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

# **UAT 3 – Unit Project (UP)**

## **Purpose of the checklist**

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

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

## **Section 2: Reasonable adjustments**

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

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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 3 – Unit Project (UP)**

**Assessment type:**

* Unit Project (UP)

**Assessment task description:**

* This is the third (3) assessment task you have to successfully complete to be deemed competent in this unit of competency.
* This assessment task is divided into three parts.
  + Part 1 requires you to develop a test plan for a sample website provided by your trainer.
  + Part 2 requires you to conduct the test and generate test report.
  + Part 3 requires you to analyse and classify results.
* You will receive your feedback within one month - 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 a classroom, learning management system (i.e. Moodle), workplace, or independent learning environment.
* 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 be creating documents in this assessment task.
* You will be expanding the knowledge and skills acquired during the previous assessment task.
* Instructions to create the documents are provided within the assessment task.
* You will be required to correctly attempt all activities of this assessment task.

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

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

**Purpose of the assessment task:**

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

* Skills to determine acceptance criteria from system specifications
* Skills to determine and document software life cycle according to system specifications and contact in operations
* Skills to define test plan from acceptance criteria, software life cycle, system specifications and in compliance with organisational testing and acceptance processes
* Skills to notify contact in operations of scheduled tests to understand implications for operations and modify schedule to minimise implications for operations
* Skills to develop test scripts for online test and test run for batch test according to test plan
* Skills to prepare test environment and select test tools according to test plan
* Skills to prepare test logs and result sheets according to test plan
* Skill to conduct walk-through with superior to review expected results against acceptance criteria and incorporate feedback
* Skills to create clean test environment and initialise test environment according to test plan
* Skills to run test scripts and document results according to organisational testing and acceptance processes and test plan
* Skills to finalise test environment and document completed tests according to test plan and test logs and result sheets.
* Skills to compare and document actual results to expected results for each system unit and complete result sheets
* Skills to analyse test results against acceptance criteria to identify variances
* Skills to summarise and classify test results to prepare report highlighting critical and urgent variances
* Skills to notify contact in operations of test completion to communicate implications
* Skills to obtain and incorporate feedback from superior on test results report to finalise report
* Skills to answer the questions asked by the audience/trainer and assessor.

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

**Instructions to complete this assessment task**:

* You must include the following particulars in the footer section of each page of the attached sheets:
  + Student ID or Student Name
  + Unit ID or Unit Code
  + Course ID or Course Code
  + Trainer and assessor name
  + Page numbers
* You must staple the loose sheets together along with the cover page.
* You must attach the loose sheets chronologically as per the page numbers.
* Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.
* 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***
* ***Website development environment***
* ***A server***
* ***A database server***
* ***Web browsers.***

**Project Task:**

This assessment task has three (3) parts.

Part 1 requires you to develop a test plan for a sample website provided by your trainer.

The test plan (<http://uniinstitute.com.au/ica50615/pst_respak/images/Template%20TESTPLAN.pdf>) should include the following items:

* Test items
* Features to be tested
* Features not to be tested
* Approach
* Pass/ Fail criteria
* Testing Process
* Environmental requirements
* Change management procedures
* Plan approvals

Part 2 requires you to conduct the test and generate test report.

The test report should include the following items

* Functions
* Descriptions
* % Test Cycle Executed
* % Test Cycle Passed
* Test Cycle Pending
* Priority
* Remarks

Part 3 requires you to analyse and classify results.

Compare the test result with acceptance criteria, classify any critical and urgent variances

You will be assessed based upon the following performance criteria:

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| --- | --- |
| You must meet the below criteria in order to successfully complete this part of the assessment. | |
| 1. Test Plan | * Test items should be listed depends on the sample website, e.g. program modules, job control procedures, user procedures, operator procedures * Features to be tested should be mentioned * Features not to be tested should be mentioned * Approach to testing should be listed, e.g. Component testing, Integration testing, etc * Pass/ Fail criteria should be classified * Testing Process should have deliverables, tasks, resources, schedule, etc. * Environmental requirements should be mentioned, e.g. hardware, software, security, tools, etc. * Change management procedures * Plan approvals |
| 1. Conduct the test and generate test report | * Functions should be listed * Descriptions should be clearly stated * % Test Cycle Executed * % Test Cycle Passed * Test Cycle Pending * Priority * Remarks |
| 1. Analyse and classify results | Compare the test result with acceptance criteria, classify any critical and urgent variances |

## **Performance checklist criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| **Trainer/ Assessor to complete** | | | |
| **Assessment activities to be completed** | * Develop the test plan * Conducted the test and generated the test report * Analysed and classified the results * 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** |
| Developed the test plan with the following elements |  |  |  |
| • Test items should be listed depends on the sample website, e.g. program modules, job control procedures, user procedures, operator procedures |  |  |  |
| • Features to be tested should be mentioned |  |  |  |
| • Features not to be tested should be mentioned |  |  |  |
| • Approach to testing should be listed, e.g. Component testing, Integration testing, etc |  |  |  |
| • Pass/ Fail criteria should be classified |  |  |  |
| • Testing Process should have deliverables, tasks, resources, schedule, etc. |  |  |  |
| • Environmental requirements should be mentioned, e.g. hardware, software, security, tools, etc. |  |  |  |
| • Change management procedures |  |  |  |
| • Plan approvals |  |  |  |
| Conducted the test and generated the test report |  |  |  |
| • Functions should be listed |  |  |  |
| • Descriptions should be clearly stated |  |  |  |
| • % Test Cycle Executed |  |  |  |
| • % Test Cycle Passed |  |  |  |
| • Test Cycle Pending |  |  |  |
| • Priority |  |  |  |
| • Remarks |  |  |  |
| Analysed and classified the results |  |  |  |

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

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

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

|  |  |
| --- | --- |
| **Unit code** | ICTSAS519 |
| **Unit name** | Perform systems tests |
| **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** | Alessandro Ferro |
| **Date** | 23/07/2020 |
| **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) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |