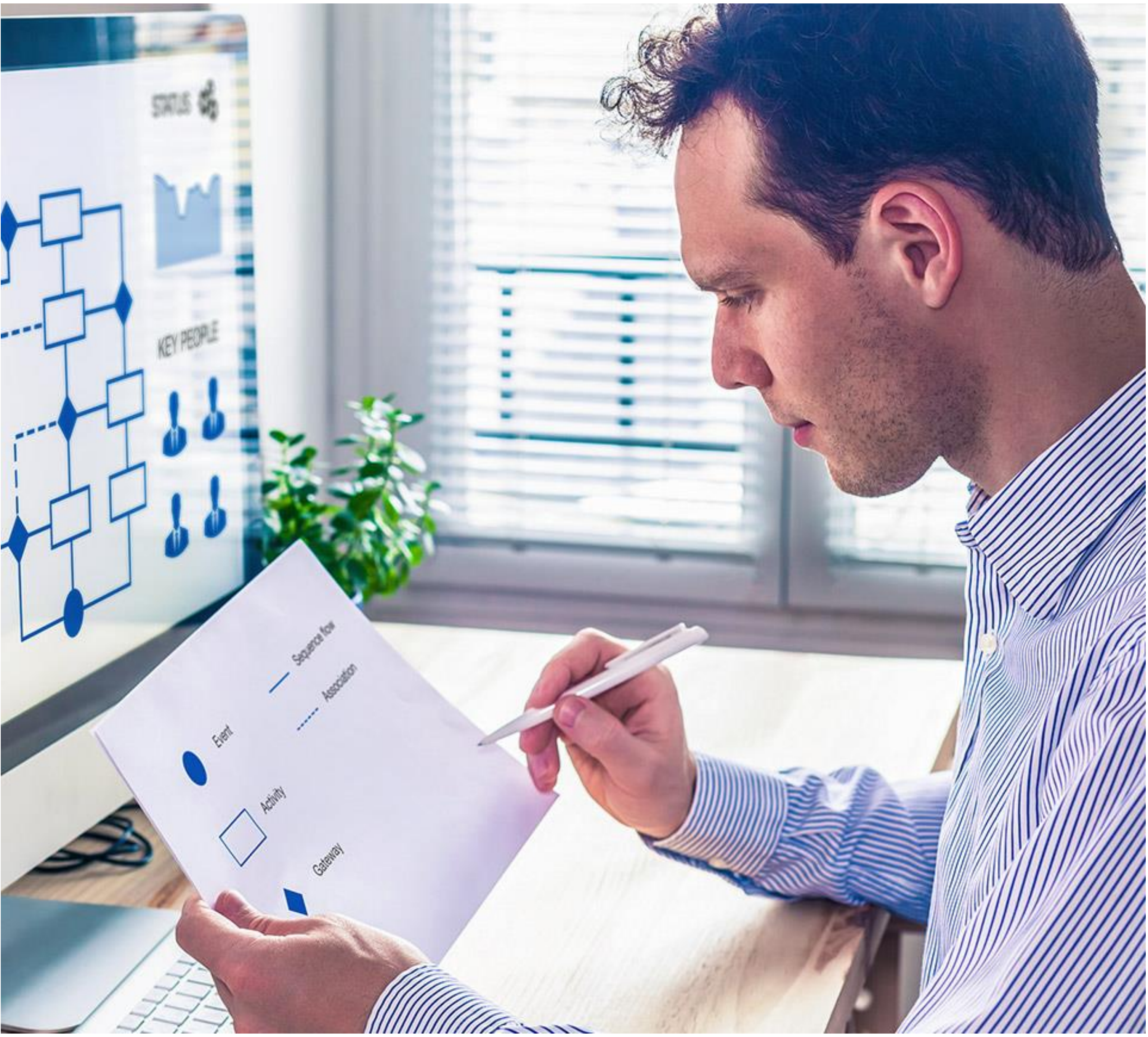

ICTSAD502

Model data processes

Assessment 5 of 5

Project

Assessor Guide

Version 1

Assessment Instructions

Task Overview

This Project assessment is divided into three (3) parts. Read the scenario in Part A and complete the associated tasks in Parts B and C. Project tasks may include roleplay recordings, demonstration of simulated workplace tasks or completion of project deliverables.

Read each task carefully before attempting it to ensure you understand what you need to do and how you need to do it. Contact your Trainer/Assessor anytime during the process if you have questions or concerns.

Please type all responses into the spaces provided.

Important: Before commencing your work, you must update your *Student name* and *Student number* in the footer from **page 2** onwards.

Additional Resources and Supporting Documents

ICTSAD502_05_Project_Scenario documents (compressed/zipped folder) - This folder contains the following scenario documents and templates required for completing the tasks in this assessment.

- AUS Retail_Presentation Slides_template.potx
- AUS Retail_Stakeholder communication policy.pdf
- AUS Retail_Procedure for data process modelling.pdf

Assessment Information

Submission

You are entitled to three (3) attempts to complete this assessment satisfactorily. Incomplete assessments will not be marked and will count as one of your three attempts.

All questions must be responded to correctly to be assessed as satisfactory for this assessment.

Answers must be typed into the space provided and submitted electronically via the Learning Platform. Hand-written assessments will not be accepted unless previously arranged with your assessor.

Reasonable adjustment

Students may request a reasonable adjustment for assessment tasks.

Reasonable adjustment usually involves varying:

- the processes for conducting the assessment (e.g. allowing additional time)
- the evidence gathering techniques (e.g. oral rather than written questioning, use of a scribe, modifications to equipment)

However, the evidence collected must allow the student to demonstrate all requirements of the unit.

Refer to the Student Handbook or contact your Trainer for further information.

Please consider the environment before printing this assessment.

Part A: Scenario and roleplay instructions

All tasks in this assessment refer to a simulated environment where conditions are typical of a work environment that is experienced in the systems analysis and design field of work. The scenario relates to a fictitious retail business organisation called '**AUS Retail**'.

Read the case study scenario carefully before completing the tasks in Part B.

A1. Scenario

- **Company background**

AUS Retail started as a single retail store based in Sydney, NSW. They now have retail store locations across several other states and territories in Australia and the business continues to grow.

AUS Retail's management wants to further expand the business to an online retail environment. The increasing amount of reports on data breaches and security incidents in the online business space has raised many concerns for AUS Retail's management. Therefore, they want to ensure that security is paramount in designing the online retail system.

- **Your role**

You work at AUS Retail as a **Systems Design Analyst / Process Modeler**. You are responsible for affirming the data model requirements and validating the data model by consulting with clients.

- **Project background**

The organisation requires the new online retail operations to handle sensitive customer data, secure financial transactions and protect against potential threats.

The key project sponsors are the following AUS Retail stakeholders to whom you must directly report regarding the project's progress.

  - Chief Financial Officer (CFO); Karen Jones (Karen.Jones@ausretail.com.au)
  - Head of Operations; Daniel Brown (Daniel.Brown@ausretail.com.au)

The subject matter experts whom you have been in touch with throughout the project to gather process details are the following two colleagues from AUS Retail:

  - Retail Operations Manager: Sarah Evans (Sarah.Evans@ausretail.com.au)
  - IT and Security Administrator: Alex Dawson (Alex.Dawson@ausretail.com.au)

- **Next step: Validation of completed process models**

You have created process models for the required business processes as requested by the project sponsors. Diagrammatic models have been developed to represent the high-level overview of the entire online system using context and level-1 data flow diagrams, whilst the process decomposition of the 'Customer Registration' process was modelled using a BPMN diagram to represent how sensitive customer data is securely handled.

You have also shared the draft versions of the process models with your colleagues/clients (the subject matter experts) to determine any inaccuracies and have actioned the feedback received.

Your next step is to validate the completed process models with the client.

The project sponsors have informed you that AUS Retail's IT and Security Administrator, **Alex Dawson,** is available anytime next week (i.e. Mon-Fri, 9 AM – 5 PM) for a meeting to validate the process models you have completed.

You are preparing to organise a meeting with the client so that the completed process model diagrams and associated documentation can be presented and confirmed with them.

You will be referring to and following the organisational requirements in the 'AUS Retail_ Stakeholder communication policy.pdf' document to prepare for the presentation of the process models. Specifically, you will refer to the following sections of this policy document.

- '5.3. Presentations'
- '6. Obtaining feedback from Stakeholders'

Also, refer to the 'AUS Retail_Procedure for Data process modelling.pdf' document for guidelines on validating data models.

A2. Working environment

You will work in an online workspace, where you must collaborate with stakeholders using appropriate computer technology and special-purpose tools as outlined in sections A3 and A4.

You must demonstrate consistent performance whilst working from home under safe conditions. Therefore, set up your computer equipment safely before commencing work according to [workstation-set-up_infographic_july2023.pdf (safeworkaustralia.gov.au)].

Note: It is expected that when working from home, you are likely to experience interruptions due to noise levels, production flow and time variances typical of those experienced in a work-from-home environment.

A3. Special-purpose tools, equipment and resources

To carry out the assigned job tasks in the systems analysis and design field of work:

- you must have access to special-purpose tools and equipment such as:
  - a computer installed with an operating system (preferably Windows)
  - a reliable internet connection
  - computer equipment required for online collaboration (e.g. Webcam, microphone)

- you are provided with the following organisational resource documents and templates.
  - **AUS Retail_Stakeholder communication policy.pdf** – includes organisational procedures, communication protocols and standards used when engaging with key stakeholders in the organisation for seeking input and feedback on the data process modelling project.
  - **AUS Retail_Presentation Slides_template.potx** – This Microsoft PowerPoint template is referred to in the 'AUS Retail_Stakeholder communications policy.pdf' and must be used when preparing for presenting information to AUS Retail's stakeholders.
  - **AUS Retail_Procedure for data process modelling.pdf** - Includes procedures and guidelines for validating the data model.

A4. Industry software packages,

You must use the following industry software packages to carry out the job tasks assigned to you.

- Web browsing software (e.g. Microsoft Edge, Firefox, Chrome, Safari).
- Microsoft Office software (e.g. WORD, PowerPoint, Excel).
- A PDF reader.

- Access to diagramming software/platforms (e.g. diagrams.net, Camunda Modeler, BPMN Editor, Microsoft Visio or others).
- Collaboration software (e.g. Microsoft Teams/Zoom/Skype).

A5. Role play instructions

The role play consists of a presentation for relevant stakeholders as outlined by your supervisor's email.

The roleplay/meeting must:

- include at least two (2) participants
  - yourself as the 'Systems Design Analyst / Process Modeler'
  - another person playing the role of the required stakeholder according to the scenario
- not exceed **15-20 minutes in duration**
- address all elements of Appendix 1: Observation Checklist.

The general instructions for conducting each presentation (role play/meeting) are as follows.

The participants required for the role play may be resourced using one (1) of the following options:

1. Friends or family members; or
2. Fellow students who will play the role of the relevant stakeholder.

If you are unable to find a participant/s to play the role of the stakeholder, for the presentation, contact your Assessor via the Discussion Forum who will discuss options for organising other students to complete this task.

Option 1: Friend/s or family member/s

- Should you complete these presentations with friends or family members, you must fully brief each participant, providing them with the context of the presentations outlined in the scenario, the role outlines they will play and a copy of the observation checklist so they can prepare for the recording.
- Each friend or family member will need to state their name and the role they are playing at the start of the recording to inform consent.

Option 2: Fellow student/s participant

- Please contact your fellow student/s via the Discussion Forum and coordinate the roleplay with them directly.
- Fellow student/s participating in the recording must be provided with context to their role and responsibilities in the presentations and have reviewed the assessment task and observation checklist so that they can prepare for the recording.
- The students will need to state their name and the role they are playing at the start of the recording to inform consent.

Recording instructions

Your role play must be recorded with all participant/s captured in a virtual room using a system such as Zoom, Skype or Teams.

Consent to participate in the recording must be captured for all participant/s at the start of the meeting. This is achieved by the student reading the following statement at the start of the recording, with all participants replying with their name and job title to inform consent.

"This session/presentation is being recorded for assessment purposes for my course with Swinburne Open Education. This session will be recorded and submitted through my course online learning platform to my

Assessor for grading. All participant/s in this session indicate their consent to be included in this recording by stating their name and job title."

The time taken to capture consent at the start of the recording does not count towards the recording time limit.

A6. Files for submission

As preparation for this assessment, create a new folder in your local computer with your student number as '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy'. For example, a folder created by John Smith with student number 123456 on the 13th of October 2023 should have the name *'123456_ICTSAD502_05_Project_13102023'*.

As part of your assessment submission, you must include the following documents within the '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy' folder.

a. The presentation document (e.g. PowerPoint slides) with the following naming convention.
   - ***<StudentNumber>_ICTSAD502_05_Presentation Slides_ddmmyyyy***

b. The recording of the role play with the following naming convention.
   - ***<StudentNumber>_ICTSAD502_05_Roleplay Recording_ddmmyyyy***

Before submitting the '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy' containing the recordings, convert this folder to a zipped file. See details under 'Submission Instructions'> 'Zipped File Submissions' of this assessment.

Part B: Plan and organise required resources

In this task, you will plan and prepare the resources (e.g. diagrammatic models and associated documents) required for presenting the completed business process model in a format that meets business needs.

Note: All files you create for this task must be saved inside the '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy' folder. Refer to section 'A6. Files for submission' of this assessment.

Task:

Plan and organise resources for presenting the drafted business process model by completing the following tasks.

B1. Refer to 'AUS Retail_Stakeholder communication policy.pdf'> section '5.3. Presentations' to understand organisational requirements and document formats and templates to be used.

B2. Create 5-8 PowerPoint slides and include the updated versions of the diagrammatic models and associated documents to convey complex relationships between data.

B3. Using the PowerPoint slides, sequence presentation stages efficiently and systematically.

Evidence of performing the task:

Your assessment submission folder 'ICTSAD502_05_Firstname_Lastname' must include the PowerPoint file: *<StudentNumber>_ICTSAD502_05_Presentation Slides _ddmmyyyy'*

Assessor instructions: Assessors are to indicate the task result as Satisfactory (S) or Not Yet Satisfactory (NYS).

Assessor comments:	☐ S ☐ NYS

The PowerPoint slides submitted by the student should indicate that,

- the organisation's recommended PowerPoint template is used to prepare the slides
- the contents of the slides includes diagrammatic models and associated information to convey complex relationships between data.
- the stages of the presentation are planned efficiently and systematically sequenced using the slides (e.g. Slide 1 -introduction, Slides 2-5 body: process model diagrams, Slide 6-conclusion, Slide 7-forum/questions/feedback)

Part C: Roleplay - Validate process models with client

To complete this part of the assessment, you are required to:

- use the presentation resources (PowerPoint slides) you have created in Part B
- use appropriate technology platforms (Microsoft PowerPoint slides and other presentation platforms e.g. Microsoft Teams, Zoom or Skype) for the presentation.
- demonstrate the use of process modelling applications/tools/platforms
- follow the roleplay instructions provided in section 'A5. Role play instructions' of this assessment.

Note: All files you create for this task must be saved inside the '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy' folder. Refer to section 'A6. Files for submission' of this assessment.

Responsibilities of roleplay participants:

Consider the following expectations of each role:

- **Systems Design Analyst / Process Modeler (Your role):** follows organisational policy and procedures to present the data model, clarify information and confirm understanding with stakeholders.
- **Alex Dawson (IT and Security Administrator at AUS Retail):** Listens to, observes and engages in conversation during the presentation. Provides clarifications and confirms understanding.

Tasks:

C1. Present modelling information to the client using presentation format/s and technology platforms in a secure and stable digital environment. This must include:

a. PowerPoint slides with the planned systematic structure and sequence of the presentation
b. Process Modelling tools/software/platform to showcase the developed process models.

C2. Demonstrate that you have incorporated the changes suggested by the client (received via email, in Assessment 4 - Portfolio), into the latest version of the data process model diagrams.

C3. Determine and confirm client requirements using collaborative and inclusive techniques by demonstrating the ability to:

a. ask open and closed probing questions to validate (i.e. reaffirm/confirm):
   i. the modelling information, including its objective, purpose and scope

   ii. the completed data models (e.g. context, level-1 data flow and BPMN diagrams)

b. actively listen when consulting the client
c. read verbal and non-verbal signals to convey, and clarify information and confirm understanding
d. follow organisational policies and procedures when obtaining stakeholder feedback. Note: Refer to 'AUS Retail_Stakeholder communication policy.pdf'> section '6 Obtaining feedback from stakeholders'.

Evidence of performing the task:

Your assessment submission '<StudentNumber>_ICTSAD502_05_Project_ddmmyyyy' folder must include the presentation recording file: *<StudentNumber>_ICTSAD502_05_Roleplay Recording_ddmmyyyy.*

Include a copy/photo of the notes you've taken when obtaining feedback from the stakeholders during/after the presentation in the space below.

Assessor instructions:

The copy/photo/image of the notes taken during the meeting with stakeholders can be in the form of:

- hand-written notes
- screenshot of notes taken using a word processing software (e.g. Microsoft Word, Notepad, One Note, or any other tool).

In the course of the above, the student must demonstrate their ability to:

- be responsible for making notes of the key aspects discussed with the stakeholders, considering capabilities, efficiencies and effectiveness
- apply systematic and analytical decision-making processes to note key information during or after validating the data models with clients.

Assessors are to indicate the task result as Satisfactory (S) or Not Yet Satisfactory (NYS).

Assessor comments:	☐ S ☐ NYS

Assessors must complete 'Appendix 2: Observation Checklist' when they watch the video recording by indicating the task result as Satisfactory (S) or Not Yet Satisfactory (NYS).

Appendix 1: Assessment submission checklist

Students must have completed all case studies within this assessment before submitting. This includes:

Part B: Plan and organise required resources		
1	Submitted the PowerPoint presentation file: <StudentNumber>_ICTSAD502_04_Presentation Slides_ddmmyyyy	☐
Part C: Roleplay – Validate process models with client		
2	An image/screenshot/photo of the notes taken during/after the roleplay with stakeholders	☐
3	Video recording: <StudentNumber>_ICTSAD502_04_Roleplay Recording_ddmmyyyy	☐

Congratulations, you have reached the end of Assessment 5!

Appendix 2: Observation Checklist

The following observation checklist is to be used by Assessors when marking the roleplay demonstration video recording submitted by the student.

Assessor instructions

Use the following Observation Checklist to record your observations while you watch the video.

Tick off ☒ the list of sub-tasks (where applicable) as the students complete them. Once each item in the checklist is completed (as demonstrated in the video recording), indicate S/NS using the correct column of the checklist. Additional comments are to be recorded in the 'Comments' row at the bottom of the checklist. Assessor instructions are provided within each observation item (where required) in 'red'.

Where all criteria are demonstrated, write a general comment in the Student Assessment Feedback Form. Where one or more criteria are not demonstrated to a satisfactory standard, make a specific comment for each criterion requiring re-submission, including constructive feedback in the Student Assessment Feedback Form.

Table 1 - Observation Checklist (for Assessor use only)

<table>
<tr><th colspan="2" rowspan="2">OBSERVATION CHECKLIST
[To be completed by the Assessor while watching the video recording submitted by the student, as they deliver their recommendations and seek input from the stakeholders.]</th><th colspan="2">Assessors are to indicate the result as Satisfactory [S] or Not yet Satisfactory [NS]</th></tr>
<tr><th>Satisfactory [S]</th><th>Not yet Satisfactory [NS]</th></tr>
<tr><td>1.</td><td>Systematically presented modelling information to required stakeholders using logically sequenced presentation stages.

The structure of the presentation is likely to include slight variations from the guidelines provided. However, an acceptable demonstration must include 4 stages as follows in the correct order:
Step 1: Begins the presentation with a greeting and introductions. Briefly outlines the purpose/objective of the presentation.
Step 2: Demonstrates data model diagrams and associated documents.
Step 3: Provides a summary/conclusion of the presented insights.
Step 4: Allows time for a Q&A/forum session.</td><td>☐</td><td>☐</td></tr>
<tr><td>2.</td><td>Incorporated identified changes

Explains and demonstrates the changes made to the data models and associated documentation from the previous feedback received from the stakeholders (as part of Assessment 3).</td><td>☐</td><td>☐</td></tr>
<tr><td>3.</td><td>Validated client requirements on modelling information

☐ Asked open and closed probing questions on the completed data/process model diagrams

Asks for clarification on data model diagrams, which include context diagram, Level 1 data flow diagram and BPMN diagram.
open questions (e.g. What are your comments on the data model diagrams?)
closed questions (e.g. Does the data model meet your requirements?)
responds with relevant information</td><td>☐</td><td>☐</td></tr>
</table>

OBSERVATION CHECKLIST *[To be completed by the Assessor while watching the video recording submitted by the student, as they deliver their recommendations and seek input from the stakeholders.]*	Assessors are to indicate the result as Satisfactory (S) or Not yet Satisfactory (NS) Satisfactory (S)	Not yet Satisfactory (NS)
4. Validated completed process models with the client ☐ Asked open and closed probing questions on modelling information Asks for clarification on modelling information, which includes methodology, data processes and sources of information. • open questions (e.g. What are your comments on the methodology used?) • closed questions (e.g. Does the modelling information presented meet your requirements?) • responds with relevant information	☐	☐
5. Actively listened to the relevant stakeholders when consulting for their opinions and comments • Eye contact • Note-taking • Non-verbal responses - uses appropriate facial expressions such as nodding and smiling to show they are listening • Verbal clarification (sounds) • Focuses on the words spoken by the other person • Refrains from interrupting the person speaking	☐	☐
6. Read verbal and non-verbal signals to convey and clarify information and confirm understanding. ☐ Demonstrated ability to read verbal signals • asking open-ended questions to encourage the speaker to provide more information for further clarification • paraphrasing • using affirmations like 'Yes', 'I agree' or 'That makes sense' to show agreement or understanding. ☐ Demonstrated ability to read non-verbal signals • paying attention to the speaker's body language, facial expressions, and gestures • if the client is nodding while speaking, may indicate they expect agreement or understanding • if the client appears confused or frustrated, it may suggest the need for clarification.	☐	☐
7. Used appropriate technology platforms to present modelling information and the data/process model diagrams. ☐ Microsoft PowerPoint – to present slides • uses AUS Retail's presentation template ☐ Process mapping software/tool/platform – to present data model diagrams	☐	☐

<table>
<tr><th colspan="2">OBSERVATION CHECKLIST
[To be completed by the Assessor while watching the video recording submitted by the student, as they deliver their recommendations and seek input from the stakeholders.]</th><th colspan="2">Assessors are to indicate the result as Satisfactory (S) or Not yet Satisfactory (NS)</th></tr>
<tr><th colspan="2"></th><th>Satisfactory (S)</th><th>Not yet Satisfactory (NS)</th></tr>
<tr><td></td><td>• uses tools such as diagrams.net, Camunda Modeler, BPMN Editor, Microsoft Visio or other

☐ Microsoft Teams/Zoom/Skype – to conduct the meeting

• uses these tools to communicate with the client in a secure and stable digital environment.</td><td></td><td></td></tr>
<tr><td colspan="4">COMMENTS
(Assessor to add comments related to the achievement of the observation requirements above)</td></tr>
<tr><td colspan="4">Assessor Name:

Date:

Assessor comments: ☐ S ☐ NYS</td></tr>
</table>

Assessment feedback

Assessors are to indicate the assessment outcome as Satisfactory (S) or Not Yet Satisfactory (NYS).

Assessor comments:	☐ S ☐ NYS