

Section 1 Program overview

1.1 National requirements			
Qualification code	ICT20115		
Qualification title	Certificate II in Information, Digital Media, and Technology		
Relevant Standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	ICT		
Current release date	As per TGA	Release number	2.0
Training package title	<i>Information and Communications Technology</i>		
National register	https://training.gov.au/Training/Details/ICT20115		
Companion volume	https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2 vetnet.education.gov.au/Pages/TrainingPackages.aspx		
Qualification status	Superseded	<p>Where a qualification is no longer current and has not been superseded, all students' training and assessment must be completed and the relevant AQF certification issued within a period of two years from the date the qualification was removed or deleted from the National Register.</p> <p>Where a qualification on the RTO's scope of registration is superseded, all students' training and assessment must be completed and the relevant AQF certification issued or students are transferred into its replacement within a period of one year from the date the replacement qualification was released on the National Register.</p>	
Superseded, deleted or no longer current date	18/01/2021		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	31/12/2021		
TAS has been developed through industry engagement	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (See Section 7)	Total number of proposed assessment tools for this qualification	8 (See Section 3)
Delivering and assessing information (Complete this remaining part of Section 1.1 only when the qualification is on scope)			
TAS implementation date (See Section 10)	27/01/2020	TAS monitoring date (See Section 11)	Choose monitoring date.
Developed for: (Select one only)	<input type="checkbox"/> individual student/s	Name/s of individual student/s	
	<input checked="" type="checkbox"/> class cohort	Current number of students enrolled	24
A representative sample of assessment tools has been validated	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pending (See Sections 8 & 9)	Delivery period for this cohort or individual Start End	28/01/2020 10/12/2021

RTO's Assessment and/or TAS policies and procedures have been followed when implementing this TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	RTO has checked other printed and electronic student information/data for compatibility with TAS	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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1.2 Qualification

Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	<p>This pathways qualification provides the foundation skills and knowledge to use basic applied digital technologies in varied contexts.</p> <p>The qualification is designed for those developing the necessary digital and technology skills in preparation for work.</p> <p>These individuals carry out a range of basic procedural and operational tasks that require digital and technology skills. They perform a range of mainly routine tasks using limited practical skills and knowledge in a defined context. The qualification is suitable for someone generally performing under direct supervision.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	<p>https://training.gov.au/Training/Details/ICT20120</p> <p>Total number of units = 12 6 core units plus 6 elective units , of which: at least 3 must be from Group A of the remaining electives: all may be from the electives listed below up to 2 may be from elsewhere in this or any other currently endorsed training package qualification or accredited course at AQF Level 1, 2 or 3.</p> <p>Elective units must be relevant to the work environment and the qualification, maintain the overall integrity of the AQF alignment, not duplicate the outcome of another unit chosen for the qualification, and contribute to a valid industry-supported vocational outcome.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
General entry requirements (Adjust as appropriate)	<p>General entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> • demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level • attend and participate in scheduled training and assessment • participate in workplace tasks to employer expectations • be able to work in an industry environment and handle industry standard equipment • comply with the RTO code of conduct requirements, directions on work, and health and safety matters. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM			
<p>Specific entry and/or completion requirements (Adjust as appropriate)</p>	<p>Specific entry requirements exist <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p>Requirements to commence/complete some units within this qualification:</p> <ul style="list-style-type: none"> • successfully obtain a Blue Card (eligibility to work with children and young people) prior to engaging in activities with children under 18 years, www.bluecard.qld.gov.au/index.html • successfully obtain a White Card (general construction induction card), www.worksafe.qld.gov.au/licensing-and-registrations/work-health-and-safety-licences/what-licence-do-i-need/general-construction-induction/apply-for-a-general-construction-induction-card • mandatory work experience with an organisation or employer (this will include a minimum number of hours, e.g. hospitality service periods, structured volunteer program) • other (include details). <p>Prior to enrolment the RTO has provided advice in print or electronically to students on participation requirements and application processes.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Access and reasonable adjustments (Adjust as appropriate)</p>	<p>The RTO has advised students in print or electronically that reasonable adjustments may be available. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>When appropriate, reasonable adjustments will be applied by the RTO to take into account the individual student's needs.</p> <p>Reasonable adjustments may include:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments. </td> </tr> </table>	<ul style="list-style-type: none"> • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter 	<ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<ul style="list-style-type: none"> • accessible class rooms • note-taking support • course material in alternative formats — electronic, large print • use of laptop for assessments • an Auslan (Australian Sign Language) interpreter 	<ul style="list-style-type: none"> • extra time or extensions for assessments or alternative assessment tasks • ergonomic chair/desk • use of assistive technology • other adjustments. 				
<p>Mode of delivery (Adjust as appropriate)</p>	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> • face-to-face in a simulated workplace environment for required performance and knowledge evidence • work experience in commercial work site — third party report • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			
<p>Delivery location (Adjust as appropriate)</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="467 1765 850 1888"> <p>Multiple delivery locations are used. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> </td> <td data-bbox="858 1765 1217 2002" rowspan="2"> <p>Locations of additional campuses where training or assessment services are provided.</p> </td> </tr> <tr> <td data-bbox="467 1899 850 2002"> <p>The delivery location is the principal place of business of the RTO.</p> </td> </tr> </table>	<p>Multiple delivery locations are used. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Locations of additional campuses where training or assessment services are provided.</p>	<p>The delivery location is the principal place of business of the RTO.</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Multiple delivery locations are used. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>	<p>Locations of additional campuses where training or assessment services are provided.</p>				
<p>The delivery location is the principal place of business of the RTO.</p>					

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM
	Provide location details here for each site if more than one site is being used for training and assessment.	
Program duration	<p>Total program duration for delivery and assessment is:</p> <p><input type="checkbox"/> 6 months <input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years <input type="checkbox"/> 3 years</p> <p>Other: please specify</p>	<p>This means that after the expiry of the program duration, no further assessment evidence will be accepted and no further training conducted.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
Amount of training and volume of learning	<p>The 'amount of training' relates to formal teaching and learning activities.</p> <p>The nominal amount of scheduled training for this program is: <input type="checkbox"/> 55 hours <input type="checkbox"/> 110 hours <input checked="" type="checkbox"/> 220 hours <input type="checkbox"/> 330 hours</p> <p>The 'volume of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The total volume of learning for this program is: <input checked="" type="checkbox"/> 600–1200 hours (Certificate I and II) <input type="checkbox"/> 1200–2400 hours (Certificate III and IV)</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Learning resources	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> enable students to meet the requirements for each unit of competency support the number of students undertaking the training and assessment. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
Assessment resources (Adjust as appropriate)	<ul style="list-style-type: none"> Assessments will be formative and conducted so that skills, knowledge and understanding may be demonstrated in the simulated workplace environment. Assessment of knowledge and skills will be integrated with assessment of their practical application. Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Evidence of skills and knowledge will be gathered simultaneously. 	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
Students from other schools (Adjust as appropriate)	<ul style="list-style-type: none"> Students not enrolled with the school but seeking enrolment for this VET program delivered by the RTO may become fee-paying students. Where this is the case, students have been advised in writing or electronically. The fee for this program is: \$000.00 The fee includes: – <p>The RTO charges fees for students not enrolled with the school.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM			
Students from the school (Adjust as appropriate)	<ul style="list-style-type: none"> Students enrolled with the school may have to pay fees for this VET program. Where this is the case, students have been advised in writing or electronically. The fee for this program is: \$000.00 The fee includes: <ul style="list-style-type: none"> - <p>The RTO charges fees for students enrolled with the school.</p> <input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Early termination or withdrawing from the program Fee refund	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program or students withdraw from the VET program:</p> <ul style="list-style-type: none"> students will be issued with a Statement of Attainment for any successfully completed units of competency any fees paid toward the program will be refunded on a pro rata basis or as explained in the RTO refund policy. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
	<p>The RTO has provided students with information in print or electronically concerning arrangements in the event of early termination or withdrawal from the program.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Evidence-gathering conditions (Adjust as appropriate)	<ul style="list-style-type: none"> Will be progressively gathered for groups of units simultaneously. Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports. Will be done under the specific assessment conditions required by the units. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Work placement requirements (Adjust as appropriate)	<p>Work placement or experience.</p> <p>The RTO may require students to undertake work placement or work experience. When this is the case, a summary of the requirements will be recorded in Section 4 of the TAS. Students have been advised in writing or electronically.</p> <p>Work placement or experience is required for this program.</p> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
Third party arrangements	<table border="0"> <tr> <td>No services are delivered on behalf of the RTO.</td> <td> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> <td> <ul style="list-style-type: none"> <i>'Third party' means any party that provides services on behalf of the RTO, but does</i> </td> </tr> </table>	No services are delivered on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> <i>'Third party' means any party that provides services on behalf of the RTO, but does</i> 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
No services are delivered on behalf of the RTO.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<ul style="list-style-type: none"> <i>'Third party' means any party that provides services on behalf of the RTO, but does</i> 			

1.3 Delivery and assessment

Requirement	Pre-enrolment information	Confirmed by RTOM											
(Adjust as appropriate)	<table border="1"> <tr> <td data-bbox="472 324 711 533">Some services are provided by a third party on behalf of the RTO. <i>*School ICT technicians only</i></td> <td data-bbox="715 324 818 533"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> <td data-bbox="821 324 1214 1126" rowspan="5"> <p><i>not include a contract of employment between an RTO and its employee.</i></p> <ul style="list-style-type: none"> <i>Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement.</i> <i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i> <i>When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</i> </td> </tr> <tr> <td data-bbox="472 537 711 656">QCAA has been notified of the third party arrangement.</td> <td data-bbox="715 537 818 656"> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </td> </tr> <tr> <td data-bbox="472 660 711 734">Terry Sandars</td> <td data-bbox="715 660 818 734"></td> </tr> <tr> <td data-bbox="472 739 711 813">30117</td> <td data-bbox="715 739 818 813"></td> </tr> <tr> <td data-bbox="472 817 711 891">32990583</td> <td data-bbox="715 817 818 891"></td> </tr> </table> <p data-bbox="472 896 711 1048">Teaching / training students to install operating system and software and use WHS when working with hardware.</p>	Some services are provided by a third party on behalf of the RTO. <i>*School ICT technicians only</i>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p><i>not include a contract of employment between an RTO and its employee.</i></p> <ul style="list-style-type: none"> <i>Where services are provided on the RTO's behalf by a third party, the provision of those services must include a written agreement.</i> <i>The RTO must disclose to the student the name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the student on the RTO's behalf.</i> <i>When the RTO offers a qualification on its scope to students and in order to achieve the qualification the RTO requires students to undertake training for one or more units with a different RTO, this is considered a third party arrangement. Record the RTO's details and arrangements summary.</i> 	QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Terry Sandars		30117		32990583		
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QCAA has been notified of the third party arrangement.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No												
Terry Sandars													
30117													
32990583													
Educational and support services	<ul style="list-style-type: none"> Learners in this cohort are school students in Years 10 to 12. The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours to develop the required skills and knowledge. Unmet educational needs of young persons aged 10–17 in the juvenile justice system — school RTOs within youth detention centres may deliver training and assessment to these students even if not in detention. <p>The RTO delivers services to students in the juvenile justice system.</p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											
Transition	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program, then:</p> <ul style="list-style-type: none"> if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No											

1.4 Certification

Requirement	Pre-enrolment information	Confirmed by RTOM
Certificates and Statements of Attainment	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days* of all conditions being met:</p> <ul style="list-style-type: none"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a Statement of Attainment will be issued if the qualification in which the learner is enrolled is partially complete. <p>* unless there is a written agreement with students and parents that the RTO will issue certification on exit or request.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student Identifier (USI)	<ul style="list-style-type: none"> • The school RTO will not issue an AQF certificate, record of results or Statement of Attainment to a student without having a verified USI for that individual. • The consequences of not providing the RTO with a USI have been explained to the student. • Each student's USI will be recorded by the RTO in SLIMS or Student Management and reported to QCAA in the same year that the certification was issued. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>A student may access their training records and results (transcript) using their online USI account. For more information, see usi.gov.au/Students/pages/default.aspx</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</p> <p>If the National Register (training.gov.au) deems a superseded unit of competency to be equivalent to its replacement, students may claim credit for a successfully completed superseded unit.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If a student already holds a unit of competency</p> <p>If a student has a Statement of Attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recognition of prior learning (RPL) arrangements	<p>Students may request recognition of prior learning (RPL) assessment.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has advised students in print or electronically of RPL arrangements. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification

Requirement	Pre-enrolment information		Confirmed by RTOM
Replacement of Certificates and Statements of Attainment	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including Statements of Attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/ conferral.</p>	<p>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</p> <ul style="list-style-type: none"> • maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment) containing sufficient information to identify correctly <ul style="list-style-type: none"> – the holder of the qualification – the AQF qualification by its full title – date of issue/award/conferral • have a policy that permits replacement of certification documentation • be responsible for authentication and verification of any replacement certification documentation. <p>See www.aqf.edu.au/aqf-policies.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>The RTO has a policy that permits the replacement of certification documentation and maintains responsibility for authentication and verification of any replacement certification documentation.</p>		
	<p>The RTO has advised students either in print or electronically about arrangements and fees related to obtaining replacement AQF certification. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Recording results (Adjust as appropriate)	<ul style="list-style-type: none"> • RTO management records student enrolment data in QCAA approved software within the first term of the student's commencement of the VET program. • Evidence-gathering tools are used to make decisions about a student's progress toward competency. • The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. • Students may continue to submit evidence until they exit the program or the end of the program's duration period. • Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed. • RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer, Superseded or Withdrawn) in Student Management software approved by QCAA. • All final outcomes must be entered into a QCAA approved software program before the end of the last term of the VET program or immediately after a student exits the program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles (Adjust as appropriate)	<ul style="list-style-type: none"> • Student profiles are updated by the assessor and are accessible to students on request. • Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. • RTO management uses final outcomes recorded in student profiles to update Student Management. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> • All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. • A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Data privacy and reporting	<p>The RTO has provided students with information in print or electronically concerning privacy, use of personal data and reporting. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <ul style="list-style-type: none"> • Students are informed that personal information will be collected and reported on their behalf. • Student declarations and consent of the RTO's privacy notice are retained (for 2018 only). 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Use of personal email addresses	<p>The RTO has provided students with information in print or electronically concerning use of personal email addresses on assessment materials and evidence. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • Agreed email addresses provide the same acknowledgment as a signature. • The RTO has recorded students and assessors email addresses. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting

Requirement	Pre-enrolment information	Confirmed by RTOM
Complaints	<p>The RTO has advised students either in print or electronically that complaints received by the RTO will be acknowledged in writing and finalised as soon as practicable. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • A complaint may involve the conduct of the RTO's officers, students or third-party service providers of the RTO. • Any RTO officer may receive a complaint verbally, in writing or electronically. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Appeals	<p>The RTO has advised students either in print or electronically that all appeals received by the RTO will be acknowledged in writing and finalised as soon as practicable. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p> <ul style="list-style-type: none"> • There are two types of appeals that can be lodged: <ul style="list-style-type: none"> – appeal of final assessment decision – appeal of any other RTO decision. • Appeals must be submitted to the RTO in writing using the RTO's appeal form. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Publicly availability (Adjust as required)	<p>The complaints and appeals policy and procedure may be accessed via the publicly accessible school RTO website. For more information, see:</p> <ul style="list-style-type: none"> • https://marsdenshs.eq.edu.au/curriculum/vocational-education 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy. Engage with industry to confirm the relevance of elective units selected, and record this in Section 7.

Relevant Standards: 1.1, 1.2, 1.4, 1.7, 1.8(a), 1.12, 3.5, Schedule 5

Note: A prerequisite unit may be delivered through an integrated approach with the secondary unit — it does not have to be fully completed before starting the secondary unit. However, to satisfy formal requirements, the prerequisite unit must be signed off prior to the secondary unit.

2.1 Core and elective units being offered			
Enter the unit code and title Hyperlink to unit on TGA is recommended	Unit type	Pre-requisite unit required?	Potential higher risk unit
BSBSUS201 Participate in environmentally sustainable work practices	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
BSBWHS201 Contribute to the health and safety of self and others	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT201 Use computer operating systems and hardware	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT202 Work and communicate effectively in an ICT environment	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT203 Operate application software packages	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT204 Operate a digital media technology package	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTWEB201 Use social media tools for collaboration and engagement	Core Unit	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT205 Design basic organisation documents using computing packages	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT206 Install software applications	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT207 Integrate commercial computing packages	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
ICTICT210 Operate database applications	Listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
BSBITU213 Use digital technologies to communicate remotely	Non-listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
ICPDMT3210 Capture digital images	Non-listed Elective	<input type="checkbox"/>	<input type="checkbox"/>
ICTWEB304 Build simple web pages	Non-listed Elective	<input type="checkbox"/>	<input type="checkbox"/>

2.2 Optional units and flexibility

If there are options regarding choice of electives, explain these here. Include comments on flexibility and fairness considerations for the cohort and/or individuals.

For example, if there are more units listed here than required by the packaging rules, explain the options available to students and any RPL or credit transfer options.

2.3 Higher risk units

Do any units have potentially higher risks?

Yes No

When units of competency offered to students include potentially higher risks, the RTO has identified these units and conducted a documented risk assessment to mitigate risks and enable the activity to be conducted safely.

Has a risk assessment been conducted?

Yes No

The following table includes examples of some potentially higher risk categories. This is not an exhaustive list.

Type of unit	Trainer/assessor might require one or more of the following:	Students might require one or more of the following:
Welding Chemicals Animals Vehicles First aid Chainsaws Coaching Construction Training minors Child care Aged care Quad bikes Retail/Sales Providing advice	<ul style="list-style-type: none"> • Statement of attainment • Trade certificate • VET AQF certification • Licences • Verifiable evidence of currency • Industry recognised certificate • White card 	<ul style="list-style-type: none"> • Blue card • White card • First Aid Statement of attainment • Relevant level maturity
Specific industry experience Hospitality Civil construction Sport and recreation Agriculture	<ul style="list-style-type: none"> • Verifiable details in staff profile to support length of time in industry relevant to the skills and knowledge requirements. • Risk assessment evidence from the RTO 	<ul style="list-style-type: none"> • Ability to demonstrate skills in a specific environment/ context.

Section 3 Program assessment details

Relevant Standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

Use this section to record an outline of the proposed learning program for this qualification. Provide a brief summary of each intended assessment activity, its duration and the units it is fully or partially drawn from, and list the evidence-gathering tools to be used. Detailed mapping does not have to be recorded here. Update this section as you improve or change the program. Engage with industry to confirm the program's relevance and briefly summarise this in Section 7.

Before you start developing assessment tools, consider how learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency — relevant to the industry sector, workplace and job role — into a cluster (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this approach as realistic and essential for both delivery and assessment.

3.1 Developing assessment tools

Use these six steps to develop your assessment tools.

1. Read through the units of competency making up the qualification to understand all their requirements. Make notes on any specific requirements like foundation skills not explicit in the performance criteria, assessment conditions, and performance frequencies and knowledge evidence.
2. Develop and document a series of assessment activities that reflect the performance and knowledge demonstrated by a competent person in this industry. In the document describe the context of the activities and include clear and comprehensive instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard.

Summarise each of these assessment activities in Section 3.4.

3. Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories:
 - direct observations of student activity
 - questions — written, online or direct (verbal)
 - reviews of things a student produces (e.g. project work, folios, artefacts, online materials, services).

In addition, there may be third party written reports.

List these assessment tools in Section 3.4.

4. Develop a single mapping or benchmarking tool to establish validity for all assessment tools identified in this TAS. It will indicate the relationship between the requirements of the unit/s of competency, the activities and evidence gathered.

Record the unit/s for which partial or complete evidence will be gathered in Section 3.4.

5. Develop a student profile. Each student must have their own profile that has provision to record outcomes for units of competency. As a minimum the profile must include:
 - student and assessor identification
 - dates or date ranges for completions
 - all units of competency the student is enrolled in, including code and title of qualification
 - a relevant final outcome on exit, e.g. Competent, Not Competent, Credit Transfer, Recognition of Prior Learning (RPL), Withdrawn
 - name of RTO
 - student year level.

You may optionally include a relevant interim outcome while gathering evidence, e.g. sufficient/insufficient or satisfactory/unsatisfactory.

The final outcome is used when updating student management records. Outcomes are recorded toward the end of the program when the assessor is satisfied there is enough valid evidence.

6. When this qualification is due for validation, ensure that Section 8 is completed and the assessment tools, including the mapping tool, are available for validators.

3.2 Student work

The assessment tools may not result in the production of tangible student work. This should not concern validators or assessors. Competency-based assessment is substantially reliant on direct observation and questioning evidence being gathered while an assessment task is being undertaken.

The principle of validity includes the requirement that assessment of knowledge and skills is integrated with their practical application. Assessment by practical application results in assessment tools that may produce both tangible and intangible evidence of students' skills and knowledge. Observations and direct questions do not produce tangible evidence, whereas products, artefacts and folios do. Assessment tools producing both types of evidence should be validated.

For both types of evidence, validators must analyse the decision-making rules. The decision-making rules are the lists of observations, acceptable answers and product/artefact/folio specifications used by the assessors to make judgments on evidence that is seen, heard or produced.

3.3 Program details sample

3.3 Program details sample — a completed example of Section 3.4					
Project 1	MSFPROJ1 Coffee Table — Assessment tools are found at: G:\coredata\VETMSF10113\Assessment\MSFPROJ1				
Estimated duration	8 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used	Tool code	
Provide a clear and concise description of the assessment activity the student will be undertaking. Unit of competency descriptors are not appropriate.		A mapping document records full details of how the assessment tools are mapped to the performance requirements of parts or all of the unit/s listed below.	These tools are used by the assessor conducting the assessment activity. Each evidence-gathering tool must have decision-making rules.		Use this code when making validation selections.
Coffee table — <i>Joining solid timber. A project making a coffee table, creating specified joints and undertaking manufacturing workplace activities centred on gaining skills and knowledge in WHS and joining solid timber. Students will be assessed in an industry typical environment using tools and equipment to produce a coffee table that meets product specifications. The assessor will always provide feedback including identifying any competency gaps and how to close them. No final</i>		<ul style="list-style-type: none"> • MSMWHS100 Follow OHS procedures • MSMENV272 Participate in environmentally sustainable work practices • MSMSUP102 Communicate in the workplace • MSFFM2001 Use furniture making sector hand and power tools • MSFFM2005 Join solid timber 	Observation checklist	<input checked="" type="checkbox"/>	MSFOBS1
			Questions checklist	<input checked="" type="checkbox"/>	MSFQUEST1
			Review of product/service against specifications	<input checked="" type="checkbox"/>	MSFPROD1
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	

3.3 Program details sample — a completed example of Section 3.4

<i>unit outcome results from completing this project. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. When sufficient evidence has been gathered, final outcomes will be recorded in the student profile.</i>			Safety induction checklist	<input checked="" type="checkbox"/>	<i>MSFSAFE1</i>
Project 2	<i>FSKPROV1 Hospitality workplace core skills</i>				
Estimated duration	10 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input type="checkbox"/> Final		Assessment tools mapped on separate document
				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
Provide a clear and concise description of the assessment activity the student will be undertaking. Unit of competency descriptors are not appropriate		A mapping document records full details of how the assessment tools are mapped to the performance requirements of parts or all of the units listed below.	Evidence gathering tools are used by the assessor doing the assessment activity. Each evidence-gathering tool must have decision making rules.		Assessment tool codes. Use this code when making validation selections.
<p><i>This series of assessment activities has the student undertake routine hospitality workplace tasks during the annual events: 'Grandparents Morning Tea' and 'Arts in the Dark'.</i></p> <p><i>Tasks integrate and contextualise LLN with vocational units to support achievement of competency.</i></p> <p><i>Students will prepare food using recipes, measuring ingredients, following workplace routines and written instructions. After each session, they will clean kitchen</i></p>		<ul style="list-style-type: none"> • <i>FSKDIG03 Use digital technology for routine workplace tasks</i> • <i>FSKLRG11 Use routine strategies for work-related learning</i> • <i>FSKNUM15 Estimate, measure and calculate routine metric measurements for work</i> • <i>FSKRDG10 Read and respond to routine workplace information</i> • <i>FSKWTG09 Write routine workplace texts</i> 	Observation checklist	<input checked="" type="checkbox"/>	<i>FSK1-OBS</i>
			Questions checklist	<input checked="" type="checkbox"/>	<i>FSKP1-QUEST</i>
			Review of product/service against specifications	<input checked="" type="checkbox"/>	<i>FSKP1-PROD</i>
			Review folio of work against specifications	<input type="checkbox"/>	
			Third party report	<input type="checkbox"/>	

3.3 Program details sample — a completed example of Section 3.4

<p><i>surfaces and record work activities on a job/time sheet.</i></p> <p><i>Assessors will review LLN and hospitality skills. Assessors will make observations, ask direct questions, review completion of typical workplace documents, quality of food produced and cleaning performed. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. After a second series of similar assessment tasks, final outcomes may be recorded unless competency gap training is indicated.</i></p>	<ul style="list-style-type: none"> • <i>FSKNUM14 Calculate with whole numbers and familiar fractions, decimals and percentages for work</i> • <i>FSKOCM07 Interact effectively with others at work</i> • <i>FSKLRG09 Use strategies to respond to routine workplace problems</i> • <i>SITHCCC003 Prepare and present sandwiches</i> • <i>SITHACS001 Clean premises and equipment</i> 	<p>Safety induction checklist</p>	<p><input checked="" type="checkbox"/></p>	<p><i>FSKP1-WHS</i></p>
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3.4 Program details

3.4 Program details					
Project 1	ICT_a1_WHS				
Estimated duration	6 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
Assessment 1 – WHS Students participate in WHS meeting, share their findings digitally and summarise WHS legislation to gain understanding for course to follow. Students also complete series of knowledge based tasks and are to be observed performing and working in safe conditions.	<ul style="list-style-type: none"> • <i>BSBWHS201 Contribute to the health and safety of self and others</i> 		Observation checklist	<input checked="" type="checkbox"/>	ICT_a1_obs
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	ICT_a1_FOW
			Third party report	<input checked="" type="checkbox"/>	ICT_a1_3rd
			Safety induction checklist	<input type="checkbox"/>	
Project 2	ICT_a2_Sustainability				
Estimated duration	8 weeks	Outcome type	<input checked="" type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including	<ul style="list-style-type: none"> • <i>BSBSUS201 Participate in environmentally sustainable work practices</i> 		Observation checklist	<input checked="" type="checkbox"/>	ICT_a2_obs
			Questions checklist	<input type="checkbox"/>	

3.4 Program details

<p>reducing the negative environmental impact of work practices. Opportunities are also provided to demonstrate the knowledge required to design, create and produce basic organisational documents using application software within organisational guidelines, procedures and policies.</p> <p>It applies to individuals who need to use foundation information and communications technology (ICT) skills in a wide range of varying industry occupations and for individuals working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.</p>	<ul style="list-style-type: none"> • ICTICT205 Design basic organisation documents using computing packages • ICTICT203 Operate application software packages 	Review of product/service against specifications	<input type="checkbox"/>	
		Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a2_FOW</i>
		Third party report	<input checked="" type="checkbox"/>	<i>ICT_a2_3rd</i>
		Safety induction checklist	<input type="checkbox"/>	
Project 3	ICT_a3_Document-Production			
Estimated duration	7 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	
		Assessment tools mapped on separate document		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used	
<p>This unit allow learners to demonstrate the skills and knowledge in creating documents that meet organisational guidelines, procedures and policies in the workplace. Also learners will create documents using a range of different commercial packages (i.e. Microsoft Word, Microsoft Excel, Microsoft Access)</p>		<ul style="list-style-type: none"> • ICTICT203 Operate application software packages • ICTICT205 Design basic organisation documents using computing packages • ICTICT207 Integrate commercial computing packages 	Observation checklist	<input checked="" type="checkbox"/> <i>ICT_a3_obs</i>
			Questions checklist	<input type="checkbox"/>
			Review of product/service against specifications	<input type="checkbox"/>
			Review folio of work against specifications	<input checked="" type="checkbox"/> <i>ICT_a3_FOW</i>
		Evidence-gathering tools used		Tool code

3.4 Program details

			Third party report	<input checked="" type="checkbox"/>	<i>ICT_a3_3rd</i>
			Safety induction checklist	<input type="checkbox"/>	
Project 4	ICT_a4_Technician				
Estimated duration	12 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document
				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
This unit allows learner to demonstrate the skills and knowledge to use and configure a computer operating system and basic computer hardware. Also learners will install and update commercial computer software..		<ul style="list-style-type: none"> • ICTICT206 Install software applications • ICTICT201 Use computer operating systems and hardware 	Observation checklist	<input checked="" type="checkbox"/>	<i>ICT_a4_obs</i>
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a4_FOW</i>
			Third party report	<input checked="" type="checkbox"/>	<i>ICT_a4_3rd</i>
			Safety induction checklist	<input type="checkbox"/>	
Project 5	ICT_a5_Design				
Estimated duration	12	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final		Assessment tools mapped on separate document
				<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
			Observation checklist	<input checked="" type="checkbox"/>	<i>ICT_a5_obs</i>

3.4 Program details

<p>This unit allows the learner to demonstrate the skills and knowledge in using digital media packages such as Adobe Fireworks & Photoshop to edit photos and create logos. Learners will also demonstrate skills in using a digital camera</p>	<ul style="list-style-type: none"> • ICTICT204 Operate a digital media technology package • ICPDMT3210 Capture digital images 	Questions checklist	<input type="checkbox"/>		
		Review of product/service against specifications	<input type="checkbox"/>		
		Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a5_FOW</i>	
		Third party report	<input checked="" type="checkbox"/>	<i>ICT_a5_3rd</i>	
		Safety induction checklist	<input type="checkbox"/>		
Project 6	ICT_a6_Human-Resources				
Estimated duration	8 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity	Unit/s for which partial or complete evidence will be gathered		Evidence-gathering tools used		Tool code
<p>This unit allows the learner to demonstrate the skills and knowledge in communicating (written, verbal, nonverbal and electronically) in the workplace using the organisations policies and governance. Also the learner will establish a social media presence and compare different social media tools.</p>	<ul style="list-style-type: none"> • ICTICT202 Work and communicate effectively in an ICT environment • ICTWEB201 Use social media tools for collaboration and engagement • BSBITU213 Use digital technologies to communicate remotely 	Observation checklist	<input checked="" type="checkbox"/>	<i>ICT_a6_obs</i>	
		Questions checklist	<input type="checkbox"/>		
		Review of product/service against specifications	<input type="checkbox"/>		
		Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a6_FOW</i>	
		Third party report	<input checked="" type="checkbox"/>	<i>ICT_a6_3rd</i>	
		Safety induction checklist	<input type="checkbox"/>		

3.4 Program details

Project 7		ICT_a7_Database-development			
Estimated duration	8 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
This unit allows the learner to demonstrate the skills and knowledge to create, enter data and use a small database. Also the learner will manipulate data between two commercial packages (Microsoft Word, Microsoft Access).		<ul style="list-style-type: none"> • ICTICT210 Operate database applications 	Observation checklist	<input checked="" type="checkbox"/>	<i>ICT_a7_obs</i>
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	
			Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a7_FOW</i>
			Third party report	<input type="checkbox"/>	
			Safety induction checklist	<input type="checkbox"/>	
Project 8		ICT_a8_Web-development			
Estimated duration	8 weeks	Outcome type	<input type="checkbox"/> Interim <input checked="" type="checkbox"/> Final	Assessment tools mapped on separate document	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment activity		Unit/s for which partial or complete evidence will be gathered	Evidence-gathering tools used		Tool code
This unit allows the learner to demonstrate the skills and knowledge required to design and create a simple HTML web page.		<ul style="list-style-type: none"> • ICTWEB304 Build simple web pages 	Observation checklist	<input checked="" type="checkbox"/>	<i>ICT_a8_obs</i>
			Questions checklist	<input type="checkbox"/>	
			Review of product/service against specifications	<input type="checkbox"/>	

3.4 Program details

		Review folio of work against specifications	<input checked="" type="checkbox"/>	<i>ICT_a8_FOW</i>
		Third party report	<input type="checkbox"/>	
		Safety induction checklist	<input type="checkbox"/>	

Section 4 Work experience

Use this section to outline any work experience arrangements. The RTO must disclose to the student before enrolment, in print or electronic copy, whether work experience is a requirement to successfully complete the qualification. Under the legislation, a work experience arrangement must be in writing and 'must be made before the student starts a work experience placement' (*Education (Work Experience) Act 1996*, effective as of November 2014). Engage with industry to confirm the relevance of work experience and record this in Section 7.

Whether work experience is compulsory or not, are the following conditions met:

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant Standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

4.1 Work experience arrangements			
On what basis is work experience provided?		For all employers providing work experience relevant to this qualification:	
Not provided (go to Section 5)	<input type="checkbox"/>	Written agreements are in place.	<input checked="" type="checkbox"/>
VET program/course requirement	<input type="checkbox"/>	Realistic workplace experience	<input checked="" type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Third party report included in Section 3.4	<input checked="" type="checkbox"/>
Student wants work experience	<input type="checkbox"/>	Student information in Section 1 of TAS is accurate.	<input checked="" type="checkbox"/>
Optional	<input checked="" type="checkbox"/>	Completed risk assessment	<input checked="" type="checkbox"/>
File location of work experience agreements	G:\Coredata\Curriculum\VET\2. VET REGISTER OF DOCUMENTS\Vocational Training Areas\ICT20115\work-experience		

4.2 Register of employers with written agreements in place	
Enter name and location of each business, company or industry providing work experience	
<i>Terry Sandars</i>	<i>Marsden State High School - Technician</i>

