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**ICTICT515**

**Task 2**

**Student ID:** 83126277

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

# **UAT 2 – Role Play/ Presentation**

## **Purpose of the checklist**

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

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

## **Section 2: Reasonable adjustments**

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

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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)** |
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# **Unit Assessment Task (UAT)**

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

**Assessment type:**

* Role Play/Presentation

**Assessment task description:**

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

**Applicable conditions:**

* This role play test is timed.
* Time allowed to deliver the presentation is 15-20 minutes.
* Time allowed to develop required resources for presentation is 3 weeks prior to the presentation.
* You are expected to make PowerPoint presentation.
* Electronic devices are allowed during this assessment task.
* This roleplay should be performed by two students and trainer will act as manager.
* No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
* As you complete this assessment task you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
* Trainer/Assessor may ask you relevant questions during this assessment task.

**Resubmissions and reattempts:**

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

**Location:**

* This assessment task must be completed in classroom or by other means which allowed by the Trainer.

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

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

**Information about role play:**

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

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

* This assessment task requires the you to participate in a role play and to gather the required information from the key stakeholders.
* Presentation must demonstrate the student’s understanding and skills of the unit.
* Student need to be briefed on the role play a minimum of 3 weeks prior to the due date as set out in the delivery and assessment guide for this unit.
* A copy of the observation checklist (found in the Assessment Guide) in relation to this unit must be made available to students a minimum of three weeks prior to the assessment.
* Your assessor will provide you with initial oral feedback in class, after the presentations by yourself and others. This may take the form of individual feedback, if time allows, or it may be incorporated in observations of a general nature in the debriefing exercise following the role play. Written feedback incorporating the feedback on your individual presentation, role play and preparatory work will be provided within two weeks from the due date of your assessment.
* Your assessor will use an observation checklist/observation guide and provide written feedback indicating whether your role play and related preparatory work is satisfactory or not satisfactory.
* A copy of the observation checklist will be made available to students with this role play task, a minimum of three weeks prior to the assessment.
* If all assessment tasks are deemed Satisfactory (S), then the unit outcome is Competent (C).
* If at least one of the assessment task is deemed Not Satisfactory (NS), then the unit outcome is Not Yet Competent (NYC).
* Once all assessment tasks allocated to this Unit of Competency have been undertaken, trainer/assessor will complete an Assessment plan to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
* The “Assessment Plan” is available with the Unit Assessment Pack (UAP) – Cover Sheet.

**Purpose of the assessment task:**

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

* Skills to Identify organisational structure, culture and politics in relation to support requirements
* Skills to identify organisational stakeholders
* Skills to develop business relationship with client across the appropriate number of organisational units
* Skills to work with client to define the business problem to be investigated
* Skills to establish system boundaries and scope
* Skills to work with client to substantiate documentation
* Skills to supervise information gathering from identified clients of the system
* Skills to work with client to verify system specifications, updating documentation as required
* Skills to obtain final approval and sign-off from client
* Skills to answer the questions asked by the audience/trainer and assessor.

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

**Instructions to complete this assessment task:**

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

Resources required to complete the assessment task:

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

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

**Scenario:**

You as an IT Project Manager in the company. You have a good understanding on establishing business relationship, determining context of business need or problem, analysing new information and confirming system specifications.

You have to verify client business requirements.

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

**Criteria requirements:**

Prepare a power-point containing the following information:

Criteria 1: Prepare documentation expressing how to establish business relationship, including

* + Organisational structure, culture and politics in relation to support requirements
  + Organisational stakeholders
  + Develop business relationship with client across the appropriate number of organisational units and

Criteria 2: Prepare documentation expressing how to determine context of business need or problem, including

* + Work with client to define the business problem to be investigated
  + System boundaries and scope
  + Work with client to substantiate documentation

Criteria 3: Prepare documentation expressing how to analyse new information, including

* + Supervise information gathering from identified clients of the system

Criteria 4: Prepare documentation expressing how to confirm system specifications, including

* + Work with client to verify system specifications, updating documentation as required
  + Obtain final approval and sign-off from client

**Role Play**

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

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

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

1. Your client will ask you a number of questions to understand your knowledge and skills on:
   1. Establish business relationship
   2. Determine context of business need or problem
   3. Analyse new information
   4. Confirm system specifications
2. Feedback and suggestions from the client

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

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

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **During the role play/presentation did the student do the following:** | | Yes | No | Comments |
| 1. Roleplay activity | Criteria 1: Prepare documentation expressing how to establish business relationship, including   * + Organisational structure, culture and politics in relation to support requirements   + Organisational stakeholders   + Develop business relationship with client across the appropriate number of organisational units and   Criteria 2: Prepare documentation expressing how to determine context of business need or problem, including   * + Work with client to define the business problem to be investigated   + System boundaries and scope   + Work with client to substantiate documentation   Criteria 3: Prepare documentation expressing how to analyse new information, including   * + Supervise information gathering from identified clients of the system   Criteria 4: Prepare documentation expressing how to confirm system specifications, including   * + Work with client to verify system specifications, updating documentation as required   + Obtain final approval and sign-off from client |  |  |  |
| 2. Roleplay activity | The Manager will ask you a number of questions to understand your knowledge and skills on:  a.1. Establish business relationship  a.2. Determine context of business need or problem  a.3. Analyse new information  a.4. Confirm system specifications  b. Feedback and suggestions from the client |  |  |  |

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

## **Assessment Task 2 – Role Play**

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

|  |  |
| --- | --- |
| **Unit code** | ICTICT515 |
| **Unit name** | Verify client business requirements |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |