

**Industry Curriculum Information Guide**

**Information and Digital Technology**

**ICT30115 Certificate III in Information and Digital Media and Technology**

**NESA Course:** [**Information and Digital Technology (Stage 6)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/information-and-digital-technology-syllabus)









**Introduction**

Vocational education and training (VET) courses form an integral part of the Higher School Certificate (HSC). It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that HSC VET is valued by industry, further education and the community.

The continuation of these high quality vocational education opportunities for students in Catholic schools is dependent on the successful implementation of the [**VET Quality Framework**](http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html)which includes the [**Standards for Registered Training Organisations (RTOs) 2015.**](http://www.comlaw.gov.au/Details/F2014L01377)

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in the Higher School Certificate. Through the implementation of quality assurance requirements in this information guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

## Using the Information Guide

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources/equipment is off site a suitable access arrangement must be documented and recorded in [Checklist 2](#_bookmark4) in this document.

Each unit of competency outlines the assessment requirements that specify the performance evidence, knowledge evidence and assessment conditions for each unit of competency.

The potential range of resources and equipment that may be selected is outlined in the “Assessment Conditions”.

*All resources/equipment selected* ***MUST***:

* comply with RTO policy and procedures
* be appropriate to the unit of competency being assessed and the circumstances of the assessment.

### All resources/equipment lists are to be read in conjunction with

* [*The Information and Communications Technology Training Package ICT Release 3.0*](http://training.gov.au/Training/Details/ICT)

***Please note that links directly to the*** [***National Register of VET***](http://training.gov.au/Home/Tga) ***(TGA) have been provided for ALL units of competency in this guide for quick and easy reference for schools, as well as bookmarks within the document related to the specific assessment environments.***

* NSW Education Standards Authority (NESA) [Information and Digital](http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/information-and-digital-technology-syllabus) [Technology Curriculum Framework Syllabus](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/information-digital-technology.html)

## VET for Secondary School Students

VET for Secondary School Students provides for nationally recognised vocational education and training to be undertaken as part of a senior secondary certificate.

Successful completion of a VET for Secondary School Students program enables students to gain a nationally-recognised *AQF* qualification, usually at the same time as their school-based qualification.

## Training and assessment considerations for schools

* the currency of skills and knowledge of those who train and assess students
* access to industry standard equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
* comprehensive coverage of foundation skills, performance requirements and knowledge requirements as described in the unit and assessment requirements documents for each unit of competency
* current and realistic learning and assessment experiences.

Units of competency in the Information and Communications Technology Training Package ***may be*** ***assessed in the workplace or in a simulated environment.***

# Requirements of schools delivering competency based training and assessment

### Use of accredited trainers and assessors

All trainers and assessors used by the RTO must comply with the requirements of Clauses 1.13 - 1.16 of the Standards for Registered Training Organisations (RTOs) 2015. To meet this requirement schools must ensure training is only be delivered by teachers who are accredited to deliver the course or whose accreditation is in progress.

Trainers must have

* the vocational competencies at least to the level being delivered and assessed;
* current industry skills directly relevant to the training and assessment being provided; and
* current knowledge and skills in vocational training and learning that informs their training and assessment

Assessment must be undertaken only by teachers who have completed their accreditation and have gained

* TAE40110 Certificate IV in Training and Assessment
* TAE40116 Cert IV in Training and Assessment (from April 2019)

All trainers and assessors must:

* regularly undertake professional development in the fields of the knowledge and practice of vocational training, learning and assessment including competency based training and assessment

Schools must ensure the professional development plans of VET teachers address these requirements.

## Assessment in a simulated environment

Simulations must provide opportunities for integrated assessment of competence that include:

* performing the task (task skills)
* managing a number of tasks (task management skills)
* dealing with workplace irregularities such as unexpected problems, breakdowns and changes in routine (contingency management skills)
* fulfilling the responsibilities and expectations of the job and workplace, including working with others (job/role environment skills)
* transferring competencies to new contexts.

### Workplace simulation criteria

Given that simulation may be used and is often indicated as an option for assessment within the Information and Communications Technology Training Package the following advice is provided:

In conducting training and assessment in a simulated workplace environment, trainers and assessors must make sure that the simulated environment gives the learner the opportunity to meet the following critical criteria:

1. Quality – the work is of the standard required for entry into the industry.
2. Productivity – the work is performed within a timeframe appropriate for entry to the industry.
3. Safety – the work is performed in a manner that meets industry safety standards.

Where simulations meet these criteria, RTOs can be confident that learners are ‘work ready’ on successful completion of units of competency

In order to be valid and reliable, the ***simulation must closely represent what actually occurs in the workplace***, should be a current and realistic learning and assessment experience and reflect an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices.

## Assessment conditions, equipment and resources

Context of specific resources for assessment have been determined on a unit of competency basis. The aspects of context may include:

* + Performance Evidence – the ability to demonstrate competency
	+ Knowledge Evidence – to complete the unit requirements safely and effectively
	+ **Assessment Conditions –the environment unit** to **be assessed** and what equipment is required
	+ **Equipment and workplace documentation –** what types of workplace resources and documents **must** be available
	+ **Interaction with customers, team members and other people** – who **must** be involved.

In deciding whether a simulation or assessment conditions have been adequately designed and reflects conditions found in the workplace, the following **assessment checklist** can be used to make sure that key points are considered and opportunities are available to students.

## Does the assessment allow the learner to:

* deal with typical customers, including difficult customers and diverse types of customers?
* use facilities, equipment and materials that meet current industry standards?
* plan and prioritise multiple tasks to meet deadlines?
* experience the typical workflow for the industry?
* require adherence to service standards, workplace procedures, health and safety requirements?
* work with others as part of a team?
* consider constraints and pressures met in the workplace, e.g. budget, time, availability of resources?

### Generic equipment and resources required across a range of units of competency

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| --- | --- |
| Devices | * connected to a network
* with access to a printer DVD, Blue Ray
* with access to peripheral devices
* laptops
* tablets
* mobile devices
* peripherals
 |
| Standard software applications as used in current workplace practice, including at least: | * spreadsheet
* word processing
* database
* operating system software
* virus checking software
* basic diagnostic software e.g. Operating System Tools
* FTP Protocols
* mobile, web or wireless software applications: graphical user interface utilities
* web authorising tool
 |
| Internet access and associated software including: | * email software e.g. Microsoft Outlook
* web browser e.g. FireFox, Safari, Internet Explorer, Chrome
* diagnostic software
 |
| Desirable resources: | * touch typing application
* presentation applications
* graphics application capable of graphics manipulation e.g. Adobe Photoshop or Illustrator
 |
| Workstations: | * physical resources should include equipment modified for people with special needs
 |
| Workplace documentation may include: | * organisational policies, plans and procedures and codes of practice for compliance in EEO, WHS & environmentally sustainable work practices
* emergency procedures and instructions
* style guides
* templates
* manuals and reference materials
* help desk documentation/manuals
* installation manuals
* backup procedures
* security guidelines
 |

**WHS implications in the industry:**

Work health and safety *(*WHS*)* requirements are covered either by:

* + embedding requirements in the elements/performance criteria of units of competency
	+ including specific WHS units in qualifications.

In jurisdictions where the National Model WHS Legislation has not been implemented RTOs are advised to contextualise units of competency by referring to the existing State/Territory *occupational health and safety (*WHS*)* legislative requirements.

## Access and equity considerations

Access and equity relates to the approaches used to make sure training and assessment practices consider and respond to the individual needs of learners, so that potential learning barriers are minimised. Individual needs that could present barriers to access, participation and achievement of learning outcomes include:

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| * age
 | * sexuality
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| * gender
 | * language, literacy or numeracy skills
 |
| * cultural or ethnic background
 | * employment status
 |
| * disability
 | * geographical location
 |

The design and content of this training package supports equitable access and progression for all learners. It is the responsibility of the RTO delivering and assessing qualifications to:

* + ensure that training and assessment processes and methods do not disadvantage individual learners
	+ determine the needs of individual learners and to provide access to any educational and support services necessary.

Some practical ways that access and equity issues could be addressed include:

* + modifying assessment processes and techniques for learners who are located at a distance from a campus location
	+ checking that materials are culturally appropriate for learners and amending, as necessary
	+ making sure that activities and assessments are suitable for the language, literacy and numeracy skill levels of learners (while meeting the requirements of the unit of competency).

## Reasonable adjustment

A legislative and regulatory framework underpins and supports the delivery of vocational education and training across Australia. Under this framework, providers of vocational education and training must take steps to ensure that learners with recognised disabilities can access and participate in education and training on the same basis as learners without disabilities.

Sometimes reasonable adjustments are made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the particular needs of a learner with a disability. An adjustment is reasonable if it can accommodate the learner’s particular needs, while also taking into account factors such as: the views of the learner; the potential effect of the adjustment on the learner and others; the costs and benefits of making the adjustment.

Adjustments must:

* + be discussed and agreed to by the learner with a disability
	+ benefit the learner with a disability
	+ maintain the competency standards
	+ be reasonable to expect in a workplace.

## Foundation skills

Foundation skills are the non-technical skills that support an individual’s participation in the workplace, in the community and in education and training.

In this training package (and all training packages developed by IBSA) the foundation skills incorporate the learning, language, literacy and numeracy (LLN) skills described in the *Australian Core Skills Framework (ACSF)*, and the employability skills described in the *Core Skills for Work Developmental Framework (CSfW)*. The skills included in these two frameworks are illustrated in the table.

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| **ACSF** | **CSfW** |
| * **Learning**
* **Reading**
* **Writing**
* **Oral Communication**
* **Numeracy**
 | Navigate the world of work* Manage career and work life
* Work with roles, rights and protocols Interact with others
* Communicate for work
* Connect with work and others
* Recognise and utilize diverse perspectives

Get the work done:* Plan and organise
* Make decisions
* Identify and solve problems
* Create and innovate
* Work in a digital world
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## Resources, Equipment & Assessment Information

[***ICT30115 Certificate III in Information, Digital Media and Technology***](http://training.gov.au/Training/Details/ICA30105)

*(Units of competency held by teachers that have undertaken the current VET Teacher Training Program)*

### Core units of competency for the qualification (6)

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| [**BSBWHS304 Participate effectively in WHS communication and consultation processes**](http://training.gov.au/Training/Details/BSBWHS304) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* participate in work health and safety (WHS) communication and consultation processes, including communicating WHS information to others
* raise WHS issues in meetings and follow up on outcomes
* take appropriate actions to remove barriers to communication and consultation processes
* support others to raise relevant WHS issues
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* describe the purpose of organisational WHS policies, procedures, processes and systems
* outline the key requirements of relevant commonwealth and state/territory WHS Acts, regulations, codes of practice, standards and guidance material, and other relevant publications
* describe potential barriers to WHS consultation processes and how the barriers may be overcome
* explain the roles and responsibilities of WHS personnel
* describe how the consultation process influences and is related to workplace information management procedures, processes and systems
* describe methods to engage others with workplace procedures, and information sourcing and sharing
 |
| ***Assessment Conditions*:**Access to an [actual workplace or simulated environment](#_bookmark1) -* assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out **work health and safety duties in the workplace**.
 |
| ***Equipment:*** No |
| ***Workplace documentation:**** organisational policies, standard operating procedures, procedures and plans with information on compliance requirements
* relevant Acts, regulations, codes of practice, licensing requirements, standards
* relevant WHS data files
* appropriate office equipment and resources
 |
| ***Interaction with customers, team members and other people*:** Yes* participation and consultation with designated personnel
* identifying, consulting and reporting on WHS to designated people:
	+ evidence of ability to consult with health and safety officers
	+ health and safety representatives
	+ managers and supervisors
	+ other persons authorised or nominated by the organisation
	+ PCBUs
	+ team leaders
	+ union officers
	+ WHS inspectors
	+ WHS permit entry holders
	+ officers
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| [**BSBSUS401 Implement and monitor environmentally sustainable work practices**](http://training.gov.au/Training/Details/BSBSUS401) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
* consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
* plan and organise work group activities to:
	+ measure current resource usage
	+ solve problems and generate ideas for improvements
	+ evaluate and implement strategies to improve resource usage
	+ plan, implement and integrate improvements into operations
	+ meet environmental requirements
* apply continuous improvement approach to sustainability performance
* apply change management techniques to support sustainability performance
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements
* explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
* outline common environmental and energy efficiency issues within the industry
* give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
* outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
	+ supply chain, procurement and purchasing
	+ quality assurance
	+ making recommendations and seeking approvals
 |
| ***Assessment Conditions:***access to an [actual workplace or simulated environment:](#_bookmark0)* assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the **sustainability field of work**
 |
| ***Equipment:***access to [office equipment and resources](#_bookmark2) |
| ***Workplace documentation:**** access to a range of environment/sustainability legislation, standards, codes, guidelines and procedural requirements relevant to specific work area, daily responsibilities and supervision
* access to relevant information, workplace documentation and resources such as compliance obligations, organisation plans, work supervision and responsibilities
* access to reports from other parties involved in the process of identifying and implementing improvements.
 |
| ***Interaction with customers, team members and other people:*** *Yes** collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
* stakeholders include individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation’s conduct, actions, products and services, and contribute to the broader organisation including:
	+ customers
	+ employees at all levels of the organisation
	+ government
	+ investors
	+ local community
	+ suppliers
* key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
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| [**ICTICT202 Work and communicate effectively in an IT environment**](http://training.gov.au/Training/Details/ICTICT202) |
| ***Pre requisite unit*:** No |
| ***Performance Evidence:***Evidence of the ability to:* gather information about the organisation and incorporate in communications
* process internal and external requests according to organisational policies and requirements
* respond promptly to client enquiries and requests from colleagues
 |
| ***Knowledge Evidence*:**To complete the unit requirements safely and effectively, the individual must:* describe current industry accepted hardware and software including:
	+ features and capabilities
	+ product directions
* outline the operational environment, including the:
	+ customer base
	+ company products
	+ services
* outline the organisational policies and procedures that cover:
	+ code of conduct
	+ mission statement
	+ routine work processes
	+ systems, management structure and governance arrangements
* outline the principles of equal employment opportunity (EEO) and anti-discrimination
* explain the role and positioning of information and communications technology (ICT) within the overall business objectives of the organisation
 |
| ***Assessment Conditions:***access to an [actual workplace or simulated environment:](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in **general ICT industry workplaces**
 |
| ***Equipment:***access to [office equipment and resources](#_bookmark2) |
| ***Workplace documentation:**** a workstation
* a range of ICT equipment, operating systems, software and technical information
* organisational policies, procedures and governance documents
 |
| ***Interaction with customers, team members and other people:*** *Yes*Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives* stakeholders include individuals and groups both inside and outside the organisation who have direct or indirect interest in the organisation’s conduct, actions, products and services, and contribute to the broader organisation including:
	+ clients
	+ employees at all levels of the organisation
	+ government
	+ local community
	+ key personnel within the organisation, and specialists outside the organisation who may have particular technical expertise.
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| [**ICTICT301 Create user documentation**](http://training.gov.au/Training/Details/ICTICT301) |
| ***Pre requisite unit*:** No |
| ***Performance Evidence:***Evidence of the ability to:* produce user documentation that:
	+ meets business requirements
	+ caters for a diverse audience
	+ is clear and easy to navigate
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify content features, including clarity and readability
* discuss document design, web design and usability
* list the functions and features of templates and style guides.
 |
| ***Assessment Conditions***access to an [actual workplace or simulated environment:](#_bookmark0)* gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **general information and communications technology (ICT) industry**.
 |
| ***Equipment*:**access to [office equipment and resources](#_bookmark2) |
| ***Workplace documentation*:*** documentation specifications and user standards
* software tools for creating documentation
* information about the system, platform, network or application being documented
 |
| ***Interaction with customers, team members and other people*:** Yes* appropriate people may include:
	+ authorised business representative
	+ client
	+ manager
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| [**ICTICT302 Install and optimise operating system software**](http://training.gov.au/Training/Details/ICTICT302) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* install, configure and test an operating system to improve system performance with minimum disruption to clients
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* compare current industry accepted hardware and software products
* outline functions and features of operating systems used by the organisation
* explain the installation and configuration of systems software
* explain the architecture of current technical systems
* outline the deployment of current organisational systems
* list organisational requirements for operating system (OS) software
* explain prerequisites for system software installation
* outline set-up and configuration procedures
* list software packages supported by the organisation
* describe system’s current functionality
* list system’s diagnostic software
* outline vendor specifications and requirements for installation
 |
| ***Assessment Conditions:***access to an [actual workplace or simulated environment:](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in **the general information and communications technology (ICT) industry**
 |
| ***Equipment*:**access to [office equipment and resources](#_bookmark2) including:* personal computer where installation may be performed
* OS software
* accessibility for users with special needs
 |
| ***Workplace documentation*:*** organisational documentation
* technical documentation
 |
| ***Interaction with customers, team members and other people*:** Yes* Appropriate person may be:
	+ authorised business representative
	+ client
	+ supervisor
	+ manager
	+ suppliers
	+ system users
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| [**ICTSAS301 Run standard diagnostic tests**](http://training.gov.au/Training/Details/ICTSAS301) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* identify hardware and operating system problems
* conduct diagnostic tests on a range of platforms according to preventative maintenance and diagnostic policy
* identify the root causes of the problems
* scan systems for computer viruses
* remove viruses using software tools and procedures
* remove viruses by restoring backups
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* describe the client business domain, including client organisation structure and business functionality
* identify the current industry accepted hardware and software diagnostic tools, including products that manage:
	+ backup procedures
	+ configuration procedures
	+ hardware maintenance
	+ organisational security
* describe common symptoms of problems associated with:
	+ desktop applications
	+ operating systems
	+ laptops
	+ mobile devices
	+ printers
	+ other common peripherals
* describe a range of preventative tasks relevant to maintaining hardware and software applications
* describe the organisational procedures relevant to diagnostic testing.
 |
| ***Assessment Conditions:***access to an [actual workplace or simulated environment:](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **systems administration and support field of work**
 |
| ***Equipment:***access to [office equipment and resources](#_bookmark2) including:* special purpose tools, equipment, materials and industry software packages
* diagnostic software
 |
| ***Workplace documentation:**** security guidelines
* backup procedures
* organisational guidelines
 |
| ***Interaction with customers, team members and other people*:** Yes* Appropriate person may include:
	+ authorised business representative
	+ client
	+ supervisor
	+ ICT support staff
 |

**Elective Units of competency for the qualification**

Assessment of these units requires that the candidate have access to all assessment conditions, tools, equipment, materials and documentation indicated below. The content and resource requirements of all units of competency in the elective units are available in the ICA Information and Communications Technologies Training Package at [www.training.gov.au.](http://www.training.gov.au/)

# Specialist elective units – Group A Applications

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| [**ICTICT203 Operate application software packages**](http://training.gov.au/Training/Details/ICTICT203) |
| ***Pre requisite unit*:** No |
| ***Performance Evidence:***Evidence of the ability to:* produce workplace documents using a minimum of three different software application packages
* open, amend and save files and documents according to organisational requirements
* apply workplace health and safety (WHS) principles and responsibilities for ergonomics, such as work periods and breaks
* use help manuals and online help
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify application software packages used by the organisation and list the purpose of each
* explain basic technical terminology related to reading help files and responding to system help prompts
* outline current business practices related to using software to prepare reports
* list features and functions of commercial computing packages
* describe import and export software functions
* describe the process of linking documents
* outline WHS principles and responsibilities for ergonomics, such as work periods and breaks
* explain the purpose of input and output devices
 |
| ***Assessment Conditions:***access to an [actual workplace or simulated environment:](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **general information and communications technology (ICT) industry**
 |
| ***Equipment:***access to [office equipment and resources](#_bookmark2) including:* a personal computer (PC) and printer
* three commercial software packages, including appropriate word-processing and a spreadsheet software
 |
| ***Workplace documentation:**** documents or information containing data suitable for developing software application documents.
* documents detailing organisational style guide and policy
* security guidelines
* backup procedures
 |
| ***Interaction with customers, team members and other people*:** Yes* Appropriate person may include:
	+ authorised business representative
	+ client user
	+ supervisor
	+ ICT support staff
 |

## Specialist elective units – Group A Applications

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| [**ICTICT304 Implement system software changes**](http://training.gov.au/Training/Details/ICTICT304) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* evaluate, document and implement changes to the system with minimum disruption to the system and client users
* hand over the project to the client with instructions and updated documentation
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify and describe business scheduling requirements
* identify change control procedures
* describe client business domain
* discuss current industry accepted hardware and software products
* discuss emerging standards for data and voice communications
* outline the system's current functionality
* discuss the features of the system under modification
* outline the organisational policy and procedures with regard to system changes
* recognise vendor software services with regard to system changes
 |
| ***Assessment Conditions:***access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those **experienced in the general information and communications technology (ICT) industry**
 |
| ***Equipment:**** access to [**office equipment and resources**](#_bookmark2)
 |
| ***Workplace documentation:**** technical manuals and tools
* organisational policy and procedures with regard to system changes
 |
| ***Interaction with customers, team members and other people*:** Yes* **Appropriate person may include:**
	+ authorised business representative
	+ client user
	+ supervisor
 |

**Specialist elective units – Group A Applications**

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| [**ICTICT307 Customise packaged software applications for clients**](http://training.gov.au/Training/Details/ICTICT307) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* interpret and document client requirements to customise software applications
* design software applications
* analyse, implement and review customised software applications
* produce documentation for the client
* obtain feedback from client to ensure requirements have been met
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* outline the general features and capabilities of current industry accepted hardware and software products
* discuss functions and features of software applications suitable for client
* discuss functions and features of the operating system (OS)
* identify information and communications technology (ICT) structure and system infrastructure
* describe organisational policy and procedures relating to customising software
* identify organisational security procedure
 |
| ***Assessment Conditions:***access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those **experienced in the general ICT industry**
 |
| ***Equipment:***Access to [**office equipment and resources** i](#_bookmark2)ncluding**:*** use of customisable software applications currently used in industry
* modified equipment for people with special needs
 |
| ***Workplace documentation:***Access to:* a site where software applications may be customised
* client requirements documentation
* organisational requirements
 |
| ***Interaction with customers, team members and other people*: Yes.****Appropriate people may include:*** client users
* employees
* external organisation
* manager
 |

**Specialist elective units – Group A Applications**

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| [**ICTICT308 Use advanced features of computer applications**](http://training.gov.au/Training/Details/ICTICT308) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* use at **least three computer applications** employing advanced features and import and export capacities for efficiency and productivity purposes
* solve routine problems using support resources
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* outline the basic features and functions of relevant operating systems software and system tools
* outline relevant vendor product directions in computer applications
* identify commonly available vendor applications and their features
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **general information and communications technology (ICT) industry**
 |
| ***Equipment:***Access to [**office equipment and resources**](#_bookmark2) including**:*** a site where advanced features of computer applications may be used
* computer applications currently used in industry
* three commercial computer applications
 |
| ***Workplace documentation:***Access to:* documents or information containing data suitable to demonstrate advanced features of computer applications
* support resources, including online, manuals and training booklets
 |
| ***Interaction with customers, team members and other people*:** N/A |

**Specialist elective units – Group A Applications**

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| [**ICTICT409 Develop macros and templates for clients using standard products**](http://training.gov.au/Training/Details/ICTICT409) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* determine client needs and specifications for macros and templates
* develop a variety of macros and templates using at least two industry recognised application packages
* provide support to the client for utilising the macros and templates
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* outline features and functions of particular categories of commercial computing packages, in particular procedures for:
	+ creating macros and using default templates supplied by the software application package
	+ creating new macros and templates
* identify functions and features of the operating system
* identify features and functions of software and hardware supported by the organisation
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **general information and communications technology (ICT) industry**
 |
| ***Equipment:***Access to [**office equipment and resources**](#_bookmark2) including**:*** a personal computer where software installation may be performed
* internet connection
* networked computers
* server and workstation hardware and software
* use of software currently used in industry
 |
| ***Workplace documentation:***Access to:* documents detailing organisational policies
* style guides and design brief
* technical documentation and installation manuals
 |
| ***Interaction with customers, team members and other people*:** Yes**Appropriate people may include:*** client users
* employees
* external organisation
* manager
 |

**Specialist elective unit – Group C Support**

|  |
| --- |
| [**ICTSAS305 Provide IT advice to clients**](http://training.gov.au/Training/Details/ICTSAS305) |
| ***Pre requisite unit*:** No |
| ***Performance Evidence:***Evidence of the ability to:* investigate client support requests and provide a documented solution after consultation with client
* convey comprehensive technical information to clients in a clear, concise, jargon-free and coherent manner
* use technical manuals and ‘help’ documentation
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify and describe the available in-house and vendor support
* explain contract and service agreements with vendors
* identify features of different types of hardware supported by the organisation
* identify sources of information relevant to the provision of services and support
* identify operating system:
	+ functions and basic features
	+ supported by the organisation
* identify and describe security and network guidelines and procedures
* identify the advanced features of software, including the functions and support provided by the organisation
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **systems administration and support field of work**
 |
| ***Equipment*:*** Access to [**office equipment and resources**](#_bookmark2)
 |
| ***Workplace documentation:**** relevant information sources
* technical records and documentation
 |
| ***Interaction with customers, team members and other people*:** YesClients may include:* peers and supervisors for obtaining information
* client users
* individuals
* internal department employees
 |

**Specialist elective units – Group D Web Technologies**

|  |
| --- |
| [**BSBEBU401 Review and maintain a website**](http://training.gov.au/Training/Details/BSBEBU401) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***Evidence of the ability to:* analyse data to make recommendations about changes to website
* update web pages according to organisational requirements
* analyse data, identify and resolve faults, errors and/or complaints on website
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify and review knowledge of key provisions of relevant legislation, regulations, and standards and codes of practice that may affect aspects of business operations
* explain basic principles of website design and maintenance
* outline online security issues
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in **the information and communications technology – e-business field of work.**
 |
| ***Equipment*:**Access to [**office equipment and resources**](#_bookmark2)including**:*** computers and office equipment
* industry software packages
* networked computers
 |
| ***Workplace documentation:**** documentation relating to analysis and strategies/policies for implementation
 |
| ***Interaction with customers, team members and other people:*** N/A |

**Specialist elective units – Group D Web Technologies**

|  |
| --- |
| [**ICTWEB201 Use social media tools for collaboration and engagement**](http://training.gov.au/Training/Details/ICTWEB201) |
| ***Pre requisite unit*:** No |
| ***Performance Evidence:***Evidence of the ability to:* identify different types of social media tools and applications, and the issues associated with their use
* access the internet, set up a social networking presence and upload and link a wide variety of files
* use and evaluate social media tools and applications
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* list basic technical terminology in relation to social networking, social media applications, and tools
* outline basic methods of uploading images, text files, portable document format (PDF) files, audio files, video files, and link the associated files
* state the features, and functions, of social media applications
* list import and export software functions
* explain how to link documents
* explain the process of tagging, in order to facilitate collaborative folksonomy
* list social media applications and procedures, for connecting to social networking sites
* identify and describe, input and output devices
* describe, and use, really simple syndication (RSS) feeds to connect a social network
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **website technologies field of work**
 |
| ***Equipment*:**Access to [**office equipment and resources**](#_bookmark2)including**:*** personal computer and printer
* internet
* social-media tools and applications
* appropriate learning and assessment support when required

Where applicable, physical resources should include equipment modified for people with special needs |
| ***Workplace documentation:**** online instructional documents
 |
| ***Interaction with customers, team members and other people*:** N/A |

**Specialist elective units – Group D Web Technologies**

|  |
| --- |
| [**ICTWEB301 Create a simple markup language document**](http://training.gov.au/Training/Details/ICTWEB301) |
| ***Pre requisite unit*:** No. |
| ***Performance Evidence:***Evidence of the ability to:* review document requirements, and select the appropriate language
* create and save a markup language document
* validate the document
* use a markup language, without the automated generation of code
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* identify and describe, markup languages and their associated standards
* list the features and limitations of a range of available browsers
* explain web accessibility
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in **the website technologies field of work**
 |
| ***Equipment*:**Access to [**office equipment and resources**](#_bookmark2)including**:*** personal computer and printer
* a range of browsers
* a text editor
* the internet, to validate the markup
 |
| ***Workplace documentation:**** the organisational style guide or policy
* the document specification
 |
| ***Interaction with customers, team members and other people*:** N/A |

**Specialist elective units – Group D Web Technologies**

|  |
| --- |
| [**ICTWEB302 Build simple websites using commercial programs**](http://training.gov.au/Training/Details/ICTWEB302) |
| ***Pre requisite unit:*** No |
| ***Performance Evidence:***Evidence of the ability to:* select, and use, a web authoring tool to create web pages in accordance with client requirements
* insert the text and image elements into a web page
* modify the existing mark-up
* test web page content for consistency
* upload the files to the server
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must:* explain the Australian Computer Society Code of Ethics
* list the work, health and safety (WHS) requirements relevant to the information and communications technology (ICT) industry
* identify the web authoring tools used for web page design
* provide an overview of website publishing and markup languages
* explain sustainability concepts, including energy and resource conservation
* describe the function of a file transfer protocol (FTP)
* list common browsers used for accessing the web
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **website technologies field of work**
 |
| ***Equipment*:**access to [**office equipment and resources**](#_bookmark2)including**:*** computer hardware and software
* web authoring tools
* the web servers
* the website
* storage media
* FTP client software
* the server security password, and access procedures
 |
| ***Workplace documentation:**** online instructional documents
 |
| ***Interaction with customers, team members and other people*:** Yes* External organisations
* Individuals
* Internal departments
 |

**Specialist elective units – Group D Web Technologies**

|  |
| --- |
| [**ICTWEB303 Produce digital images for the web**](http://training.gov.au/Training/Details/ICTWEB303) |
| ***Pre requisite unit*:** No. |
| ***Performance Evidence:***Evidence of the ability to:* analyse the client’s needs
* undertake research to source the images
* manipulate and produce images for use in website development, to meet the requirements of the brief
* save the images in appropriate format
 |
| ***Knowledge Evidence:***To complete the unit requirements safely and effectively, the individual must::* identify and describe, the industry standards and the copyright legislation relevant to digital images
* explain sustainability concepts appropriate to the ICT industry
* describe digital image formats and their application
* identify and summarise, common digital image editing software
 |
| ***Assessment Conditions:***Access to an [**actual workplace or simulated environment:**](#_bookmark0)* Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the **website technologies field of work**
 |
| ***Equipment*:**Access to [**office equipment and resources**](#_bookmark2)including**:*** image manipulation software, hardware and storage devices currently used in industry
* client brief
* the sources of the images, and opportunities to review digital images prepared for a website
 |
| ***Workplace documentation:**** organisational policy and procedures
 |
| ***Interaction with customers, team members and other people*:** YesClient may include:* external organisations
* individuals
* internal department
 |

**Quality Assurance Checklists**

**Information and Digital Technology**

**ICA30115 Certificate III in Information, Digital Media and Technology**

**The following checklists form part of the RTO’s quality assurance process as**

**required under Standard 2 of the *Standards for Registered Training Organisations (RTOs) 2015*. This document is to be completed and filed securely at the school to comply with RTO requirements.**

## Declaration by the school principal:



The course is marketed to students in accordance with RTO course information and course delivery follows the RTO Training and Assessment Strategy approved for this school.

The school has a system for entering the intended qualification and units of competency on eBOS- VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the Board of Studies Teaching and Educational Standards NSW (BOSTES).



The school has a process for collecting and verifying student USIs and uploading them to BOSTES.



Students have access to the resources, equipment and tools to meet the requirements for each unit of competency as per the list of competencies in [Checklist 1](#_bookmark3) and can be accessed onsite unless otherwise indicated on [Checklist 2.](#_bookmark4)



As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements.



All teachers timetabled to deliver this course are either accredited or in training as indicated on [Checklist 3.](#_bookmark5)



Mandatory Work Placement HSC requirements have been met completed in accordance with Departmental requirements as identified in [Checklist 4.](#_bookmark6)



### School Site Sign Off:

|  |  |
| --- | --- |
| **School Name** |  |
| **RTO Name** |  |
| **Person completing checklists** |  | **Signature** |  |
| **Principal Name** |  |
| **Signature** |  | **Date** |

**Checklist 1 Resources/equipment**

On the following checklist, indicate the units of competency to be delivered to students as per the RTO Training and Assessment Strategy and complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed on site unless otherwise indicated on the separate form for this purpose [(Checklist 2).](#_bookmark4)

### [ICT30115 Certificate III in Information, Digital Media and Technology](http://training.gov.au/Training/Details/ICT30115)

|  |  |
| --- | --- |
| **Core units of competency** | ***Access on site All/Some/None*** |
|  | BSBWHS304 | Participate effectively in WHS communication and consultation processes |  |
|  | BSBSUS401 | Implement and monitor environmentally sustainable work practices |  |
|  | ICTICT202 | Work and communicate effectively in an IT environment |  |
|  | ICTICT301 | Create user documentation |  |
|  | ICTICT302 | Install and optimize operating system software |  |
|  | ICTSAS301 | Run standard diagnostic tests |  |

|  |  |
| --- | --- |
| **Elective Units** | ***Access on site All/Some/None*** |
| **Group A Applications** |
|  | ICTICT203 | Operate application software packages |  |
|  | ICTICT304 | Implement system software changes |  |
|  | ICTICT307 | Customise packaged software applications for clients |  |
|  | ICTICT308 | Use advanced features of computer applications |  |
|  | ICTICT409 | Develop macros and templates for clients using standard products |  |
| **Group C Support** |
|  | ICTSAS305 | Provide IT advice to clients |  |
| **Group D Web technologies** |
|  | BSBEBU401 | Review and maintain a website |  |
|  | ICTWEB201 | Use social media tools for collaboration and engagement |  |
|  | ICTWEB301 | Create a simple markup language document |  |
|  | ICTWEB302 | Build simple websites using commercial programs |  |
|  | ICTWEB303 | Produce digital images for the web |  |

**Checklist 2**

**Accessing Tools, Equipment and Resources Off-Site (only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed. The content and resource requirements of all units of competency in the elective units are available in the ICA30115 Certificate III in Information, Digital Media and Technology at [www.training.gov.au.](http://www.training.gov.au/)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh Petersham
2. The Café Wests Ashfield Leagues Club Petersham TAFE College
 | AA2014/1 AA2014/3 AA2013/6 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Trainer and Assessor Requirements

Teachers wishing to deliver and assess this qualification must:

* + be accredited with the relevant teaching code (“Willingness to teach” is not acceptable) or have been accepted into and undertaking the relevant VET retraining program;
	+ hold or be enrolled in the current Certificate IV in Training and Education
	+ be able to demonstrate current industry skills at least to the level being delivered and assessed
	+ be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency

Please complete the table below for any teacher who is timetabled onto this course at this site for the current year:

|  |  |
| --- | --- |
| **Teacher name** | **Accredited/ In-Training** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

## Student work placement (Mandatory for the HSC)

**ICA30115 Certificate III in Information, Digital Media and Technology**

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school and Work Placement Service Providers.

It is the responsibility of the school to communicate the types of work placement settings they will require over a two year period for the students they are training and assessing.

Schools need to ensure that, where required, evidence from “the workplace” may be gathered for the qualification being sought.

Students have been fully informed of the:

Mandatory work placement hours required for this course Purposes of the work placement, and the







Due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

Structure and timing of the work placements Competencies to be addressed during work placements







Procedures to address the relevant workplace health and safety regulations.

The school has procedures in place to ensure that the:

*Workplace Learning Guide for Employers* has been provided to the host employer prior to placement commencing



*Student Placement Record* is fully completed **prior** to placement (i.e. signed by the host employer, school principal or nominee, student and parent or care giver) and archived according to Departmental requirements.



**Additional Units included in the Training and Assessment Strategy approved for delivery at this site by the RTO.**

**Additional Units of Competency Held (only if required)**

Teachers wishing to deliver any units of competency (from the elective pool or specialisation study) that are not listed in [Checklist 1](#_bookmark3) must:

* + discuss the delivery of the unit(s) of competency with the RTO prior to delivery; and
	+ have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency.

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to the RTO Manager to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

.

|  |  |  |
| --- | --- | --- |
| **Unit Code** | **Unit Name** | ***Access on site******(All/Some/None)*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |