

- i. Assessment Plan
- ii. Cyber Security Awareness for Individuals and Businesses (ICT-SNA-4007-1.1)

ASSESSMENT PLAN

Firstcom Academy Pte. Ltd.



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1 Version Control Record

Version	Effective Date	Changes	Developer
1.0	18 February 2023	For Pilot Launch	Dr. Alfred Ang
1.1	24 June 2024	Name of ATO amendments	Dr. Alfred Ang
2.0	09 July 2024	<ul style="list-style-type: none">• Updated Course Cover Page• Written and case study assessment no changes in the content• Included '(Last 4 characters)' into the NRIC/Passport number column	FIRSTCOM ACADEMY

2 Assessment Plan

2.1 Overview

This assessment plan provides the essential guidelines for conducting the full assessment process for Cyber Security Awareness for Individuals and Businesses.

2.2 Context of Assessment

The abilities and knowledge of this assessment is based on **Cyber Risk Management ICT-SNA-4007-1.1** TSC under Media Skills Framework

2.3 Candidate's Description

Demographics

- Typical age between 25 to 50 years, consisting of Singaporeans, Permanent Residence, Foreigners
- Varied Learners as some would have prior experience in IT industry while others are looking to gain knowledge to go into IT industry

Knowledge and Skills

- Able to operate using computer functions
- Minimum 3 GCE 'O' Levels Passes including English or WPL Level 5 (Average of Reading, Listening, Speaking & Writing Scores)

Attitude

- Positive Learning Attitude
- Enthusiastic Learner

Experience

- Minimum of 1 year of working experience.

2.4 Assessment Venue

The assessment is conducted in the classroom or training room

2.5 Assessment Methods

The assessment methods include direct performance evidence through written assessment. The assessment evidence generated will constitute a 'portfolio of evidence' to be assessed in relation to the TSC's abilities and knowledge.

ELO	Assessment Methods
ELO1: Design and develop assessments on cyber risks.	WA(SAQ), PP
ELO2: Identify cyber security risks, threats and vulnerabilities.	WA(SAQ), PP
ELO3 - Implement measures to safeguard cyber security.	WA(SAQ), PP

Note: WA = Written Assessment; PP = Practical Performance

2.6 Assessment Duration and Assessor to Candidate Ratio

Assessment Methods	Duration	Assessor to Candidate Ratio	Remarks
WA (SAQ)	60 mins	1:20	.
PP	90 mins	1:20	

2.7 Abilities Assessment Matrix

Enabling Learning Outcomes	Ability	Direct Evidence	WA (SAQ)	PP
ELO1: Design and develop assessments on cyber risks.	A1: Develop cyber risk assessment techniques to identify security loopholes and weaknesses in the business A2: Design cyber risk assessments by consolidating insights from the business and various functions	√	-	√
ELO2: Identify cyber security risks, threats and vulnerabilities.	A3: Identify cyber security risks, threats and vulnerabilities, and their impact on the organisation A4: Identify possible treatments for cyber risks, threats and vulnerabilities identified	√	-	√
ELO3 - Implement measures to safeguard cyber security.	A5: Implement endorsed treatment and measures to address security gaps	√	-	√

2.8 Knowledge Assessment Matrix

Enabling Learning Outcomes	Knowledge	Direct Evidence	WA (SAQ)	PP
ELO1: Design and develop assessments on cyber risks.	K1: Cyber risk assessment techniques	√	√	-
ELO2: Identify cyber security risks, threats and vulnerabilities.	K2: Security risks, threats and vulnerabilities K3: Possible treatments of security risks, threats and vulnerabilities	√	√	-
ELO3 - Implement measures to safeguard cyber security.	K4: Required levels of confidentiality, integrity, privacy and personal data protection, as well as privacy technologies	√	√	-

2.9 Abilities Evidence Gathering Plan

Enabling Learning Outcomes	Abilities	Bloom's Domain & Level	Evidence Requirement (Form & Type)	Assessment Methods		Assessment Tools
				WA (SAQ)	PP	
ELO1: Design and develop assessments on cyber risks.	A1: Develop cyber risk assessment techniques to identify security loopholes and weaknesses in the business A2: Design cyber risk assessments by consolidating insights from the business and various functions	P3	Direct Process	-	✓	Assessment Specification Assessment Records PP
ELO2: Identify cyber security risks, threats and vulnerabilities.	A3: Identify cyber security risks, threats and vulnerabilities, and their impact on the organisation A4: Identify possible treatments for cyber risks, threats and vulnerabilities identified	P3	Direct Product	-	✓	
ELO3 - Implement measures to safeguard cyber security.	A5: Implement endorsed treatment and measures to address security gaps	P3	Direct Product	-	✓	

2.10 Knowledge Evidence Gathering Plan

Enabling Learning Outcomes	Abilities	Bloom's Domain & Level	Evidence Requirement (Form & Type)	Assessment Methods		Assessment Tools
				WA (SAQ)	PP	
ELO1: Design and develop assessments on cyber risks.	K1: Cyber risk assessment techniques	C3	Direct Knowledge	✓	-	Assessment Specification Assessment Records WA(SAQ)
ELO2: Identify cyber security risks, threats and vulnerabilities.	K2: Security risks, threats and vulnerabilities K3: Possible treatments of security risks, threats and vulnerabilities	C3	Direct Knowledge	✓	-	
ELO3 - Implement measures to safeguard cyber security.	K4: Required levels of confidentiality, integrity, privacy and personal data protection, as well as privacy technologies	C3	Direct Knowledge	✓	-	

2.11 Assessment Specification

The following assessment specifications set out the guidelines on how assessment is to be implemented and conducted in accordance to the requirements of the WSQ system.

- **Specifications for the use of Written Assessment (SAQ)**
Section 2.11.1 specifies the requirements in using **Written Assessment (SAQ)** to assess competency. Apart from observation of performance, it also includes authentic product evidence which relate to competent performance.
- **Specifications for the use of Practicum Performance**
Section 2.11.2 specifies the requirements in using **Practicum Performance** to assess competency. Apart from observation of performance, it also includes authentic product evidence which relate to competent performance.

2.11.1 Assessment Specification for Written Assessment (O&A)

These guidelines concern assessing candidates at the training room through observations of their performances in authentic products relating to this assessment.

Specifications	Written Assessment (O&A)
Abilities and Knowledge	K1, K2, K3, K4
Duration	60 mins of written assessment (Q&A) in relation to the full portfolio of evidence is allocated for summative assessment
Venue	Training room/ designated assessment area
Set up	<ul style="list-style-type: none">• Appropriate for conducting a formal assessment of this type• Free from noise or interruptions
Conducting Written Assessment	<ul style="list-style-type: none">• Written questioning sessions can be conducted in a group situation, but must be invigilated• Sufficient time is allowed for briefing and clarification of questions. <p>Oral questioning may be used at the end of the formal period of written questions to cater for individual candidate's special needs if deemed useful and not compromising any aspect of the standard (e.g., candidate unable to express the correct response appropriately in a written style). This is consistent with the principle of flexibility.</p>
Recording Assessment Results	<ul style="list-style-type: none">• Record all findings and conclusions in the Assessment Form.• Tick (✓) in the column "C" for Competent and "NYC" for Not Yet Competent to indicate the outcome of the assessment for the specific performance criteria (PC).• Record observations for Competent, where applicable, in the "Evidence of C and NYC must be recorded" column.• Record reasons for Not Yet Competent, where applicable, in the "Evidence of C and NYC must be recorded" column.• An "NYC" in any Ability or Knowledge will result in an "NYC" in the Competency Element.• An "NYC" in any Competency Element will result in an "NYC" in the entire Competency Unit.• A candidate is deemed competent when she/he achieved a "C" for all PCs in the Competency Unit.
Feedback	<ul style="list-style-type: none">• Give the candidate feedback on the outcome and check for candidate's comments.• Provide clear and constructive feedback on overcoming gaps in competency using appropriate language.• Record all comments/feedback in the "Remarks" column of the Assessment Record.• Ask the candidate to sign the assessment record.• Sign the assessment record (assessor).

2.11.2 Assessment Specification for Practicum Performance

These guidelines concern assessing candidates at the training room through observations of their performances in authentic products relating to this assessment.

Specifications	Practicum Performance
Abilities and Knowledge	A1, A2, A3, A4, A5
Duration	90 mins of Practicum Performance in relation to the full portfolio of evidence is allocated for summative assessment
Venue	Training room/ designated assessment area
Set up	<ul style="list-style-type: none">• Appropriate for conducting a formal assessment of this type• Free from noise or interruptions
Conducting Written Assessment	<ul style="list-style-type: none">• Written questioning sessions can be conducted in a group situation, but must be invigilated• Sufficient time is allowed for briefing and clarification of questions.
Recording Assessment Results	<ul style="list-style-type: none">• Record all findings and conclusions in the Assessment Record Form.• Tick (✓) in the column “C” for Competent and “NYC” for Not Yet Competent to indicate the outcome of the assessment for the specific performance criteria (PC).• Record observations for Competent, where applicable, in the “Evidence of C and NYC must be recorded” column.• Record reasons for Not Yet Competent, where applicable, in the “Evidence of C and NYC must be recorded” column.• An “NYC” in any Ability or Knowledge will result in an “NYC” in the Competency Element.• An “NYC” in any Competency Element will result in an “NYC” in the entire Competency Unit.• A candidate is deemed competent when she/he achieved a “C” for all PCs in the Competency Unit.
Feedback	<ul style="list-style-type: none">• Give the candidate feedback on the outcome and check for candidate’s comments.• Provide clear and constructive feedback on overcoming gaps in competency using appropriate language.• Record all comments/feedback in the “Remarks” column of the Assessment Summary Record.• Ask the candidate to sign the assessment record.• Sign the assessment record (assessor).

3 Resources

This section provides the reference materials needed to implement and conduct the assessment.

3.1 Instructions for Assessors

The following instructions are generic for all assessment components:

- Assessors must inform candidates that the assessment components comprise the summative assessment for these competency units. They are required to explain the nature, process and specific requirements of the various assessment components.
- Candidates are to be informed that each assignment is part of their 'portfolio of evidence' to be submitted as summative assessment for these unit and should be appropriately compiled with other assessment components.
- Where candidates have to submit assignment products (e.g., assessment plan, validation reports, etc) assessors must be clearly inform candidates of the submission date and that failure to submit may result in a 'not yet competent' (NYC) assessment decision
- Assessors are to mark and give timely and appropriate feedback to candidates. They are to employ measures to ensure that the work is authentic and seek any clarifications where necessary. In case where evidence is lacking, oral questions, and other valid supplementary evidence, may be used in making the assessment decision.
- Candidates should be strongly encouraged to map their assignments against the various elements and PC's as part of their own learning process as well as preparation for the final interview assessment. They should also be advised to compile other relevant evidence, (e.g., from their work as assessors, but not part of the formal assessment on the programme) that strongly supports competence across the elements. However, do make the point that assessment evidence is not about quantity but relevance to standards involved.

3.2 Instructions for Candidates

In order to meet the competency standards, you must satisfactorily complete all assessment components in the programme. As this is a competency-based programme, there is no grading of candidates, you are either deemed 'competent' or "NYC'.

To be deemed competent, you are required to meet all the performance criteria (including range and context) in the elements for both units.

The following instructions apply for all assessment components:

- The assessment components comprise the summative assessment for these competency units. Your assessor will explain the nature, process and specific requirements of the various assessment components.
- Each assignment is part of your 'portfolio of evidence' to be submitted as summative assessment for these unit and should be appropriately compiled with other assessment components.
- Assessors will inform you concerning submission dates for the various assessment components. You are to **note** that failure to submit may result in a 'NYC' assessment decision
- Assessors will provide you with timely and appropriate feedback concerning your performance in all the assessment components.
- You are strongly encouraged to map the assignments against the various elements and PC's as part your self-learning and in preparation for the final interview assessment. You may also compile other relevant evidence, (e.g., from their work as assessors, but not part of the formal assessment on the programme) that strongly supports competence across the elements. **Note**, however, that assessment evidence is not about quantity by relevance to the elements and PC's involved.

3.3 Assessment Record for Written Assessment (Q&A)

Candidate's Name :		Start Time :	
Assessor's Name :		End Time :	

Learning Unit: Cyber Security Awareness for Individuals and Businesses				
Written Assessment (SAQ)				
Enabling Learning Outcomes	Abilities and Knowledge	Tick		Evidence of "C" and "NYC"
		C	NYC	
ELO1: Design and develop assessments on cyber risks.	K1: Cyber risk assessment techniques			
ELO2: Identify cyber security risks, threats and vulnerabilities.	K2: Security risks, threats and vulnerabilities K3: Possible treatments of security risks, threats and vulnerabilities			
ELO3 - Implement measures to safeguard cyber security.	K4: Required levels of confidentiality, integrity, privacy and personal data protection, as well as privacy technologies			

C: Competent; NYC: Not Yet Competent

3.4 Assessment Record for Practicum Performance

Candidate's Name :		Start Time :	
Assessor's Name :		End Time :	

Learning Unit: Cyber Security Awareness for Individuals and Businesses				
Practicum Performance				
Enabling Learning Outcomes	Abilities and Knowledge	Tick		Evidence of "C" and "NYC" must be recorded
		C	NYC	
ELO1: Design and develop assessments on cyber risks.	A1: Develop cyber risk assessment techniques to identify security loopholes and weaknesses in the business A2: Design cyber risk assessments by consolidating insights from the business and various functions			
ELO2: Identify cyber security risks, threats and vulnerabilities.	A3: Identify cyber security risks, threats and vulnerabilities, and their impact on the organisation A4: Identify possible treatments for cyber risks, threats and vulnerabilities identified			
ELO3 - Implement measures to safeguard cyber security.	A5: Implement endorsed treatment and measures to address security gaps			

C: Competent; NYC: Not Yet Competent

3.5 Assessment Summary Record

APPROVED TRAINING ORGANISATION: FirstCom Academy Pte Ltd		
Candidate Name (As in NRIC):	NRIC/WP Number:	Assessment Date:

Enabling Learning Outcomes	Abilities and Knowledge			
		WA (SAQ)	PP	
		Indicate C or NYC		

ELO1: Design and develop assessments on cyber risks.	K1: Cyber risk assessment techniques A1: Develop cyber risk assessment techniques to identify security loopholes and weaknesses in the business A2: Design cyber risk assessments by consolidating insights from the business and various functions	✓	✓			
ELO2: Identify cyber security risks, threats and vulnerabilities.	K2: Security risks, threats and vulnerabilities K3: Possible treatments of security risks, threats and vulnerabilities A3: Identify cyber security risks, threats and vulnerabilities, and their impact on the organisation A4: Identify possible treatments for cyber risks, threats and vulnerabilities identified	✓	✓			
ELO3 - Implement measures to safeguard cyber security.	K4: Required levels of confidentiality, integrity, privacy and personal data protection, as well as privacy technologies A5: Implement endorsed treatment and measures to address security gaps	✓	✓			

DE: Direct Evidence - Observation of performance and authentic work products; WA: Written Assessment; PP :Practical Performance

Feedback on outcome by Assessor/ Feedback by candidate:

{Feedback on the overall performance or in the case of NYC; any area of skills gap and improvement needed}

This candidate has been assessed as

COMPETENT in the Learning Unit:

NOT YET COMPETENT in the Learning Unit

Candidate Name (As in NRIC)		Assessor Name	
Candidate Signature		Assessor Signature	
Date:		Date:	
<i>By signing, the candidate is agreeing to accept the assessment outcome</i>		<i>By signing, the assessor is agreeing to have duly assessed the performance criteria and underpinning knowledge as required in the competence units</i>	

3.6 Code of Practice for Assessors

- 1) The differing needs and requirements of the person(s) being assessed, the local enterprise(s) and/or industry are identified and handled with sensitivity.
- 2) Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary.
- 3) All forms of harassment are avoided throughout the planning, conduct, reviewing and reporting of the assessment outcomes.
- 4) The rights of the candidate(s) are protected during and after the assessment.
- 5) Personal or interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes.
- 6) The candidate(s) is made aware of rights and processes of appeal.
- 7) Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency.
- 8) Assessment decisions are based on available evidence that can be produced and verified by another assessor.
- 9) Assessments are conducted within the boundaries of the assessment system policies and procedures.
- 10) Formal agreement is obtained from both the candidate(s) and the assessor that the assessment is carried out in accordance with agreed procedures.
- 11) Assessment tools, systems, and procedures are consistent with equal opportunity legislation.
- 12) The candidate(s) is informed of all assessment reporting processes prior to the assessment.
- 13) The candidate(s) is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment.
- 14) Confidentiality is maintained regarding assessment results.
- 15) Results are only released with the written permission of the candidate(s).
- 16) The assessment results are used consistently with the purposes explained to the candidate.
- 17) Self-assessments are periodically conducted to ensure current competencies against the assessment and Workplace Training Competency Standards.
- 18) Professional development opportunities are identified and sought.
- 19) Opportunities for networking amongst assessors are created and maintained.
- 20) Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

3.7 Checklist for Assessors

S/No.	Items	Tick (✓)
1.	Verify candidate's identity	
2.	Explain the purpose, process and duration of assessment	
3.	Explain the appeal process	
4.	Check with candidate for any special needs	
5.	Ask candidate to clarify doubts	
6.	Check if candidate is ready to proceed with assessment	
7.	Record the start and end time of assessment	
8.	Record all evidence and comments/feedback in the Assessment Record	
9.	Provide feedback to candidate at the end of assessment	
10.	Record results and feedback in Summary Assessment Record (A candidate is deemed competent when she/he achieved a "C" for all abilities and knowledge.)	
11.	Sign appropriate pages	
12.	Ensure candidate signs on Summary Assessment Record	
13.	Submit all completed forms to the Person in Charge	

3.8 Pre-Assessment Information for Candidate

Assessors are required to provide candidates with relevant pre-assessment information which includes, but is not limited

- 1) This assessment of a range of assessment methods, including Written Assignment (Q&A), Written Assignment (Case Study) and Oral Questioning. The conduct of assessment may be one-on-one and in a group context as outlined in the Assessment Specifications.
- 2) For these competency elements and the required performance criteria (including range and context) will be assessed. Refer to the Assessment Specifications and 'Instructions for Candidates' for a detailed coverage of the assessment requirements.
- 3) You have a right of appeal to assessment decisions in accordance with Tertiary Infotech Pte Ltd appeal procedures
- 4) The conditions for granting a deferred assessment are:
 - Medical grounds – a medical report or certificate from registered medical practitioners
 - Unexpected and exceptional circumstances which may include (but are not limited to):
 - accidents (sporting, motor vehicle, etc) where an injury is sustained bereavement

Unexpected and exceptional circumstances **does not** include cases where candidates have mistaken the day, time or venue of assessment.