

Unit Assessment Pack (UAP) – Cover Sheet

Student and Trainer/Assessor Details

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

Course and Unit Details

Course code	ICT50415
Course name	Diploma of Information Technology Networking
Unit code	ICTSUS601
Unit name	Integrate sustainability in ICT planning and design projects

Assessment Submission Method

<input type="checkbox"/> By hand to trainer/assessor	<input type="checkbox"/> By email to trainer/assessor	<input type="checkbox"/> Online submission via Learning Management System (LMS)
<input type="checkbox"/> By Australia Post to RTO	<input type="checkbox"/> Any other method _____ (Please mention here)	

Student Declaration

<ul style="list-style-type: none">• I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice;• I have kept a copy of this assessment pack and all relevant notes, attachments, and reference material that I used in the production of the assessment pack;• For the purposes of assessment, I give the trainer/assessor of this assessment the permission to:<ul style="list-style-type: none">○ 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). <p>Student signature: _____</p> <p>Date: ____/____/_____</p>

Assessment Plan

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

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

Assessment Conditions

Unit purpose/application

This unit describes the skills and knowledge required to integrate sustainability concepts and policies into information and communications technology (ICT) planning and design projects. These projects typically involve upgrades of equipment hardware and software or new installations of next generation networks (NGN) using emerging technologies.

It applies to individuals who have high level specialist technical skills and knowledge in optical communications and IT networks using internet protocol (IP) systems.

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

- Prepare to integrate sustainability into planning and design stages of ICT project
- Devise strategies for incorporating sustainability into ICT project
- Analyse energy audit data

Training and assessment resources required for this unit of competency

The student will have access to the following:

- Learner guide
- PowerPoint presentation
- Unit Assessment Pack (UAP)
- Access to other learning materials such as textbooks

The resources required for these assessment tasks also included:

- Access to a computer, the Internet and word-processing system such as MS Word.
- Windows 10 Professional
- 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, RTO staff, other students, and from published and unpublished work.

Plagiarism occurs when you fail to acknowledge that the ideas or work of others are being used, which includes:

- Paraphrasing and presenting work or ideas without a reference
- Copying work either in whole or in part
- Presenting designs, codes or images as your own work
- Using phrases and passages verbatim without quotation marks or referencing the author or web page
- Reproducing lecture notes without proper acknowledgement.

Collusion

Collusion means unauthorised collaboration on assessable work (written, oral or practical) with other people. This occurs when a student presents group work as their own or as the work of someone else.

Collusion may be with another RTO student or with individuals or students external to the RTO. This applies to work assessed by any educational and training body in Australia or overseas.

Collusion occurs when you work without the authorisation of the teaching staff to:

- Work with one or more people to prepare and produce work
- Allow others to copy your work or share your answer to an assessment task
- Allow someone else to write or edit your work (without rto approval)
- Write or edit work for another student
- Offer to complete work or seek payment for completing academic work for other students.

Both collusion and plagiarism can occur in group work. For examples of plagiarism, collusion and academic misconduct in group work please refer to the RTO's policy on Academic integrity, plagiarism and collusion.

Plagiarism and collusion constitute cheating. Disciplinary action will be taken against students who engage in plagiarism and collusion as outlined in RTO's policy.

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

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
- 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.aqf.edu.au/>

Further Information

For further information about this unit go to <https://training.gov.au/Training/Details/ICTSUS601>

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 student

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

Feedback defines for students what their trainer/assessor thinks is important for a topic or a subject.

At its best, feedback should:

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

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

For more information, please refer to RTO Student Handbook.

Unit Pre-Assessment Checklist (UPAC)

UAT 1 – Unit Knowledge Test (UKT)

Purpose of the checklist

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

Section 1: Information for Students

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

Section 2: Reasonable adjustments

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

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 enterprise 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 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
<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 need
<input type="checkbox"/> Disability	<input type="checkbox"/> Speaking <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 <input type="checkbox"/> Appropriately structure the assessment <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)

Unit Assessment Task (UAT)

Assessment Task 1 - Unit Knowledge Test (UKT)

Assessment type:

- Written Questions

Assessment task description:

- This is the first (1) unit assessment task you have to successfully complete to be deemed competent in this unit of competency.
- The Unit Knowledge Test is comprised of eleven (11) written questions
- You must respond to all questions and submit them to your Trainer/Assessor.
- You must answer all questions to the required level, e.g. provide the number of points, to be deemed satisfactory in this task
- You will receive your feedback within two weeks - you will be notified by your Trainer/Assessor when results are available.

Applicable conditions:

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

Resubmissions and reattempts:

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

Location:

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

Instructions for answering written questions:

- Complete a written assessment consisting of a series of questions.
- You will be required to correctly answer all the questions.

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

How your trainer/assessor will assess your work?

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

Purpose of the assessment task:

- The purpose of this assessment task is to assess the students’ knowledge required for preparing, devising strategies, and analysing sustainability into ICT projects.

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 required for using command-line, hardware, and software tools to manage a network.

- To make full and satisfactory responses you should consult a range of learning resources, other information such as handouts and textbooks, learners' resources and slides.
- All questions must be answered in order to gain competency for this assessment.
- You may attach a separate sheet if required.
- You must include the following particulars in the footer section of each page of the attached sheets:
 - Student ID or Student Name
 - Unit ID or Unit Code
 - Course ID or Course Code
 - Trainer and assessor name
 - Page numbers
- You must staple the loose sheets together along with the cover page.
- You must attach the loose sheets chronologically as per the page numbers.
- Correction fluid and tape are not permitted. Please do any corrections by striking through the incorrect words with one or two lines and rewriting the correct words.

Resources required to complete the assessment task:

- Learner guide
- PowerPoint presentation
- Unit Assessment Pack (UAP)
- Access to other learning materials such as textbooks
- Access to a computer, the Internet and word-processing system such as MS Word.

Question 1: Provide a summary of the standards that make up the AS/NZS 3598:2014 standards, and explain what the purpose of each of these standards? Write your response in 100-150 words.

Question 2: Explain why it is important that Work Health & Safety (WHS) legalisation is taken into consideration when integrating work procedures for a Sustainability Policy. Write your response in 100-150 words.

Question 3: Consider a scenario where you work as a Network Administrator for a large enterprise organisation who manages ICT projects. Discuss best practice approaches that can be

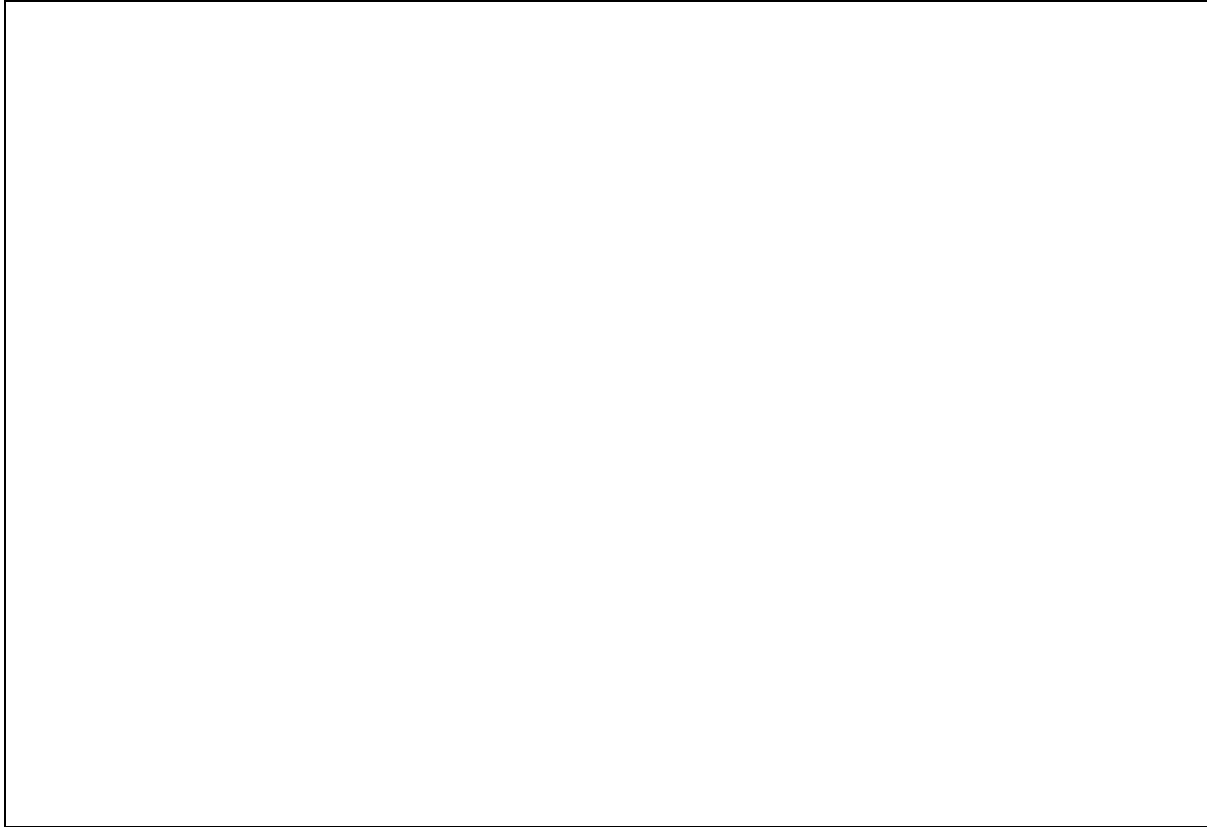
implemented to introduce sustainability solutions when implementing ICT projects. Write your response in 100-150 words.

Question 4: Explain how you can use to estimate CO₂ emissions produced by a computer using the annual energy usage (kWh) and greenhouse emissions calculations (kg x kWh). Write your response in 100-250 words.

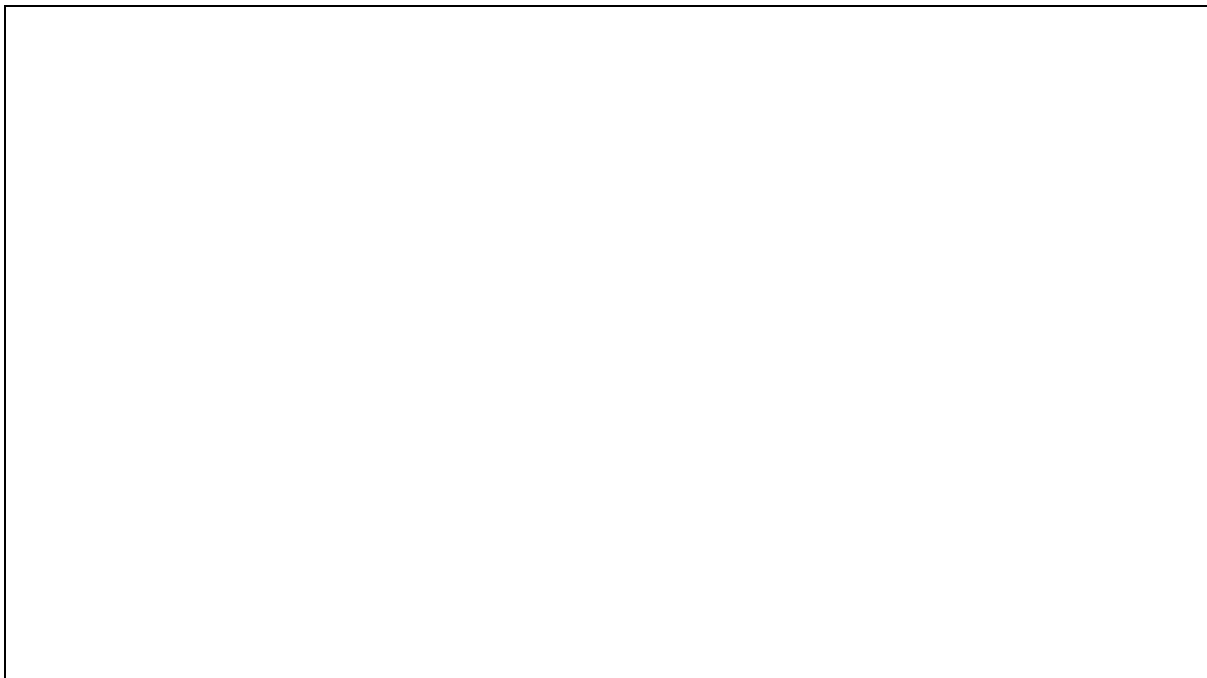
Question 5: Summarise policy development processes and practices that organisations implement. Write your response in 100-150 words.

Question 6: Summarise the power consumption audit methodology. Write your response in 100-200 words.

Question 7: Identify and summarise sustainability principles, practices, systems, techniques, procedures, and tools that can be used to implement ICT sustainability improvements within a business. Write your response in 100-150 words.



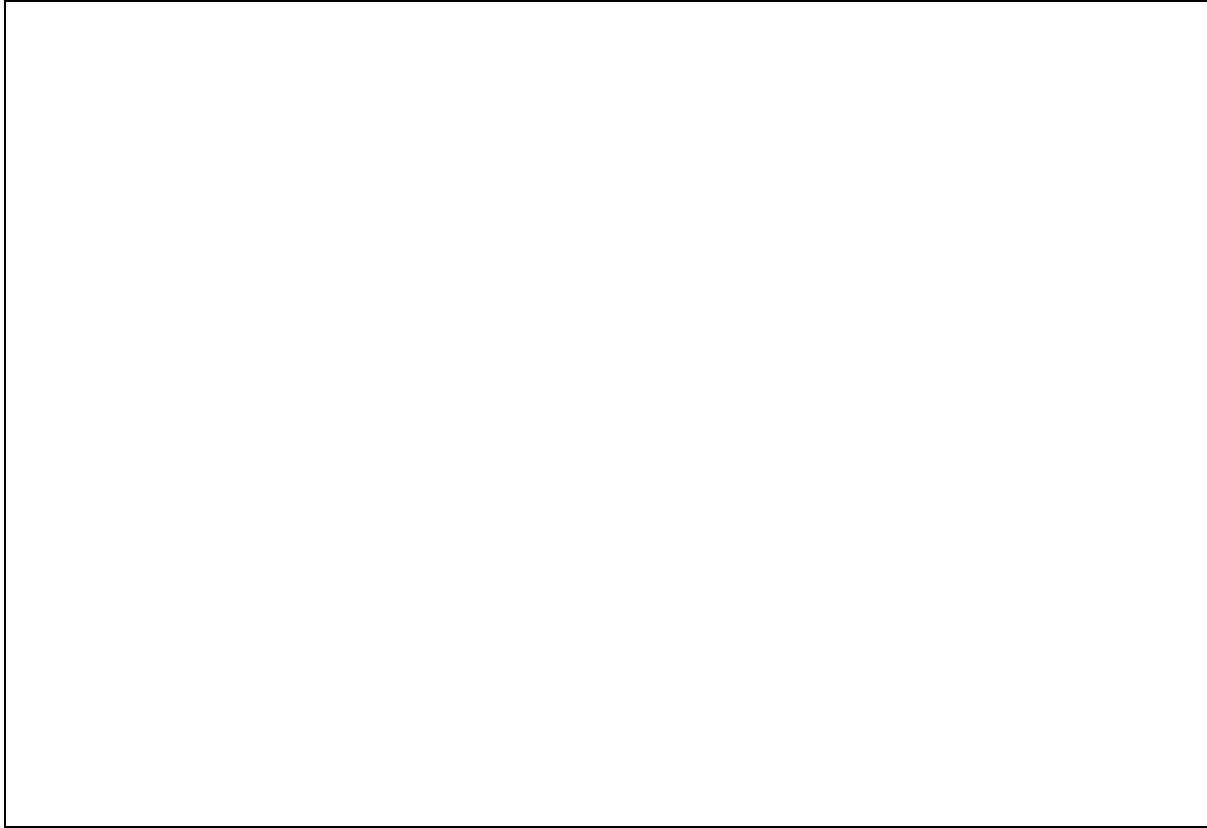
Question 8: Explain what a Quality Management Plan is, the components that make up the plan, and how it is a system to ensure quality standards. Write your response in 100-150 words.



Question 9: Explain what a payback period is, and why it is a useful criteria to determine the priority of implementing ICT sustainability into projects. Write your response in 100-150 words.

Question 10: Explain how negotiation with stakeholders on sustainability is important when determining the extent of the sustainability changes. Write your response in 100-200 words.

Question 11: Explain how ensuring sustainability criteria in a procurement policy can ensure that sustainability and environmental best practices are incorporated into an ICT project. Write your response in 100-200 words.



	<ul style="list-style-type: none"> • 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	<p>I hold:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Vocational competencies at least to the level being delivered <input checked="" type="checkbox"/> Current relevant industry skills <input checked="" type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i> <input checked="" type="checkbox"/> Ongoing professional development in VET <p><i>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.</i></p>
Trainer/Assessor Signature	
Date	
Office Use Only	<p>Outcome of Assessment has been entered onto the Student Management System on _____ (insert date)</p> <p>by (insert Name) _____</p>

Unit Pre-Assessment Checklist (UPAC)

UAT 2 – Unit Project (UP)

Purpose of the checklist

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

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

Section 2: Reasonable adjustments

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

Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete)		
Category	Possible Issue	Reasonable Adjustment Strategy (select as applicable)
<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 enterprise 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 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
<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 need
<input type="checkbox"/> Disability	<input type="checkbox"/> Speaking <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 <input type="checkbox"/> Appropriately structure the assessment <input type="checkbox"/> Provision of information or course materials in accessible format, e.g. a text book 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)

Unit Assessment Task (UAT)

Assessment Task 2 – Unit Project (UP)

Assessment type:

Unit Project (UP)

Assessment task description:

- This is the second (2) assessment task you have to successfully complete to be deemed competent in this unit of competency.
- This assessment task requires you to complete a project
- Student is required to prepare for, devise strategies, and analysis sustainability in ICT projects
- You will receive your feedback within two weeks - you will be notified by your trainer/assessor when results are available.
- You must attempt all activities of the project for your trainer/assessor to assess your competency in this assessment task.

Applicable conditions:

- All three activities are untimed.
- You must read and respond to all criteria of the project.
- You may handwrite/use computers to answer the criteria of the project.
- You must complete the task independently.
- No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory.
- As you complete this assessment task you are predominately demonstrating your practical skills, techniques and knowledge to your trainer/assessor.
- The trainer/assessor may ask you relevant questions on this assessment task to ensure that this is your own work.

Resubmissions and reattempts:

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

Location:

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

General Instructions for attempting the project:

- You will be analyse a scenario and then identify, gather, and analyse data for a business need.
- You will be required to correctly attempt all activities of this assessment task.

- You must be concise to the point and write answers according to the given word-limit to each question and do not provide irrelevant information.
- You must 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.

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.

Assessment Task 2 - Unit Project (UP)

Instructions to complete this assessment task:

- Please write responses where applicable using a word processor.
- One task requires that you undertake a task in front of an assessor.
- 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.
- 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 answers and code.
- All RTO policies are in effect, including the plagiarism policy.

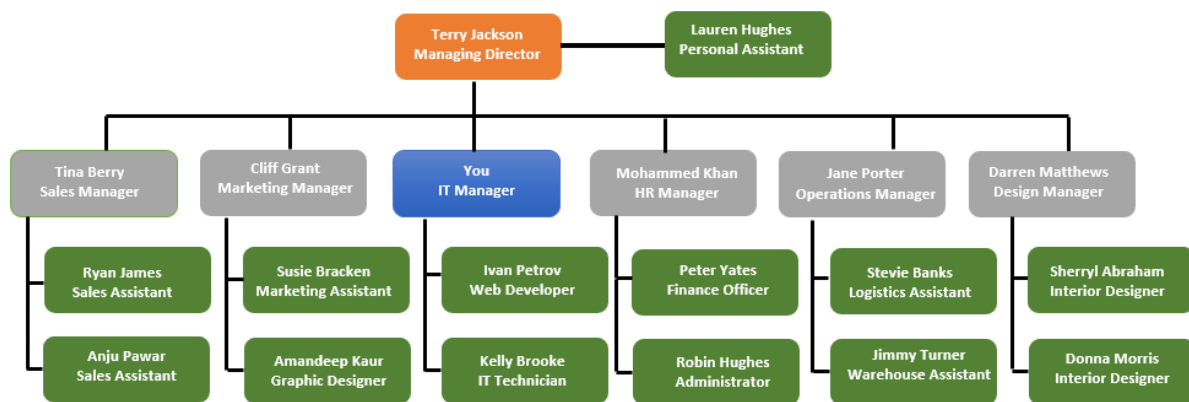
Scenario:

Design Excellence is a small interior design business provides consultancy and installation services specialising in kitchen and bathroom designs within the greater Sydney region. They provide these services to both individual clients and a number of architectural firms who sub-contract projects for their clients. They have been in operation for 12 years and have worked extensively on a wide range of contracts.

They currently promote their services via their website and social media channels including Facebook, Twitter, and Instagram. They also advertise in selected design magazines and on selected radio stations.

Design Excellence works with a large number of other businesses and trade sub-contractors when undertaking installation work. This includes ordering bathroom and kitchen products, as well as installation and fitting of kitchens and bathrooms.

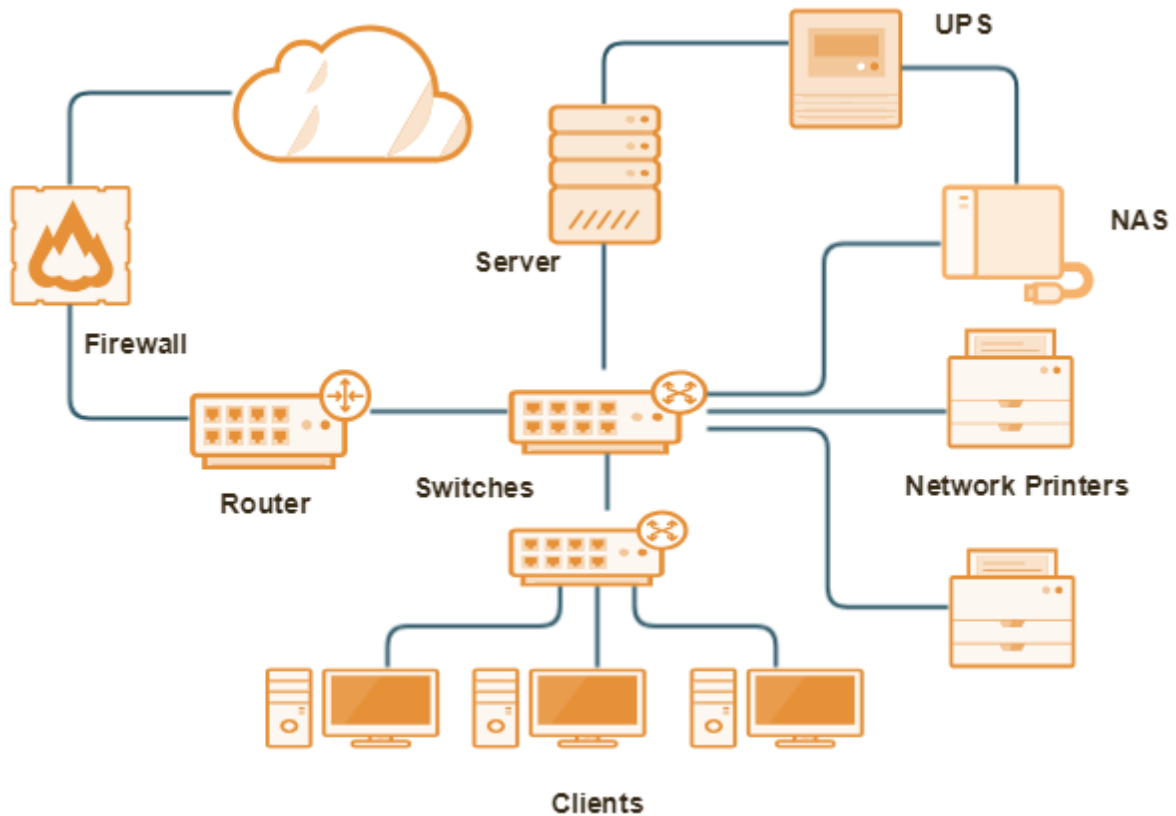
The organisational chart of Design Excellence is provided below:



The current ICT network for the organisation is as follows:

- A domain server running Windows Server 2016 Standard
- 20 x client thick desktop computers running Windows 10 Professional
- A router which acted as the gateway/firewall for the network
- Two 24 port switches to direct network communications
- A Network Attached Storage (NAS) that stored the business files
- Two network printers
- A Uninterrupted Power Supply (UPS)

A network diagram of how these components fit together is shown as follows:



The employees use the following software to undertake their work duties

- Microsoft Office 2016 suite
- Microsoft Project 2016 for management of projects
- Reckon One for payroll and financial requirements
- Salesforce CRM software for client management
- Adobe Reader
- Adobe suite for graphic designer requirements
- NetBeans IDE for web developer
- Autodesk AutoCad for interior designers
- Samanage for IT asset management and IT helpdesk support

Recent analysis of the organisations expenses have highlighted significant increases to the electricity, hardware, and software maintenance costs that the organisation incurs. Because of this, you have been tasked by Terry Jackson who is the Managing Director to provide expertise on how the organisation can implement cost savings measures to achieve the following sustainability benefits:

- Using less energy consumption
- Reduce the maintenance costs of looking after the network

These goals also coincides with one of the organisations business objectives of being a sustainable business. A portion of the organisations Business Plan is provided below:

Mission: to provide design and installation of quality kitchens and bathrooms that exceed customer expectations.

Vision: to become Australia’s best kitchen and bathroom designers.

Objectives: the current objectives are listed as follows:

- To deliver first-class kitchens and bathrooms

- To provide customer service excellence beyond expectations
- To be a sustainable business

Currently the organisation has no current Sustainability Policy in place, and Terry Jackson would like you to pursue three projects. These are:

- Project to implement power management systems on desktop machines
- Project to develop a sustainability policy
- Project to introduce a Virtual Desktop Infrastructure (VDI)

After observation of employees, you have found that the organisations employees fall into three user type categories:

- **Heavy users:** these staff use their desktops exclusively as part of their duties. This includes employees from the Human Resources (HR), Design, and ICT departments.
- **Normal users:** these staff use their desktops for large chunks of the day, but also can be away from their desktops for extended parts of the day. This includes employees of the Operations and Marketing departments.
- **Occasional users:** these staff are away from their desktops for large chunks of the day, rarely using them. This includes employees of the Sales department.

After undertaking some initial testing you have determined that the average desktop consumes 70 watts of power per hour on average when in use.

Each project needs to be researched to ensure that the best solution is implemented, and that outgoing setup costs are minimised as much as possible. You should use a value of \$40 as your hourly rate when determining labour costs associated with sustainability implementation.

The VDI project will involve all thick client desktops being replaced with either thin or zero clients. A virtual server will provide the resource and access requirements of the network, and will provide VDI to the thin or zero clients that are connected.

Activity 1: (Research and present options)

In this activity you need to review the scenario, and then complete the following tasks using a word processor, including presenting your research orally for approval:

1. Research what sustainability legislation, standard and guidelines may be applicable to Design Excellence given their industry, and that are based in New South Wales. You should provide a list of what legislation, standards, and guidelines which are applicable.
2. Research project options by investigating what Windows 10 power management plans should be implemented for each of the following employee categories:
 - Heavy users
 - Normal users
 - Occasional users

You should use the following organisational template to summarise your research. For each type of user you should specify which power management plan should be implemented, and why you have selected this power management plan for those users with this group.

Power Management Plan Research Report

Overview of plans

<<Provide a brief summary of the different power plans available>>

Types of users	Recommend Power Plan
Heavy	
Normal	
Occasional	

Implementation cost

<<Provide a brief estimate of the cost of implementing the Power Management plans. This should be your hourly rates multiplied by the time you believe it will require you to implement the power plans on each of the organisational desktop computers>>

3. Research how Virtual Desktop Infrastructure (VDI) could be implemented including by completing the following report. You need to replace the text within the “<<” and “>>” characters with pertinent information using the headings and the scenario as a guide:

Virtual Desktop Infrastructure Research Report

Overview of zero client

<<Summarise what a zero client network is, and why this can help sustainability in an organisation>>

Overview of thin client

<<Summarise what a thin client network is, and why this can help sustainability in an organisation>>

Recommendations

<<Recommend a desktop computer for each of the following including the likely given power consumption for each:

- *thin client network*
- *zero client network*

Based on your research, provide a recommendation to Terry Jackson as to which VDI solution you would recommend and the likely cost of implementing the project (hardware plus labour costs)>>

4. Present your research to Terry Jackson orally to gain approval for implementing your recommendations. For the purpose of the presentation, an assessor will play the role of Terry Jackson.

For the presentation you need to

- Orally present you recommendations including:
 - Which power management plans you have recommended for the three employee categories and why? (Task 1)
 - What a zero client network is and how this can help with sustainability? (Task 2)
 - What a thin client network is and how this can help with sustainability? (Task 2)
 - Recommendations for zero and thin client desktops included estimated power consumption for both (Task 2)
 - Your recommendation for the VDI project including the budget for this project (Task 2)
 - What your priority for the three sustainability projects would be.
- Use listening and verbal skills to respond to clarifying questions from the stakeholders.
- Use note taking skills to document the responses for the stakeholders questions
- Undertake rework of solutions based on stakeholder feedback if required.

Performance criteria checklist for unit assessment task:

Trainer/ Assessor to complete			
Assessment activities to be completed	<ul style="list-style-type: none"> • Research and present options • For a full project outline, please refer to the student assessment instructions 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> • Unit assessment guide template • Word processor 		
Does the candidate meet the following criteria	Yes	No	Trainer/Assessor Comments
Researched sustainability legislation, standards, and guidelines			
Determined appropriate power plans for the three categories of users			
Estimated cost of implementing power plans			
Summarised both zero and thin clients			
Made a recommendation for a thin and a zero client including likely power consumption			
Estimated cost of implementing VDI			
Orally presented their recommendations			

Activity 2: (Implement sustainability)

Note: This activity is in continuation of the previous activity

In this activity you will be implementing two sustainability goals for the organisation.

1. Terry Jackson has approved your recommendations, and asked that you plan the implementation of the some of the projects. Using a word processor provide answers to the following questions:
 - a) Detail what waste management procedures could be put in place to dispose of existing IT equipment when it is replaced.
 - b) Detail what procedures should be put in place to ensure that any future IT purchases take into account sustainability when purchasing decisions are made?
 - c) Develop a Sustainability Policy using the following organisational template. You need to replace the text within the “<<” and “>>” characters with pertinent information using the headings and the scenario as a guide:

Sustainability Policy

Purpose

<<State the purpose of the policy>>

Scope

<<What is the scope of the policy? >>

Key Performance Indicators (KPI)

<<List two SMART KPIs that the policy should aim to achieve>>

Responsibility

<<State who has responsibility for ensuring sustainability is implemented>>

Performance review

<<Provide an overview of how sustainability should be monitored and improved over time>>

Commitment

<<List six commitments that need to be adhered to>>

Note that the two SMART KPIs must be measurable, as you will be measuring their success or failure in the next activity.

2. To support the release of the Sustainability Policy, and to ensure that a continuous improvement approach is taken within the organisations operations and processes is

implemented, Terry has asked you to develop a Continuous Improvement Policy. You need to replace the text within the “<<” and “>>” characters with pertinent information using the headings and the scenario as a guide:

Continuous Improvement Policy

Purpose

<<State the purpose of the policy>>

Scope

<<What is the scope of the policy? >>

Principles

<<Provide a list of at least three continuous improvement principles that the organisation should adhere to, to ensure that continuous improvement is integrated into its organisational practices and approaches>>

3. You need to make the changes to Windows 10 power management plans as per your recommendations in the previous activity. To facilitate evidence of this you should develop a short help document which details to a user how power management plans can be changed in Windows 10.

Performance criteria checklist for unit assessment task:

Trainer/ Assessor to complete			
Assessment activities to be completed	<ul style="list-style-type: none"> • Implement sustainability • For a full project outline, please refer to the student assessment instructions 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> • Unit assessment guide template • Windows 10 Professional • Word processor 		
Does the candidate meet the following criteria	Yes	No	Trainer/Assessor Comments
Summarised a waste disposal procedure for ICT waste			
Summarised a procurement procedure for including sustainability as a criteria in purchasing decisions			
Developed a sustainability policy			
Developed a continuous improvement policy			
Developed a support document on how to change power management plans			

Activity 3: (Analyse sustainability)

Note: This activity is in continuation of the previous activities

All of the sustainability projects have now been completed as follows:

- Power management plans: implemented 12 months ago
- Sustainability policy: implemented 12 months ago
- VDI implementation: implemented 6 months ago

Terry Jackson has asked you analysis and evaluate the success of the sustainability projects, and against the KPIs specified in the Sustainability Policy.

You have gathered the following information as part of a performance review to complete the report.

In relation to the implementation of power management plans, each desktop is used for 38 hours a week in regards to power consumption. On average it was found that the consumption given prior to the project (70 watts) has resulted in the following reductions for the following amount of users:

User category	Reduction in usage	Number of users
Heavy users	Zero watt reduction per user per hour	10
Normal users	Twenty watt reduction per user per hour	7
Occasional users	Thirty watt reduction per user per hour	3

The 70 watts should be used as a benchmark level for CO₂ emissions.

In relation to the project to implement VDI, it was found that the average power consumption in watts based on 6 months averaging of data for:

Client type	Average hourly usage
Thick client	70 watts
Thin client	12 watts
Zero client	8 watts

The average price for the cost of electricity in Australia as 30 cents (0.30) per kWh.

The total cost to implement that VDI solution was \$32,000.

Based on the gathered information you have gathered you should use an online carbon footprint calculator to measure CO₂ emissions that have been produced. You can use <https://www.carbonfootprint.com/calculator.aspx> or a calculator of your choice.

Once you have undertaken all your calculation you need to use the following organisational template for the Sustainability Report Findings to report your findings. The information in the report should include charts such as pie charts, bar charts, or other appropriate visual charts to supplement the textual information.

Sustainability Report Findings

Introduction

<<Provide a brief introduction of what the report covers>>

Findings

<<Must contain the following information >>

- *<<A chart that specifies the annual power savings of the power management plans, with text that summarises the chart findings>>*
- *<<A chart that specifies the annual reductions in CO₂ emissions comparing power management plans, with text that summarises the chart findings >>*
- *<<A chart that specifies the annual power savings of the zero client solution compared to thick clients, with text that summarises the chart findings >>*
- *<<A chart that specifies the annual power savings of the thin client solution compared to thick clients, with text that summarises the chart findings >>*
- *<<A chart that specifies the annual reductions in CO₂ emissions comparing the thick, thin, and zero clients, with text that summarises the chart findings >>*

Summary

<<Provide a summary highlighting the major sustainability savings that have been made because of the projects including the payback period for the VDI implementation based on its implementation cost>>

KPI goals

<< Detail how the outcomes measured up against the KPIs you developed in the previous activity>>

Recommendations

<<Provide details of any recommendations of what possible improvements can be made based on the findings of this report. These can be making changes to the KPIs, policies, or even the technologies implemented>>

Performance criteria checklist for unit assessment task:

Trainer/ Assessor to complete			
Assessment activities to be completed	<ul style="list-style-type: none"> Analyse sustainability For a full project outline, please refer to the student assessment instructions 		
Resources required for the unit assessment task	<ul style="list-style-type: none"> Unit assessment guide template Word processor 		
Does the candidate meet the following criteria	Yes	No	Trainer/Assessor Comments
Developed a sustainability findings report that contains <ul style="list-style-type: none"> An introduction Findings KPIs goals Summary Recommendations 			

	<p>assessment is structured. I accept that all work I submit must be verifiable as my own.</p> <ul style="list-style-type: none"> • 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	<p>I hold:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Vocational competencies at least to the level being delivered <input checked="" type="checkbox"/> Current relevant industry skills <input checked="" type="checkbox"/> Current knowledge and skills in VET, <i>and undertake</i> <input checked="" type="checkbox"/> Ongoing professional development in VET <p><i>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.</i></p>
Trainer/Assessor Signature	
Date	
Office Use Only	<p>Outcome of Assessment has been entered onto the Student Management System on _____ (insert date)</p> <p>by (insert Name) _____</p>