form should implement a post submission and is to contain the following elements:  |  |  | | --- | --- | | **Name** | **Notes** | | Username\* | Used to gather a unique account name. | | Email Address\* | Used to gather the users email address. | | Password\* | Used to set the accounts password. | | Confirm Password\* | Used to confirm the account password. | | First Name\* | Used to set the users first name. | | Surname\* | Used to set the users surname. | | Gender\* | Used to specify whether the user is male or female. | | Date of Birth | Used to set the users date of birth. | | Address\* | Used to set the street address where the user lives. | | Suburb\* | Used to set the suburb where the user lives. | | Postcode\* | Used to set the postcode where the user lives. | | State\* | Used to set the state where the user lives. Must give the user the option one from the following states: ACT, NSW, NT, QLD, SA, TAS, VIC and WA. | | Phone number | Used to set the user phone number. | | Clear | Used to clear the form data. | | Register | Used to submit the form data. | |  |
| The Contact page:   * Must have an **h1** element to specify the text “About Computer Force”. * Must contain the following text directly below the header: * Computer Force is a brand-new start-up company designed to provide first-class service to its customers. Based in Parramatta in Sydney, Computer Force provides top class computing products at bargain prices, for sale throughout Australia.   Our goals are:   * + To become Australia’s most well-known and respected hardware and software provider   + To create a service-based organisation whose goal is to exceed customer's expectations   + To provide a smooth, efficient, and transparent sales process * Must contain the following text directly below the previous text:   + You can contact us using the following methods:     - Address: 100 Main Road, Parramatta, NSW 20150     - Email: [info@computerforce.com.au](mailto:info@computerforce.com.au)   o Phone: 02 4444 5555 |  |
| The CSS file should apply colours and fonts to give the website an  aesthetic appeal. |  |

**Task 3: Validate CSS**

*Use the W3C CSS Validation Service located at* [*https://jigsaw.w3.org/css-validator/*](https://jigsaw.w3.org/css-validator/) *to validate the CSS file for the website. If any validation errors occur, you need to* *resolve these issues until there are no validation errors.*

*You should save a screenshot of the validator output report to a word document titled “XXX\_ICTWEB505\_Task3.docx” where XXX is your student id, and submit this as evidence that you have meet the requirements of this task.*

**Suggested evidence:**

The student must correctly complete all the following requirements to be adjudged competent for this task.

|  |  |
| --- | --- |
| **Element** | **Implemented Correctly** |
| The CSS has successfully been validated using the W3C validation  service. |  |

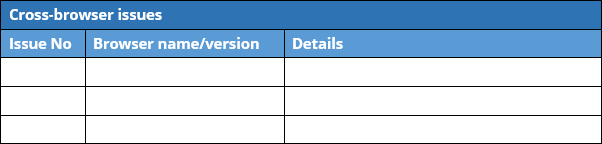
**Task 4: Cross-browser test website**

*Use the BrowserStack cross-browser validation tool located at* [*https://www.browserstack.com*](https://www.browserstack.com/) *to* *validate all web page for cross-browser issues for the latest version of each of the following web browsers:*

* *Chrome*
* *Firefox*
* *Microsoft Edge*

*If any issues are identified in any of the web pages you need to document each issue using the following template in a word processor.*

***Web page where error occurred***



*Figure 4: Cross-browser issues template*

*Each issue should be given a unique identifier number so it can be identified easily. The web browser name/version plus details of the issue should be recorded. You should capture a screenshot of each issue which should be saved as the issue number and annotate where the problem is located.*

*You are required to copy a screenshot of each of the four web pages for each of the three web browsers (12 screenshots in total) to a word document with the title of “XXX\_ICTWEB505\_Task4” where XXX is your student id. Furthermore, if any issues are identified then you should capture a corresponding annotated screenshot of the issue and place this is the XXX\_ICTWEB505\_Task4. Then you should submit the XXX\_ICTWEB505\_Task4 document as evidence that you have meet the requirements of this task.*

**Suggested evidence:**

The student must correctly complete all the following requirements to be adjudged competent for this task.

|  |  |
| --- | --- |
| **Element** | **Implemented Correctly** |
| Screenshots of the four web pages being viewed by the following web browsers in BrowserStack:   * Chrome * Firefox * Microsoft Edge |  |
| The students are not expected to fix any issues, but they should have used the given document to highlight any issues and provided an annotated screenshot of each issue. |  |

**Task 5: Validate accessibility**

*In this task you are to* *undertake WCAG 2.0 accessibility checks on each of the four web pages to Level AA using an accessibility testing tool of your choice.*

*For each web page, you must undertake an accessibility test, and then resolve any identified accessibility issues, until there are no web accessibility issues for that web page.*

*You are required to copy a screenshot of the web accessibility report outcomes for each of the four web pages. The screenshot should clearly show the web page and the results. These screenshots should be copied to a word document with the title of “XXX\_ICTWEB505\_Task5” where XXX is your student id. Once you have completed this task you should submit this as evidence that you have meet the requirements of this task.*

**Suggested evidence:**

The student must correctly complete all the following requirements to be adjudged competent for this task.

|  |  |
| --- | --- |
| **Element** | **Implemented Correctly** |
| **The HTML for the four web pages has successfully been validated to WCAG 2.0 Level AA** |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB505 |
| **Unit name** | Develop complex web page layouts |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |