# **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** | ICTWEB502 |
| **Unit name** | Create dynamic web pages |

## **Assessment Submission Method**

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

**Student Declaration**

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

## **Assessment Plan**

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

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

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**Assessment Conditions**

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| **Unit purpose/application** |

This unit describes the skills and knowledge required to produce both server and client-side content.

It applies to individuals working as web developers who are responsible for creating dynamic pages to provide interaction between the user and the website. They use highly developed technical and analytical skills when developing the user-website interface.

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** |

* Identify the client and server-side dynamic content.
* Create the dynamic content.
* Test the dynamic pages.

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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/ ICTWEB502](https://training.gov.au/Training/Details/ICTWEB411)

## **Additional Information**

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

## **Feedback to student**

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

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

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

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

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

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

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

## **Purpose of the checklist**

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

**Section 1: Information for Students**

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

## **Section 2: Reasonable adjustments**

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

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

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

**Assessment type:**

* Written Questions

**Assessment task description:**

* This is the first (1) unit assessment task you have to successfully complete to be deemed competent in this unit of competency.
* The Unit Knowledge Test is comprised of eight (8) written questions.
* You must respond to all questions and submit them to your Trainer/Assessor.
* You must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
* You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

**Applicable conditions:**

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

**Resubmissions and reattempts:**

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

**Location:**

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

**Instructions for answering written questions:**

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

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

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

**Purpose of the assessment**

This assessment task is designed to evaluate student’s knowledge essential to develop interactive and engaging websites, using a range of features from various, appropriate languages & Knowledge regarding to the following:

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

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

**Instructions:**

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

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

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

**Questions:**

Question 1: Write in your own 100-150 words, the difference between http:// and https://.

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| ***HTTP stands for Hypertext Transfer Protocol. When you enter http:// in your address bar in front of the domain, it tells the browser to connect over HTTP. HTTP uses TCP (Transmission Control Protocol), generally over port 80, to send and receive data packets over the web. To put it simply it is a protocol that's used by a client and server which allows you to communicate with other websites. The client sends a request message to an HTTP server (after the TCP handshake) which hosts a website, the server then replies with the response message. The response message contains completion status information, such as HTTP/1.1 200 OK.***  ***HTTPS stands for Hypertext Transfer Protocol Secure (also referred to as HTTP over TLS or HTTP over SSL). When you enter https:// in your address bar in front of the domain, it tells the browser to connect over HTTPS. Generally sites running over HTTPS will have a redirect in place so even if you type in http:// it will redirect to deliver over a secured connection. HTTPS also uses TCP (Transmission Control Protocol) to send and receive data packets, but it does so over port 443, within a connection encrypted by Transport Layer Security (TLS).***  ***Reference:*** KeyCDN. 2020. *What Is The Difference Between HTTP And HTTPS? - Keycdn*. [online] Available at: <https://www.keycdn.com/blog/difference-between-http-and-https> [Accessed 26 November 2020]. |

Question 2: Explain how can you maintain session state in the web tier? (50-100 words)

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| ***A session is a sequence of service requests by a single user using a single client to access a server. The information maintained in the session across requests is called session state. Session state may include both information visible to the user (shopping cart contents, for example) and invisible application control information (such as user preferences).*** |

Question 3: Explain how HTTP Protocol is stateless by design? (50-100 words)

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| ***Even though multiple requests can be sent over the same HTTP connection, the server does not attach any special meaning to their arriving over the same socket. That is solely a performance thing, intended to minimize the time/bandwidth that'd otherwise be spent reestablishing a connection for each request.***  ***As far as HTTP is concerned, they are all still separate requests and must contain enough information on their own to fulfill the request. That is the essence of "statelessness". Requests will not be associated with each other absent some shared info the server knows about, which in most cases is a session ID in a cookie.*** |

Question 4: Summarise in 30-60 words the explanation of each of the following concepts:

4.1. Authentication

4.2. Hypertext transfer protocol (HTTP)

4.3. Session management

4.4. Stateless programming

4.5. Web security

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| ***4.1. Authentication***  ***Authentication is the process of determining whether someone or something is, in fact, who or what it declares itself to be. Authentication technology provides access control for systems by checking to see if a user's credentials match the credentials in a database of authorized users or in a data authentication server.***  ***Reference:*** SearchSecurity. 2020. *What Is Authentication? - Definition From Whatis.Com*. [online] Available at: <https://searchsecurity.techtarget.com/definition/authentication> [Accessed 26 November 2020]. |
| ***4.2. Hypertext transfer protocol***  ***The Hypertext Transfer Protocol (HTTP) is an application layer protocol for distributed, collaborative, hypermedia information systems. HTTP is the foundation of data communication for the World Wide Web, where hypertext documents include hyperlinks to other resources that the user can easily access, for example by a mouse click or by tapping the screen in a web browser.*** |
| ***4.3. Session Management***  ***Session management refers to the process of securely handling multiple requests to a web-based application or service from a single user or entity. Websites and browsers use HTTP to communicate, and a session is a series of HTTP requests and transactions initiated by the same user. Typically, a session is started when a user authenticates their identity using a password or another authentication protocol. Session management involves the sharing of secrets with authenticated users, and as such, secure cryptographic network communications are essential to maintaining session management security.***  ***Reference:*** Veracode. 2020. *Application Session Management In Web Technology | Veracode*. [online] Available at: <https://www.veracode.com/security/session-management> [Accessed 26 November 2020]. |
| ***4.4. Stateless Programming***  ***Software that does not keep track of configuration settings, transaction information or any other data for the next session. When a program "does not maintain state" (is stateless) or when the infrastructure of a system prevents a program from maintaining state, it cannot take information about the last session into the next, such as settings the user chose or conditions that arose during processing.***  ***Reference:*** PCMAG. 2020. *Definition Of Stateless*. [online] Available at: <https://www.pcmag.com/encyclopedia/term/stateless> [Accessed 26 November 2020]. |
| ***4.5. Web Security***  ***Web security is also known as “Cybersecurity”. It basically means protecting a website or web application by detecting, preventing and responding to cyber threats. Websites and web applications are just as prone to security breaches as physical homes, stores, and government locations. Unfortunately, cybercrime happens every day, and great web security measures are needed to protect websites and web applications from becoming compromised.***  ***Reference:*** GoodFirms Glossary - GoodFirms. 2020. *What Is Web Security?*. [online] Available at: <https://www.goodfirms.co/glossary/web-security/> [Accessed 26 November 2020]. |

Question 5: Answer the following questions regarding “programming control structures”:

5.1. Prepare a list of four “programming control structures”.

5.2. How else “programming control structures” are known as?

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| 5.1. Statement that is used to control the flow of execution in a program is called control structure. It combines instruction into logical unit. Logical unit has one entry point and one exit point. Programming control structures are listed below as:   * Sequence * Selection * Repetition * Function Call |
| 5.2. control structures are also known as loops, if-else statements etc. Where we can execute the code in some conditions only and produce the required outputs. |

Question 6: Explain Object-oriented programming (OOP) in your own 30-60 words)

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| ***Object-oriented programming (OOP) is a computer programming model that organizes software design around data, or objects, rather than functions and logic. An object can be defined as a data field that has unique attributes and behavior.***  ***OOP focuses on the objects that developers want to manipulate rather than the logic required to manipulate them. This approach to programming is well-suited for programs that are large, complex and actively updated or maintained.***  ***Reference:*** SearchAppArchitecture. 2020. *What Is Object-Oriented Programming (OOP)?*. [online] Available at: <https://searchapparchitecture.techtarget.com/definition/object-oriented-programming-OOP> [Accessed 26 November 2020]. |

Question 7: Discuss three (3) strategies for designing cross-browser compatible and responsive websites.

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| ***Some of the strategies for designing cross-browser compatible and responsive websites are listed below as:***   * ***Keep your code simple*** * ***Use Frameworks*** * ***Define valid doctype*** |

Question 8: Prepare a list of three main web-browsers you must use to test your website.

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| ***The web browsers that should be used to test the websites are:***   * ***Chrome*** * ***Mozila Firefox*** * ***Safari*** |

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

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

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

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| **Unit code** | ICTWEB502 |
| **Unit name** | Create dynamic web pages |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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

# **UAT 2 – Unit Project (UP)**

## **Purpose of the checklist**

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

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

## **Section 2: Reasonable adjustments**

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

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

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

# **Unit Assessment Task (UAT)**

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

**Assessment type:**

* Unit Project (UP) - Develop interactive and engaging website, using a range of features from various, appropriate language

**Assessment task description:**

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

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

* + Prepare a project proposal
  + Prepare a website
  + Test and debug the web document functionality
* You will receive your feedback within two weeks - you will be notified by your trainer/assessor when results are available.
* You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

**Applicable conditions:**

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

**Resubmissions and reattempts:**

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

**Location:**

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

**General Instructions for attempting the project:**

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

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

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

**Purpose of the assessment task:**

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

* Skills to analyse the requirements for web documents.
* Skills to create dynamic content.
* Skills to test the dynamic pages.
* Skills to write and edit computer code, and technical data, to ensure the correct syntax and accuracy.
* Skills to prepare project charter expressing ideas, explores complex issues, and is constructed logically, succinctly and accurately.
* Skills to prepare a website design brief for each webpage.

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

**Instructions to complete this assessment task**:

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

Resources required to complete the assessment task:

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

Assessment task Instructions

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

**Project Task:**

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

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

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

**Assessment activity a**

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

*Scenario:*

A commercial winery would like an e-commerce Website with checkout facilities, which could be used to e-market and e-sell all of its range of red and white wines and associated products including coolers, openers etc. They also require home page, site map, blogs and contact us page on their website.

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

1. They need a universal navigation panel on their website for all web pages.
2. They want you to select a template that complements their business slogan “The best drinks in the town.” The slogan should appear on each page under the website logo.
3. Images used should be available “free to use” and/or “labelled for reuse” and do not breach any copyright or license.
4. Detailed description for all the services organisation offers need to be included on the respective web-pages. Information on each web-page should be between 200 to 250 words.
5. Checkout requires user to enter their contact information and shipping address.
6. You must include username, email address, password, confirm password, first name, last name, gender, full address including street, suburb, postcode, and state, phone number and submit and reset options.
7. You must provide appropriate validation requirements in terms of characters required for each of the above-mentioned fields.
8. Mouseover and mouse out styles should be included for submit and reset buttons.
9. Assuming your trainer/assessor as the client, you are required to gain client approval on project proposal, development of website and testing and debugging the web document functionality.
10. You must test the website and code in a variety of web browsers for responsiveness and accessibility.

*Requirements:*

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

Your project proposal must determine the following:

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

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

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

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

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

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

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

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

**Performance checklist criteria: Part A**

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

**Assessment activity b**

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

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

You must use produce dynamic web pages that include both client and server-side dynamic content to create efficient and effective code to meet technical requirements. Your website should include:

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

## **Performance checklist criteria: Part B**

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

**Assessment activity C**

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

In this assessment task, you are required to test and debug the web document functionality in a variety of web browsers (at least three (3)).

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

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

## **Performance checklist criteria: Part C**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Test and debug the web document functionality * For a full project outline, please refer to the student assessment instructions | | |
| **Resources required for the unit assessment task** | * Unit assessment guide template * Access to live or simulated working environment * Interaction with others | | |
| **Does the candidate meet the following criteria** | **Yes** | **No** | **Trainer/Assessor Comments** |
| Tested and debugged the web document functionality in a variety of web browsers (at least three (3)). |  |  |  |
| Considered the client requirements when testing the functionality of the website.   * Navigation panels were tested. * Slogan was checked if it appears on each page. * Tested the username, email address, password, confirm password, first name, last name, gender, full address including street, suburb, postcode, and state, phone number and submit and reset options. * Mouseover and mouseout styles were tested for submit and reset buttons. |  |  |  |
| Confirmed whether the website and all of its functionalities have been developed successfully. |  |  |  |
| Undertook any remedial work, if required, based on feedback received from your trainer/assessor. |  |  |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTWEB502 |
| **Unit name** | Create dynamic web pages |
| **Outcome of Unit Assessment Task (UAT)** | |  | | --- | | **First attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)   |  | | --- | | **Second attempt:** |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S)  or Not Satisfactory (NS)  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year) |
| **Feedback to Student** | |  | | --- | | * **First attempt:** |  |  | | --- | | * **Second attempt:** | |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. I accept that all work I submit must be verifiable as my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** |  |
| **Date** |  |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  🗹 Vocational competencies at least to the level being delivered  🗹 Current relevant industry skills  🗹 Current knowledge and skills in VET, *and undertake*  🗹 Ongoing professional development in VET  *I declare that I have conducted an assessment of this candidate’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the above-named candidate.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | Outcome of Assessment has been entered onto the Student Management System on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |