Blue Bar

**Board Endorsed Course**

**Curriculum Information Guide**

**Information and Digital Literacy**

**ICT10115 Certificate I in Information and Digital Media and Technology**

**NESA Course:** [**Information and Digital Literacy (Stage 5)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/information-and-digital-literacy)

# Introduction

Vocational education and training (VET) courses form an important part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in engaging students as well as preparing them for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high quality vocational education opportunities for students in government 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 National VET Regulator (NVR) Registered Training Organisations**](http://www.comlaw.gov.au/Details/F2013L00167).

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 for Stage 5 students in schools. Through the implementation of quality assurance requirements in this 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](#_bookmark3) 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 [**ICT** – Information and Communications Technology Training Package](http://training.gov.au/Training/Details/ICT) release 3.0

### Please note that links directly to [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 [**Information and Digital Literacy (Stage 5)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/information-and-digital-literacy)Board Endorsed Course.

# 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-current 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 Business Services Training Package ***may be assessed in the workplace or in a simulated environment***.

# 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 Business Services 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 has 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.

* 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?

# 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:

|  |  |
| --- | --- |
| **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 |

# Generic equipment and resources required across a range of units

|  |  |
| --- | --- |
| Devices | * connected to a network * with access to a printer DVD, Blue Ray * with access to peripheral devices * laptops * tablets * mobile devices * peripherals * external backup device |
| Standard software applications as used in current workplace practice, including at least: | * spread sheets * work processor * database * operating system software * virus checking software * basic diagnostic software * FTP Protocols * mobile, web or wireless software applications * graphical user interface utilities * web authorising tool * presentation software currently used in industry |
| 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 application e.g. Microsoft PowerPoint, Lotus Freelance Graphics * graphics application capable of graphics manipulation   e.g. Adobe Photoshop or Illustrator   * desktop publishing application e.g. Microsoft Publisher, Adobe InDesign |
| Workstations: | * physical resources should include equipment modified for people with special needs * that can accommodate individual differences amongst students, such as adjustable chairs and/or tables |
| 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 |
| A computing environment that adheres to Work, Health and Safety regulations | |

***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:

|  |  |
| --- | --- |
| * age | * sexuality |
| * 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.

# Resources, Equipment & Assessment Conditions

**[ICT10115 Certificate I in Information and Digital Literacy](http://training.gov.au/Training/Details/ICT10115)**

## Core units (4) of competency for the qualification

|  |
| --- |
| [**ICTICT101 Operate a personal computer**](http://training.gov.au/Training/Details/ICTICT101) |
| **Pre requisite unit: No** |
| **Performance Evidence:**  Evidence of the ability to:   * use hardware and software * navigate around the desktop * save results of work use hardware and software |
| **Knowledge Evidence:**  To complete the unit requirements safely and effectively, the individual must:   * identify basic parts of a computer and various hardware components * explain commonly used software operation and application packages * name basic security functions and computer functions * list a range of peripheral devices that can be used with a personal computer * describe common computer storage 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](#_bookmark1) including:   * a personal computer (PC) and printer, mouse, keyboard and monitor * appropriate learning and assessment support when required * use of basic software currently used in the industry |
| ***Workplace documentation:***   * user manuals |
| ***Interaction with customers, team members and other people:***   * This unit requires students to communicate with peers and supervisors as well as seek expert advice |

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| [**ICTICT102 Operate word-processing applications**](http://training.gov.au/Training/Details/ICTICT102) |
| **Pre requisite unit: No.** |
| ***Performance Evidence:***  Evidence of the ability to:   * follow organisational ergonomic work health and safety (WHS) requirements and practices * create, open and retrieve documents using customised basic settings * format documents by creating tables and adding text, objects and images * save and prints documents |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * describe formatting styles and their effect on formatting, readability and appearance of documents * identify organisational requirements for ergonomics, including work periods and breaks * select organisational style guide to use * outline purpose, use and function of word-processing 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 **general information and communications technology (ICT) industry** |
| ***Equipment*:**  access to [office equipment and resources](#_bookmark1) including:   * personal computer and printer * word-processing software currently used in industry |
| ***Workplace documentation:***   * documents detailing organisational style guide or policy and safety (WHS) requirements * organisational style guides * data suitable for use with word-processing packages * user manuals |
| ***Interaction with customers, team members and other people:***   * This unit requires students to communicate with peers and supervisors as well as seek expert advice |

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| [**ICTICT103 Use, communicate and search securely on the internet**](http://training.gov.au/Training/Details/ICTICT103) |
| **Pre requisite unit: No** |
| ***Performance Evidence:***  Evidence of the ability to:   * connect to and access the internet * send and receive emails * secure internet access and email communications * use search tools to locate information * use different internet search techniques * research and select appropriate website * undertake online interactions * assess the accuracy, currency and reliability of the site and information located |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * list basic technical terminology related to reading help files and prompts * describe the basics of copyright and privacy statements * explain different types of messages that occur, including error messages and messages to install plug- ins * list different types of search engines and web browsers * list procedures for using email applications * list procedures for evaluating and assessing the authority, reliability and authenticity of information * outline internet search functions * describe internet speed and traffic loads related to times of accessing the internet * describe the makeup and structure of internet addresses * list organisational guidelines on internet and email use (web etiquette or netiquette) * describe business process related to online transactions * describe web browser update techniques * explain what key words and bookmarks are used for |
| ***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](#_bookmark1) including:   * use of PC or digital device with internet access * search engines currently used in industry |
| ***Workplace documentation:***   * organisational policies on internet usage |
| ***Interaction with customers, team members and other people:***   * This unit requires students to communicate with peers and supervisors |

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| [**ICTICT104 Use digital devices**](http://training.gov.au/Training/Details/ICTICT104) |
| **Pre requisite unit: Nil** |
| ***Performance Evidence:***  Evidence of the ability to:   * turn on a digital device * use menu features and navigate around a graphical user interface(GUI) * use device features to perform tasks * save results of work |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * outline the capabilities and connectivity requirements of relevant:   + audio-visual devices   + peripheral devices   + storage devices * list basic security functions * explain basic software operation and associated applications * explain digital device functions * explain digital device settings |
| ***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](#_bookmark1) including:   * digital device * computer * storage devices * printer * device-specific application currently used in industry |
| ***Workplace documentation:***  This unit requires students to have access to:   * user manuals |
| ***Interaction with customers, team members and other people:***  This unit requires students to communicate with peers and supervisors |

**Elective Units of competency for the qualification**

Assessment of these units requires that the candidate has 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/)

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| --- |
| [**ICTICT105 Operate spreadsheet applications**](http://training.gov.au/Training/Details/ICTICT105) |
| **Pre requisite unit: No** |
| ***Performance Evidence:***  Evidence of the ability to:   * create spreadsheets * customise basic settings * format spreadsheets * create basic formulas * insert objects and charts in spreadsheets * save and print spreadsheets |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * list basic technical terminology related to reading help files and prompts * explain the effect of formatting and appearance on the readability and usability of spreadsheets * outline log-in procedures relating to accessing a personal computer (PC) * describe the purpose, use and function of spreadsheet applications |
| ***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](#_bookmark1) including:   * A personal computer (PC) and printer * spreadsheet software currently used in industry |
| ***Workplace documentation:***  This unit requires students to have access to:   * documents detailing organisational style guide and policy * documents or information containing data suitable for creating spreadsheets |
| ***Interaction with customers, team members and other people:*** *Yes*   * This unit requires students to communicate with peers and supervisors |

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| [**ICTICT107 Use personal productivity tools**](http://training.gov.au/Training/Details/ICTICT107) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * use the calendar of the personal productivity tool to schedule events and appointments * create, edit and delete contacts * use the additional features of a particular personal productivity tool and software |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * outline organisational policies regarding:   + email list   + internet connection and usage policy   + web etiquette   + calendar and scheduling tools. |
| ***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](#_bookmark1) including:   * use of a personal productivity device * use of organising software currently used in industry |
| ***Workplace documentation:***  This unit requires students to have access to:   * organisational policies on internet usage |
| ***Interaction with customers, team members and other people:***   * This unit requires students to communicate with peers and supervisors |

|  |
| --- |
| [**ICTICT108 Use digital literacy skills to access the internet**](http://training.gov.au/Training/Details/ICTICT108) |
| **Pre requisite unit:** No |
| ***Performance Evidence:***  Evidence of the ability to:   * connect to and access the internet * send and receive emails * secure internet access and email communications * use search tools to locate information or content * research and select appropriate websites * undertake online interactions * make an informed assessment of the accuracy, currency, authority and reliability of the site and information located |
| ***Knowledge Evidence:***  ***To complete the unit requirements safely and effectively, the individual must:***   * list types and basic components of hardware and storage devices * list different categories of domain names and explain how they indicate the integrity of the materials on the web site * identify and explain common automated messages found when accessing the web * outline types of online communication and participation, including transactional * outline basic research techniques * outline basic copyright legislation * explain digital footprint and basic security, safety and legal issues * list work health and safety (WHS) issues, including basic ergonomics of keyboard and computer use * identify device interfaces * identify desk top icons * explain basic principles of web browser search engines * outline internet protocols * explain basic principles and features of web browsers and search engines |
| ***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](#_bookmark1) including:   * external storage/backup device * hardware components required to connect to the Internet |
| ***Workplace documentation:***   * organisational documents outlining financial procedures including * copyright and intellectual property legislation |
| ***Interaction with customers, team members and other people:*** *Yes*   * This unit requires the student to communicate with peers and supervisors |

|  |
| --- |
| [**ICTICT106 Operate presentation packages**](http://training.gov.au/Training/Details/ICTICT106) |
| **Pre requisite unit: No** |
| ***Performance Evidence:***  Evidence of the ability to:   * create, format and prepare presentations for distribution and display * customise basic settings * add slide show effects |
| ***Knowledge Evidence:***  To complete the unit requirements safely and effectively, the individual must:   * list basic technical terminology to read help files and prompts * outline the different types of:   + formal and informal presentation   + audience * explain the effect of design and formatting on the readability and usability of presentations * outline presentation pitfalls * identify suitable presentation effects for different audiences |
| ***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](#_bookmark1) including:   * a personal computer (PC) and printer * presentation software currently used in industry |
| ***Workplace documentation:***  This unit requires students to have access to:   * documents detailing organisational style guide and policy |
| ***Interaction with customers, team members and other people:***   * This unit requires students to communicate with peers and supervisors |

**Quality Assurance Checklists**

**Information and Digital Literacy– Stage 5**

**ICT10115 Certificate I 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](#_bookmark2) and can be accessed onsite unless otherwise indicated on [Checklist 2.](#_bookmark3)



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.](#_bookmark4)



## School Site Sign Off

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

**Checklist 1 Resources/equipment**

On the following checklist, select the units of competency to be completed by students by clicking the checkbox next to each unit being delivered and then complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed either on site or off site. If some or all of the resources and equipment for any unit must be accessed off site, this is to be documented on the separate form for this purpose [(Checklist 2).](#_bookmark3)

|  |  |  |  |
| --- | --- | --- | --- |
| **Core units of competency** | | | **Access on site**  ***(All/Some/None)*** |
|  | ICTICT101 | Operate a personal computer |  |
|  | ICTICT102 | Operate word-processing applications |  |
|  | ICTICT103 | Use, communicate and search securely on the internet |  |
|  | ICTICT104 | Use digital devices |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Elective units** | | | **Access on site**  ***(All/Some/None)*** |
|  | ICTICT105 | Operate spreadsheet applications |  |
|  | ICTICT107 | Use personal productivity tools |  |
|  | ICTICT108 | Use digital literacy skills to access the internet |  |
|  | ICTICT106 | Operate presentation packages |  |

# 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 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 ICA11 Training Package at [www.training.gov.au.](http://www.training.gov.au/)

Access arrangements are to be documented and each arrangement is to be given a unique identifier. Access Arrangement identifiers are to be listed in the table below against the relevant unit. Access arrangements are to be stored on site and available on request.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Units of competency** | | **Tools, Equipment and Resources to be accessed** | **Access Site(s)** | **Arrangement Identifier(s)** |
| **Code** | **Descriptor** |
| 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 3. Petersham TAFE College | AA2014/1 AA2014/3 AA2013/6 |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Checklist 3

**Trainer and Assessor Requirements**

[**ICT10115 Certificate I in Information, Digital Media and Technology**](http://training.gov.au/Training/Details/ICT10115)

Teachers wishing to deliver and assess this qualification must:

* hold or be enrolled in a relevant industry qualification at the same time or a level above the qualification being delivered
* 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
* have completed or be enrolled in an orientation program

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

|  |  |  |
| --- | --- | --- |
| **Teacher name** | **Relevant industry qualification** | **Qualification Code** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |