



VOCATIONAL EDUCATION & TRAINING (VET) UNIT ASSESSMENT PACK (UAP) COVERSHEET

Student and Trainer/Assessor Details

Student ID	
Student name	
Contact number	
Email address	
Trainer/Assessor name	

Course and Unit Details

Course code/Course name	ICT50220 Diploma Of Information Technology (Front End And Back End Web Development)
Unit code/Unit name	ICTWEB518 - Build A Document Using Extensible Mark-Up Language
Term/ Year	Term 4, 2022

Assessment Submission Method

<input type="checkbox"/> Online submission via Kent Learning Management System (LMS) (Moodle)
<input type="checkbox"/> Submitted by any other method _____ (Please mention here)

Student Declaration

I _____ certify that by ticking the boxes below I have read and accept the statements below as being true and correct:

I certify that the **work** submitted for this Unit 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 student misconduct and I am familiar with the *Kent Academic Misconduct Policy & Procedures* (Kent Website [MyKent Student Link](#)> *Student Policies and Forms > POLICY – Academic Misconduct Policy & Procedures – Student Login Required*);

I have kept a copy of this *Unit Assessment Pack* and all relevant notes, attachments, and reference material that I used in the production of the Unit 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). Refer to all details regarding Plagiarism and misconduct detailed in the *Kent Academic Misconduct Policy & Procedures* (access link above).

Student Declaration is accepted by ticking this box to indicate statements above are accepted.

Date: ____/____/____

ASSESSMENT PLAN

To demonstrate Competence (C) in this Unit, a student must be assessed as Satisfactory (s) 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)		<input type="checkbox"/> S / <input type="checkbox"/> NS (First Attempt) <input type="checkbox"/> S / <input type="checkbox"/> NS (Second Attempt)
Unit Assessment Task 2	Unit Skills Test (UST)		<input type="checkbox"/> S / <input type="checkbox"/> NS (First Attempt) <input type="checkbox"/> S / <input type="checkbox"/> NS (Second Attempt)
Unit Assessment Task 3	Unit Project (UP)		<input type="checkbox"/> S / <input type="checkbox"/> NS (First Attempt) <input type="checkbox"/> S / <input type="checkbox"/> NS (Second Attempt)
Final result	<input type="checkbox"/> C/ <input type="checkbox"/> NYC	Date assessed	
		Trainer/Assessor Signature	

ASSESSMENT CONDITIONS

Unit purpose/application

- This unit describes the skills and knowledge required to design and build an extensible markup language (XML) document.
- It applies to individuals who work in development roles and have highly developed technical skills in using XML documents.
- No licensing, legislative or certification requirements apply to this unit at the time of publication.

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

- Establish and analyse document specifications
- Design and develop document
- Test and finalise document

Training and assessment resources required to complete this unit of competency

You will have access to the following:

- Learner guide
- PowerPoint presentation
- Student Unit Tool (UST)
- Access to other learning materials such as textbooks

The resources required for these assessment tasks also include:

- the client or business requirements
- an XML parser and authoring tool
- web browsers and devices
- hardware, software, and tools required to use extensible markup language

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Submission instructions

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

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, Kent 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 Kent student or with individuals or students external to Kent. 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 *Kent Academic Misconduct Policy & Procedure* for details on the policy on academic integrity, plagiarism and collusion Kent Website Link ([Documents](#)> *Student Policies and Forms* > *POLICY– Academic Misconduct Policy & Procedure – Student Login Required*)

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in *Kent's Academic Misconduct Policy & Procedure*.

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

Other Important unit specific Information

N/A

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).

Prerequisite/s

Nil

Co-requisite/s

Nil

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.

Relevant Legislation

- Australian Human Rights Commission Act 1986
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Code of ethics and codes of conduct
- Ethical Principles in the Workplace
- Codes of practice
- The Privacy Act 1988 (Privacy Act) and Australian Privacy Principles (APPs)
- Occupational Health and Safety Act 2004
- Work Health and Safety Act 2011

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.

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.agf.edu.au/>

Further Information

For further information about this unit go to: <https://training.gov.au/Training/Details/ICTWEB518>

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 and quality assurance department/administration department in your RTO for continuously improving our assessment and student resources.

Feedback to students

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 the Kent Head of Vocational Education or VET Administration or the Kent Manager Risk & Compliance who is the Kent staff members responsible for looking after the quality and compliance services for Kent.

For more information, please refer to Kent Student Handbook.

Unit Pre-Assessment Checklist (UPAC)

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 on 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. Refer to the Kent Complaints & Appeals Policy & Procedure ([Documents > Student Policies and Forms > POLICY- Complaints and Appeals Policy & Procedure – Student Login Required](#))
- Please make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the *Reasonable Adjustments Strategy Matrix* in this Unit Assessment Pack 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 and/or support documentation 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, integrity 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 VET Department for any reasonable adjustments made.

All evidence and supplementary documentation must be submitted with the Unit Assessment Pack to the Kent Academic Unit (VET).

REASONABLE ADJUSTMENT STRATEGIES MATRIX

(Trainer/Assessor to complete)

Category	Possible Issue	Reasonable Adjustment Strategy (select as applicable)
<input type="checkbox"/> LLN	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Confidence	<input type="checkbox"/> Verbal assessment <input type="checkbox"/> Presentations <input type="checkbox"/> Demonstration of a skill <input type="checkbox"/> Use of diagrams <input type="checkbox"/> Use of supporting documents such as wordlists
<input type="checkbox"/> Non-English Speaking Background	<input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Cultural background <input type="checkbox"/> Confidence	<input type="checkbox"/> Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process <input type="checkbox"/> Use methods that do not require a higher level of language or literacy than is required to perform the job role <input type="checkbox"/> Use short sentences that do not contain large amounts of information <input type="checkbox"/> Clarify information by rephrasing, confirm understanding <input type="checkbox"/> Read any printed information to the student <input type="checkbox"/> Use graphics, pictures and colour coding instead of, or to support, text <input type="checkbox"/> Offer to write down, or have someone else write, oral responses given by the student <input type="checkbox"/> Ensure that the time available to complete the assessment, while meeting course requirements, takes account of the student's needs
<input type="checkbox"/> Indigenous	<input type="checkbox"/> Knowledge and understanding <input type="checkbox"/> Flexibility <input type="checkbox"/> Services <input type="checkbox"/> Inappropriate training and assessment	<input type="checkbox"/> Culturally appropriate training <input type="checkbox"/> Explore understanding of concepts and practical application through oral assessment <input type="checkbox"/> Flexible delivery <input type="checkbox"/> Using group rather than individual assessments <input type="checkbox"/> Assessment through completion of practical tasks in the field after demonstration of skills and knowledge.
<input type="checkbox"/> Age	<input type="checkbox"/> Educational background <input type="checkbox"/> Limited study skills	<input type="checkbox"/> Make sure font size is not too small <input type="checkbox"/> Trainer/Assessor should refer to the student's experience <input type="checkbox"/> Ensure that the time available to complete the assessment takes account of the student's needs <input type="checkbox"/> Provision of information or course materials in accessible format. <input type="checkbox"/> Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures <input type="checkbox"/> Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g. relocating

		<p>classes to an accessible venue</p> <ul style="list-style-type: none"> <input type="checkbox"/> Changes to course design, e.g. substituting an assessment task <input type="checkbox"/> Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift
<input type="checkbox"/> Educational background	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Discuss with the Student previous learning experience <input type="checkbox"/> Ensure learning and assessment methods meet the student's individual needs
<input type="checkbox"/> Disability	<input type="checkbox"/> Speaking <input type="checkbox"/> Hearing <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Numeracy <input type="checkbox"/> Limited study skills and/or learning strategies	<input type="checkbox"/> Identify the issues <input type="checkbox"/> Create a climate of support <input type="checkbox"/> Ensure access to support that the student has agreed to is available <input type="checkbox"/> Structure the assessment appropriately <input type="checkbox"/> Provide information or course materials in accessible format, e.g. a textbook in braille <input type="checkbox"/> Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures <input type="checkbox"/> Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write <input type="checkbox"/> Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue <input type="checkbox"/> Changes to course design, e.g. substituting an assessment task <input type="checkbox"/> Modifications to physical environment, e.g. installing lever taps, building ramps, installing a lift

Explanation of reasonable adjustments strategy used (If required)

Name of Trainer/Assessor: _____

Signature of Trainer/Assessor: _____

Date: ____/____/____

Unit Assessment Task (UAT) 1 – Unit Knowledge Test (UKT) Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Knowledge Test

Assessment task description:

- This is the first (1) unit of assessment task student has to successfully complete to be deemed competent in this unit of competency.
- The Unit Knowledge Test is comprised of written questions.
- Student must respond correctly to all the question and submit them to the Trainer/Assessor.
- Student must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task.
- Trainer/Assessor is required to provide the feedback within two weeks and notify students when results are available

Applicable conditions:

- All knowledge tests are untimed and are conducted as open book tests (this means a student can refer to textbooks during the test).
- A student must read and respond to all questions.
- A student may handwrite/use computers to answer the questions.
- A student 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.
- The Trainer/Assessor must assess a student's written skills and knowledge as the student completes this assessment task.
- The Trainer/Assessor may ask a student relevant questions on this assessment task to ensure that this is the student's own work.

Resubmissions and reattempts:

- Where a student's answers are deemed not satisfactory after the first attempt, a re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g., can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link (*MyKent Student Link* > *Student Policies and Forms* > *DOC– Kent Student Handbook (VET) – Student Login Required*)

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e., Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.
- A student must not 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.

- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the 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 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, the 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) – Coversheet.

Purpose of the assessment

This assessment task is designed to evaluate your knowledge for the following:

- evaluation and moderation methods
- relevant legislation and regulation
- resource types, characteristics and supply
- funding requirements
- monitoring and control systems
- compliance policies, processes, and procedures
- legal and regulatory requirements relating to monitoring breaches and conflicts
- program funding models
- risk management standards and methodology.

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 Lead diversity and inclusion.
- To make full and satisfactory responses a student 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.
- A student may attach a separate sheet if required.
- A student 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
- A student must staple the loose sheets together along with the cover page.
- A student 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.
- 10% less or more words will be accepted in each knowledge question, but cannot exceed that mark.

Training and assessment resources required to complete this unit of competency:

You will have access to the following:

- Learner guide
- PowerPoint presentation
- Student Unit Tool (UST)
- Access to other learning materials such as textbooks

The resources required for these assessment tasks also include:

- the client or business requirements
- an XML parser and authoring tool
- web browsers and devices
- hardware, software, and tools required to use extensible markup language

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessment Task 1 - Unit Knowledge Test (UKT)

Provide your response to each question in the box below.

Q1:	Answer the following question: what is extensible markup language (XML)? What are the benefits of using XML? please limit your answers in 150-200 words in the spaces provided.	Satisfactory Response?	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			
Feedback:			
Q2:	Answer the following question: what is unified-modelling language (UML)? Please explain the usage of UML in the spaces provided.	Satisfactory Response?	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			

Q3:	Answer the following questions: What are the software implications for XML programming?	Satisfactory response	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			
Feedback:			
Q4:	What are the standards impacting XML programming?	Satisfactory response	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			
Feedback:			
Q5:	Please explain the design methodologies phases in Software development life cycle or software engineering life cycle	Satisfactory response	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			

Feedback:		
Q6:	Why document type definition (DTD) is very important to follow in creating XML document? Please explain in the spaces provided.	Satisfactory response
		Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Answers:</i>		
Feedback:		
Q7:	Please explain the XML document components including entities, elements and their attributes in the spaces provided	Satisfactory response
		Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Answers:</i>		
Feedback:		
Q8:	What do you mean by debugging methods? Why is it important to know in programming languages?	Satisfactory response
		Yes <input type="checkbox"/> No <input type="checkbox"/>
<i>Answers:</i>		

Feedback:			
Q9:	Why do you need to document validation and testing procedures	Satisfactory response	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			
Q10:	Please answer the following question: Why it is important to know the organisational policies, procedures, and standards applicable to building XML documents.	Satisfactory response	
		Yes <input type="checkbox"/>	No <input type="checkbox"/>
<i>Answers:</i>			
Feedback			

Assessment Task 1 – Unit Knowledge Test (UKT)

Performance criteria checklist for unit assessment task:

(Trainer/Assessor to complete)

Assessment activities to be completed	<ul style="list-style-type: none"> • Knowledge Test 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> • Unit assessment guide template • Access to live or simulated working environment • Interaction with others 		
To be assessed as satisfactory (S) in this assessment task the student needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
extensible markup language			
unified-modelling language			
software implications for XML programming			
standards impacting XML programming			
design methodologies including software engineering life cycle			
document type definition (DTD)			
XML document components including entities, elements and their attributes			
debugging methods			
document validation and testing procedures			
organisational policies, procedures and standards applicable to building XML documents.			
The student's performance was:	<input type="checkbox"/> Not yet Satisfactory <input type="checkbox"/> Satisfactory		
Feedback to student:			
Student Signature			
Observer Signature			
Date:			

UNIT ASSESSMENT RESULT SHEET (UARS)

Assessment Task 1 – Unit Knowledge Test (UKT)

Student and Trainer/Assessor Details

Unit code	ICTWEB518
Unit name	Build a document using extensible markup language
Outcome of Unit Assessment Task (UAT)	<div style="border: 1px solid black; padding: 2px;">First attempt:</div> <p>Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p>
	<div style="border: 1px solid black; padding: 2px;">Second attempt:</div> <p>Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p>
Feedback to Student	<div style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> First attempt: </div>
	<div style="border: 1px solid black; padding: 2px;"> <input type="checkbox"/> Second attempt: </div>
Student Declaration	<input type="checkbox"/> 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. <input type="checkbox"/> I have kept a copy of all relevant notes and reference material that I used as part of my submission. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> All appeal options have been explained to me.
Student Signature	<input type="checkbox"/> Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.
Date	
Trainer/Assessor Name	
Trainer/Assessor	I hold: <input type="checkbox"/> Vocational competencies at least to the level being delivered

Declaration	<input type="checkbox"/> Current relevant industry skills <input type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i> <input type="checkbox"/> Ongoing professional development in VET <input type="checkbox"/> I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. <input type="checkbox"/> I declare that I have conducted a fair, valid, reliable, and flexible assessment. <input type="checkbox"/> I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle) on _____ (insert date) by (insert Staff Member Name) _____

Unit Assessment Task (UAT) 2 – Unit Skills Test (UST) Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Unit Skills Test (UST)

Assessment task description:

- This is the second (2) unit of assessment task student has to successfully complete to be deemed competent in this unit of competency.
- Student must respond correctly to all the question and submit them to the Trainer/Assessor.
- Student must answer all questions to the required level, e.g., provide the number of points, to be deemed satisfactory in this task.
- Trainer/Assessor is required to provide the feedback within two weeks and notify students when results are available

Applicable conditions:

- This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook).
- You must read and respond to all the 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 re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g. can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link ([MyKent Student Link](#)> *Student Policies and Forms* > *DOC– Kent Student Handbook (VET) – Student Login Required*)

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e., Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.
- A student must not 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.

- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the 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 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, the 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) – Coversheet.

Purpose of the assessment

The purpose of this assessment task is to assess the student's knowledge and skills essential to Build a document using extensible markup language in a range of contexts and industry settings. They also needs to demonstrate the following skills:

- Analyses specifications and other documentation from a variety of sources, and consolidates information when determining requirements
- Accepts responsibility for planning and sequencing complex tasks and workload
- Negotiates key aspects with others, including required capabilities, efficiencies and effectiveness
- Applies systematic and analytical decision-making processes for complex situations and issues
- Takes responsibility for following policies, procedures and industry standards
- Uses and investigates new digital technologies and applications
- Manages and manipulates data, and communicates with others in a secure and stable digital environment

Assessment Task 2 - Unit Skills Test (UST)

Instructions:

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' skills essential to Lead diversity and inclusion.
- To make full and satisfactory responses a student 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.
- A student may attach a separate sheet if required.
- A student 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
- A student must staple the loose sheets together along with the cover page.
- A student 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
- Kent Learning Management System (Moodle)

Assessment environment

The assessment can be completed in one of the following assessment environments:

- Online environment
- Simulated environment/ Classroom environment
- Workplace environment
- learning management system (i.e., Moodle)

Assessment Task 2: Unit Skills Test (UST)

Establish and analyse document specifications

This assessment task requires you to develop a complex website layout, styled and formatted, using cascading style sheets (CSS). You are also required to test the web pages in a variety of browsers and validate CSS against industry standards.

You must follow the user requirements mentioned below to design the website:

Case study Scenario

Allan Smith the CEO of Allan Cakeshop® a renowned cakeshop company in Sydney CBD and operating for the last 10 years. Their client is the commuter to Sydney CBD and always stop by the cakeshop to purchase their delicious ranges of the cakes, pastries, bread, cookies, and other bakery products. Allan Cakeshop was maintaining the client transactions like purchase, orders and booking through a standalone database system for the past years. Because of the pandemic and lockdown, they are facing problems. Their reputed customers would love to order their products and would love to accept their delicious products delivered at their doors. Currently they are handling these orders by the phone and believe it's too much works to handle and not possible anymore manually.

Currently they are seeking your advice and expertise to create a web-based system for them which can automate their whole operation and relief their staffs and also the workload of Mr. Smith and other management.

Current System

The previous developer has created an XML based database to keep all their products and an Excel file was used to open, add, edit, and delete this XML data. Without knowing the full technologies these data were used by the Excel file that was created by the precious technical person they hired. The company currently handles these activities using a standalone system and *they want to develop a web-based system to provide a better service to their customers*. The system needs to provide various functionalities and services to the customers as well as for the staff of the Allan Smith Cakeshop®.

The Current XML Data

Cake Name	Image	Description	Price
Chocolate cake	Cake1.jpg	This is chocolate cake	\$19.95
Chocolate muse	Cake2.jpg	This is chocolate muse	\$20.95
Tiramisu	Cake3.jpg	This is Tiramisu cake	\$21.95
Ferrero lava	Cake4.jpg	This is made with cholate and vanilla cream	\$40.55
Luxe Royal	Cake5.jpg	This is traditional cake	\$55.50

Note: you may collect more cakes name and description from:

<https://www.instacake.com.au/collections/cakes>

Also, they expect their system to be secure enough to protect the data from unauthorized access, virus attacks, hackers and etc. Hence, you need to recommend good security measures for the system.

Based on the following specific requirement by the system of the organization that you are given you have some of the following tasks to perform:

- Determine CSS requirements
- Develop CSS and web pages
- Test and validate CSS and web pages

Specific Requirements by the system

- **Home page and other pages:** Mr. Smith has a specific requirement to display his company's home page with gorgeous style and theme.
- **Login Module:** Performs all the operations of the Login Functionality e.g., provide log-in and password fields to enter the username and the password of the registered users.
 - Forgot Password Module
 - Profile Module: User can change their profile details from this module
 - Change Password Module: User will be able to change their passwords
 - Logout Module
 - Dashboard Module: Each user has their own dashboard
- **Product Module:** Property module performs the below operations:
 - Add Category: Add new records for the bakery category
 - Add products: Add new records for the cakes and other products
 - Edit products: Edit any of the existing records of Products
 - Delete Products: Delete the exiting records of Products
 - Detail View of Products: It displays the detail view of the Products
 - Listing Products: Generates the lists of all of the existing Products
- **Customer Module:** Customer module performs the below operations:
 - Add Customer: Add new records for the Customer
 - Edit Customer: Edit any of the existing records of Customer
 - Delete Customer: Delete the exiting records of Customer
 - Detail View of Customer: It displays the detail view of the Customer
 - Listing Customer: Generates the lists of all of the existing Customer
- **Order Module: order module performs the below operations:**
 - Add order: Add new records for the Booking to see the products
 - Edit order: Edit any of the existing records of Booking
 - Delete order: Delete the exiting records of Booking
 - Detail View of order: It displays the detail view of the Booking
 - Listing order: Generates the lists of all of the existing Booking
- **Registration Module:** Registration module performs the below operations:
 - Add Registration: Add new records for the Registration to buy products
 - Edit Registration: Edit any of the existing records of Registration
 - Delete Registration: Delete the exiting records of Registrations
 - Detail View of Registration: It displays the detail view of the Registration
 - Listing Registration: Generates the lists of all of the existing Registrations

Static Pages of Allan Smith's Cakeshop® System

- These static pages are available on the Cakeshop management System
- Home Page with good user interface (UI) which will reflect all of the module interface that mentioned above
- Home Page will contain an animated slider for images of the Cake
- About us page will be available which will describe about the company
- Contact us page will be available in the project

Technology ideas

- HTML: All the page layouts may be developed using HTML and HTML5
- CSS: CSS and CSS3 has been used for designing
- XML with CSS

In addition to them the client expects the system to have higher level of performance requirements and the system analyst to recommend technical requirements (hardware and software) in building the new system.

Based on the organization that you are given; you have to perform the following tasks:

- Establish and analyse document specifications
- Design and develop document
- Test and finalise document

You have some specific tasks to perform:

- In this assessment task, you will be required to demonstrate your knowledge and understanding to design, build and test an advanced user interface (UI), including interaction techniques, rich controls, improved client-side validation, customisation and personalisation, graphics, and multimedia and advanced use of the Cascading Style Sheets.
- Front end applications refer to the client side of the application. It is a user interface or that part of a software or a website that a user sees on the screen and acts on to enter commands or to access other parts of the software or website.
- You must create a User Interface (UI) Design plan including the usage of Advanced Cascading Style Sheet, which will include the following tasks or activities successfully to demonstrate your competency.
- You need to include your cake XML data into your main website

Note: based on the requirements above you need to create a website and include the XML data in the main area of the website.



Activity 1: Requirements Gathering

Case Study Scenario

You need to create a website using advanced CSS features like the following layout and the styles given below and also you need to include an XML document design plan with the following criteria:

- Introduction
- Problem scenario
- Solutions you have planned
- Requirement analysis
 - Functional requirement
 - Non-functional requirement
 - client or business requirements
 - XML parser and authoring tool
 - web browsers and devices
 - hardware, software and tools required to use extensible markup language
 - Determine software and tools required to design an XML document
- Identify and confirm applicable legislative and organisational standards and procedures applicable to XML document development
- Determine and document purpose, expectations and functionality of an XML document
- Identify and determine applicable design methodologies including the use of software engineering life cycle
- Plan, design and build XML documentation, allowing for iterative development according to task requirements
- Conclusion

The Design Layout idea

Logo Banner	
Menu	
Log-in	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Ferrero Lava Regular price \$55.00</p> <p>Chocolate cake with chocolate buttercream finished with chocolate ganache, Ferrero Rochers, Tim Tams and Maltesers.</p> </div> </div> <div style="display: flex; flex-direction: column; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <p>Luxe Royal Regular price \$55.00</p> <p>Vanilla cake finished with a semi naked look on white chocolate truffle, white chocolate shards, white chocolate drip, gold leaf and edible pearls.</p> </div> </div>



Biscoff Ooze

Regular price

\$55.00

This is a vanilla cake with white buttercream filled with Biscoff sauce. It is finished with whole Biscoff biscuits and more buttercream for an unforgettable look!

Footer

Answers:

Assessment Task 2 – Unit Skills Test (UST)

Performance criteria checklist for unit assessment task

(Trainer/Assessor to complete)

Assessment activities to be completed	<ul style="list-style-type: none"> • Determine CSS requirements 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> • Unit assessment guide template • Access to live or simulated working environment • Interaction with others 		
To be assessed as satisfactory (S) in this assessment task the student needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
Identified and confirmed applicable legislative and organisational standards and procedures applicable to XML document development			
Determined and documented purpose, expectations and functionality of an XML document			
Planned, designed and build XML documentation, allowing for iterative development according to task requirements			
Determined software and tools required to design an XML document			
Identified and determine applicable design methodologies including the use of software engineering life cycle			
the client or business requirements			
an XML parser and authoring tool			
web browsers and devices			
hardware, software and tools required to use extensible markup language.			
The student's performance was:	<input type="checkbox"/> Not yet Satisfactory <input type="checkbox"/> Satisfactory		
Feedback to student:			
Student Signature			
Observer Signature			
Date:			

**Unit Assessment Result Sheet (UARS)
Assessment Task 2 – Unit Skills Test (UST)
Student and Trainer/ Assessor Details**

Unit code	ICTWEB518
Unit name	Build a document using extensible markup language (Release 1)
Outcome of Unit Assessment Task (UAT)	First attempt: Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/> Date: _____(day)/ _____(month)/ _____(year)
	Second attempt: Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/> Date: _____(day)/ _____(month)/ _____(year)
Feedback to Student	<input type="checkbox"/> First attempt:
	<input type="checkbox"/> Second attempt:
Student Declaration	<input type="checkbox"/> 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. <input type="checkbox"/> I have kept a copy of all relevant notes and reference material that I used as part of my submission. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> All appeal options have been explained to me.
Student Signature	<input type="checkbox"/> Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.
Date	
Trainer/Assessor Name	
Trainer/Assessor Declaration	I hold: <input type="checkbox"/> Vocational competencies at least to the level being delivered <input type="checkbox"/> Current relevant industry skills

	<input type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i> <input type="checkbox"/> Ongoing professional development in VET <input type="checkbox"/> I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. <input type="checkbox"/> I declare that I have conducted a fair, valid, reliable, and flexible assessment. <input type="checkbox"/> I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	<p>Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle)</p> <p>on _____ (insert date)</p> <p>by (insert Staff Member Name) _____</p>

Unit Assessment Task (UAT) 3 – Unit Project (UP) Unit Pre-Assessment Checklist (UPAC)

Assessment type:

- Unit Project (UP)

Assessment task description:

- This is the Third (3) unit of assessment task student has to successfully complete to be deemed competent in this unit of competency.
- Student must respond correctly to all the question and submit them to the Trainer/Assessor.
- Student must answer all questions to the required level, e.g., provide the number of points, to be deemed satisfactory in this task.
- Trainer/Assessor is required to provide the feedback within two weeks and notify students when results are available

Applicable conditions:

- This project is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook).
- You must read and respond to all the 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 re-submission attempt will be allowed.
- A student may speak to their Trainer/Assessor if the student is having any difficulty in completing this task and requires reasonable adjustments (e.g. can be given as an oral assessment)
- For more information, please refer to Kent Student Handbook (VET) via Kent Website Link ([MyKent Student Link](#)> *Student Policies and Forms* > *DOC– Kent Student Handbook (VET) – Student Login Required*)

Location:

- This assessment task may be completed in a classroom, on the Kent Learning Management System (i.e., Moodle), workplace, or independent learning environment.
- The Trainer/Assessor will provide a student with further information regarding the location for completing this assessment task.

Instructions for answering written questions:

- A student must complete a written assessment consisting of a series of questions.
- It is expected that students will correctly answer all the questions.
- Answers must demonstrate an understanding and application of relevant concepts, critical thinking, and good writing skills.
- A student must be concise and to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.
- A student must not 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.

- The Trainer/Assessor should not accept answers copied directly from texts without acknowledgement of the text.

How trainer/assessor will assess the 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 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, the 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) – Coversheet.

Purpose of the assessment

The purpose of this assessment task is to assess the student's knowledge and skills essential to Develop complex cascading style sheets in complying with industry and organisational standards and procedures.

Assessment Task - Unit Project (UP)

Instructions:

- This is an individual assessment.
- The purpose of this assessment task is to assess the students' skills essential to Lead diversity and inclusion.
- To make full and satisfactory responses a student 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.
- A student may attach a separate sheet if required.
- A student 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
- A student must staple the loose sheets together along with the cover page.
- A student 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
- Kent Learning Management System (Moodle)

Assessment environment

The assessment can be completed in one of the following assessment environments:

- Online environment
- Simulated environment/ Classroom environment
- Workplace environment
- learning management system (i.e., Moodle)

Activity 1: Design and develop document

Case Study Scenario

Allan Smith the CEO of Smith Cakeshop® now wants to convert his XML document to be displayed via the website you have developed in your previous unit. Your website main contents must display the following data of the products they are selling in the cakeshop.

Cake Data

Cake Name: Text

Image: image files

Description: Text

Price: Decimal

Your tasks to Design and develop document

- you need to create at least 10 XML records with the above elements and the attributes of the cake data.
- You need to select the document type definition (DTD) according to document specifications above
- You need to define required entities, elements and their attributes specifications
- Produce XML document according to organisational requirements with the above data type definition
- You need to Identify the DTD, required entities, elements and their attributes, including associated graphics and sounds if any required by the organisation.

Note: In this assessment activity, you are required to design and develop the XML file and include your created XML with the styles, format, DTD in the spaces provided.

Answers:

Activity 2: Test and Finalise Document

Case Study Scenario

Mr. Smith is very happy to see the inclusion of his XML data included into the website, now your tasks are to test and validate the XML data that you have produced in your previous activity.

Your tasks are to:

- **Task 1:** Use your notepad++ or Visual Studio Code to test document offline and confirm validity of document according to document specifications

Task 2: use the online platform: <https://www.xmlvalidation.com/> to test your document online and paste the validation results in the spaces provided for the management of Smith Cakeshop® to check the validity of your XML data that you have created.

Task 3: test and confirm document validity and content on various browsers and devices.

Task 4: if your test results look different in different browsers then analyse test results and update the XML documentation as required and include your test results in the plan you have created previously.

Suggested evidence

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

Element	Implemented Correctly
XML document using CSS	<input type="checkbox"/> Yes <input type="checkbox"/> No
Test and validation Results	<input type="checkbox"/> Yes <input type="checkbox"/> No

Assessment Task 3 – Unit Project (UP)

Performance criteria checklist for unit assessment task

(Trainer/Assessor to complete)

Assessment activities to be completed	<ul style="list-style-type: none"> • Establish and analyse document specifications • Design and develop document • Test and finalise document 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> • Unit assessment guide template • Access to live or simulated working environment • Interaction with others 		
To be assessed as satisfactory (S) in this assessment task the student needs to demonstrate competency in the following critical aspects of evidence	S	N/S	Trainer/Assessor to complete (Comment and feedback to students)
Selected the document type definition (DTD) according to document specifications			
Defined required entities, elements and their attributes specifications			
Produced XML document according to organisational requirements			
Identified the DTD, required entities, elements and their attributes, including associated graphics and sounds			
Produce at least two (extensible markup language) XML documents according to technical requirements.			
Test and validate XML document on at least two different browsers and at least two different devices			
Comply with applicable organisational policies, procedures and standards.			
Tested document offline and confirm validity of document according to document specifications			
Tested document online with representative audiences, where applicable			
Confirmed document validity and content on various browsers and devices			
Analysed test results and updated the XML documentation as required			
The student's performance was:	<input type="checkbox"/> Not yet Satisfactory <input type="checkbox"/> Satisfactory		
Feedback to student:			
Student Signature			
Observer Signature			
Date:			

**Unit Assessment Result Sheet (UARS)
Assessment Task 3 – Unit Project (UP)
(Student and Trainer/ Assessor Details)**

Unit code	ICTWEB518
Unit name	Build a document using extensible markup language (Release 1)
Outcome of Unit Assessment Task (UAT)	<p>First attempt:</p> <p>Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p> <p>Second attempt:</p> <p>Outcome (please make sure to tick the correct checkbox): Satisfactory (S) <input type="checkbox"/> or Not Satisfactory (NS) <input type="checkbox"/></p> <p>Date: _____(day)/ _____(month)/ _____(year)</p>
	<p><input type="checkbox"/> First attempt:</p> <p>_____</p> <p><input type="checkbox"/> Second attempt:</p> <p>_____</p>
Feedback to Student	<p><input type="checkbox"/> First attempt:</p> <p>_____</p> <p><input type="checkbox"/> Second attempt:</p> <p>_____</p>
Student Declaration	<p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> I have kept a copy of all relevant notes and reference material that I used as part of my submission.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> All appeal options have been explained to me.</p>
Student Signature	<p><input type="checkbox"/> Student Declaration above is accepted by ticking this box to indicate statements above have been read and are accepted as true and correct.</p>
Date	
Trainer/Assessor Name	
Trainer/Assessor Declaration	<p>I hold:</p> <p><input type="checkbox"/> Vocational competencies at least to the level being delivered</p> <p><input type="checkbox"/> Current relevant industry skills</p>

	<input type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i> <input type="checkbox"/> Ongoing professional development in VET <input type="checkbox"/> I declare that I have conducted an assessment of this candidate's submission. The assessment tasks were deemed current, sufficient, valid and reliable. <input type="checkbox"/> I declare that I have conducted a fair, valid, reliable, and flexible assessment. <input type="checkbox"/> I have provided feedback to the above-named candidate.
Trainer/Assessor Signature	
Date	
Office Use Only	Outcome of Assessment has been entered onto the Kent Learning Management System (Moodle) on _____ (insert date) by (insert Staff Member Name) _____

Appendix A: Learner Evaluation Form

Please complete this evaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

- logistics and support
- facilitation
- training material
- assessment

Your honest and detailed input is therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

Unit of Competency Name		Trainer/Assessor Name	
Student Name (Optional)		Dates of Training	
Employer/Work site (if applicable)		Date of Evaluation	
A	Logistics and Support Evaluation		
No.	Criteria/Question	Strongly Disagree	Disagree
			Neutral
			Agree
			Strongly Agree
1	The communication regarding the required attendance and time to study to pass this unit		

	was correct					
2	The staff were efficient and helpful.					
3	The training equipment and material used was effective and prepared.					
4	The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.)					
Additional Comments on Logistics and Support						

No.	Criteria/Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
B	Trainer/Assessor Evaluation					
1	The trainer/assessor was prepared and knowledgeable on the subject of the program					
2	The trainer/assessor encouraged student participation and input					
3	The trainer/assessor made use of a variety of methods, exercises, activities and discussions					
4	The trainer/assessor used the material in a structured and effective manner					
5	The trainer/assessor was approachable and respectful of the learners					
6	The trainer/assessor was punctual and kept to the schedule					
7	The trainer/assessor was easy to understand and used the correct language					
Additional Comments on Training						

No.	Criteria/Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
C	Learning Evaluation					
1	The learning outcomes of the unit are relevant and suitable.					
2	The content of the unit was relevant and suitable for the target group.					
3	The length of the training was suitable for the unit.					
4	The learning material assisted in the learning of new knowledge and skills to apply in a practical manner.					
5	The learning material was free from spelling and grammar errors					
6	Handouts and exercises were clear, concise and relevant to the outcomes and content.					
7	Learning material was generally of a high standard, and user-friendly					
Additional Comments on Learning Evaluation						

The End