



Stage 6 Syllabus

Information Technology Curriculum Framework

Part A

Course Structures and Requirements

for implementation from 2010

Information Technology (120 indicative hours)
Information Technology (240 indicative hours)
Information Technology Specialisation Study
(60 or 120 or 180 or 240 indicative hours)

2009

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1 Introduction to Industry Curriculum Frameworks

Industry curriculum frameworks give students the opportunity to gain credit towards the NSW Higher School Certificate (HSC) and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF).

Industry curriculum frameworks are based on nationally endorsed Training Packages. They specify the range of industry-developed units of competency from the relevant Training Packages which are suitable for the HSC. They also define how units of competency are arranged in HSC Vocational Education and Training (VET) courses to gain unit credit for the HSC.

This Industry Curriculum Framework document contains the HSC Information Technology VET courses to be delivered for the HSC by schools, TAFE NSW colleges and other Registered Training Organisations (RTOs) on behalf of schools or TAFE NSW colleges.

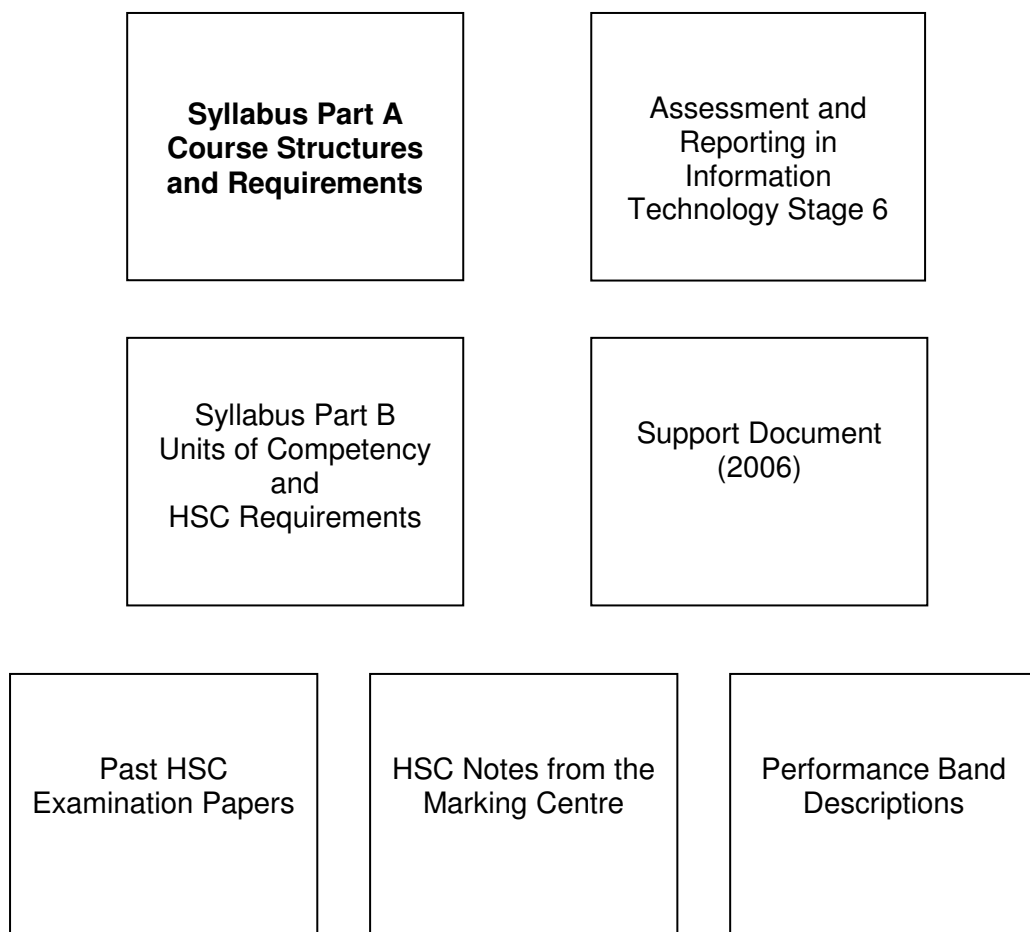
2 Documents Associated with Industry Curriculum Frameworks

The purpose of the industry curriculum framework documents is to assist teachers and trainers to develop teaching and assessment programs, and to help manage competency achievement by HSC candidates.

Part A of the *Information Technology Curriculum Framework Stage 6 Syllabus* describes how students may achieve unit credit towards the HSC and credit towards a vocational qualification. It contains general advice about the Information Technology Curriculum Framework and describes course structures and requirements, including work placement. This document should be used as the first reference when planning to implement courses for the HSC.

The set of documents associated with the Framework is shown below.

2.1 Industry Curriculum Framework documents



3 The Higher School Certificate Program of Study

The purpose of the HSC program of study is to:

- provide a curriculum structure which encourages students to complete secondary education
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work with others
 - respect for the cultural diversity of Australian society
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens
- provide formal assessment and certification of students' achievements
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

4 Vocational Education and Training (VET) in the NSW HSC

4.1 The national context

VET programs offered for the HSC are consistent with the National Training Framework (NTF). The NTF is the system of vocational education and training that:

- applies nationally
- is made up of the Australian Quality Training Framework (AQTF) and nationally endorsed Training Packages. The AQTF is the agreed quality framework for the national VET system.

The Australian Qualification Framework (AQF) is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. HSC VET course qualifications are recognised within the AQF.

4.2 Determination of AQF VET qualifications for HSC students

The HSC VET industry curriculum frameworks are based on units of competency and qualifications contained in nationally endorsed Training Packages. These AQF VET qualifications are determined by the qualification rules for each Training Package, referred to as *qualification packaging rules*. The qualification packaging rules describe the number and range of units of competency required for eligibility for an AQF VET qualification.

Course structures for the HSC are described in each industry curriculum framework syllabus. In order to have satisfactorily completed a framework course, students must follow the course structure, attempt the required units of competency with diligence and sustained effort, and fulfil work placement requirements.

The rules and structure of HSC VET courses are not always identical to the qualification packaging rules. In some cases more units of competency are required for the HSC course than are required for successful completion of the AQF VET qualification.

Students may still be eligible for the AQF VET qualification as a result of meeting the requirements of the packaging rules for that qualification prior to completing all HSC course requirements.

Sections 8.4, 8.5, 8.6 and 8.7 outline the course structures within the Information Technology Curriculum Framework.

Section 15 outlines the qualification packaging rules for each AQF VET qualification available through the Information Technology Curriculum Framework (reproduced directly from the Training Package) and should be consulted when selecting elective units of competency.

5 Rationale

The Information and Communications Technology (ICT) workforce falls into two broad categories: the ICT specialist and the ICT user. ICT underpins all Australian industries and helps businesses and individuals achieve national objectives, including:

- progress towards a knowledge-based nation
- innovation and education as economic drivers
- enhanced employability through transferable knowledge and skills
- access to and use of the information economy
- ICT resources pool to underpin a strong, vibrant ICT industry.¹

The *Information and Communications Technology Training Package (ICA05)* offers AQF VET qualifications from Certificate I to Advanced Diploma and specifies the competencies required for various specialised occupations. The Training Package seeks to address the ICT skill requirements from ICT Advanced specialists and ICT Managers to Basic ICT users. The Information Technology Curriculum Framework is based on units of competency from this Training Package.

Courses within the Information Technology Curriculum Framework provide an opportunity for students to gain Certificates II and III in Information Technology as part of their HSC.

Certificate II provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Certificate III provides the skills and knowledge for an individual to be competent in introductory ICT ‘technical’ functions. It is designed to support information activities in the workplace and to achieve a degree of self-sufficiency as an advanced ICT ‘user’, giving employees a degree of confidence in an individual’s usefulness in the workplace.

The inclusion of courses in information technology in the HSC based on industry-recognised AQF VET qualifications will allow students to access both long-term and short-term employment opportunities. Apart from being nationally recognised, these qualifications articulate into higher level qualifications within the ICT industry which students may pursue post-school.

The Framework also provides an optional HSC examination, which allows results from the Information Technology (240 indicative hours) course to contribute to the calculation of the Australian Tertiary Admission Rank (ATAR).

Learning in each HSC course within the Information Technology Curriculum Framework provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in ICT. It also provides for the development of employability skills such as communication, teamwork and occupational health and safety which are transferable to other industry areas and are a key feature of each qualification available through the Framework.

¹ DEEWR, 2008, *Information and Communications Technology Training Package (ICA05)*, Volume 1.

6 Aim

The Information Technology Curriculum Framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning skills and knowledge related to work, employment and further training within the information and communications technology industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them to make informed career choices.

7 Information Technology Curriculum Framework

7.1 Training Package qualifications

The Information Technology Curriculum Framework is based on the national *Information and Communications Technology Training Package (ICA05)*.

The Information and Communications Technology Training Package incorporates six nationally recognised qualification levels ranging from AQF Certificate I to a number of Advanced Diplomas.

7.2 AQF VET qualifications available in the Information Technology Curriculum Framework

The AQF VET qualifications available in the Information Technology Curriculum Framework are listed in Table 1 below. Section 15 of this document outlines the qualification packaging rules for the qualifications available through the courses within the Framework. Table 6 includes details of how units of competency from HSC courses contribute to the qualifications available in the Framework.

A Statement of Attainment will be issued for achievement of single or multiple units of competency. At a later date, a person can undertake further skill development or training and be assessed against additional competencies until they have achieved all the competencies required for an AQF VET qualification. RTOs must recognise and give credit for the competencies recorded on a Statement of Attainment.

Table 1 Information and Communications Technology Training Package qualifications

Qualifications available within the <i>Information and Communications Technology Training Package (ICA05)</i>		Qualifications available within the Information Technology Curriculum Framework	
<i>National code</i>	<i>Qualification name</i>	<i>Certificate</i>	<i>Statement of Attainment</i>
ICA10105	Certificate I in Information Technology	–	–
ICA20105	Certificate II in Information Technology	✓	✓
ICA30105	Certificate III in Information Technology	✓	✓
ICA40105	Certificate IV in Information Technology (General)	–	–
ICA40205	Certificate IV in Information Technology (Support)	–	–
ICA40305	Certificate IV in Information Technology (Websites)	–	–
ICA40405	Certificate IV in Information Technology (Networking)	–	–
ICA40505	Certificate IV in Information Technology (Programming)	–	–
ICA40605	Certificate IV in Information Technology (Testing)	–	–
ICA40705	Certificate IV in Information Technology (Systems Analysis and Design)	–	–
ICA40805	Certificate IV in Information Technology (Multimedia)	–	–

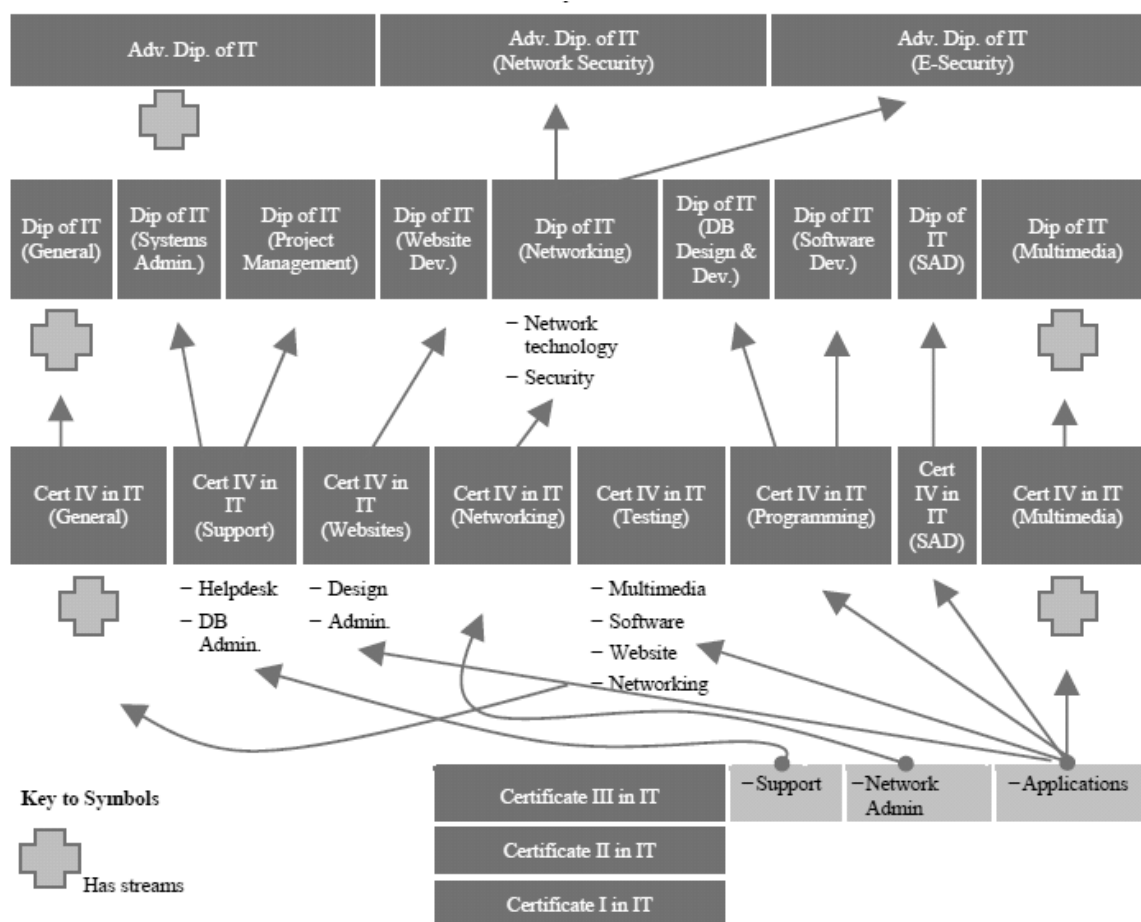
Table 1 cont/d

Qualifications available within the <i>Information and Communications Technology Training Package (ICA05)</i>		Qualifications available within the <i>Information Technology Curriculum Framework</i>	
<i>National code</i>	<i>Qualification name</i>	<i>Certificate</i>	<i>Statement of Attainment</i>
ICA50105	Diploma of Information Technology (General)	–	–
ICA50205	Diploma of Information Technology (Project Management)	–	–
ICA50305	Diploma of Information Technology (Systems Administration)	–	–
ICA50405	Diploma of Information Technology (Networking)	–	–
ICA50505	Diploma of Information Technology (Database Design and Development)	–	–
ICA50605	Diploma of Information Technology (Website Development)	–	–
ICA50705	Diploma of Information Technology (Software Development)	–	–
ICA50805	Diploma of Information Technology (Systems Analysis and Design)	–	–
ICA50905	Diploma of Information Technology (Multimedia)	–	–
ICA60105	Advanced Diploma of Information Technology	–	–
ICA60208	Advanced Diploma of Information Technology (Network Security)	–	–
ICA60308	Advanced Diploma of Information Technology (E-Security)	–	–

7.3 Qualification pathways in Information Technology

The following information is drawn from the *Information and Communications Training Package (ICA05)*²

The following summary chart provides examples of common qualification pathways within the industry.



² DEEWR, 2008, *Information and Communications Technology Training Package (ICA05)*, Volume 1.

8 Course Structures

8.1 Courses within the Information Technology Curriculum Framework

An industry curriculum framework describes the units of competency that have been identified as being suitable for the purposes of the HSC. Units of competency in the Information Technology Curriculum Framework are detailed in **Sections 8.4 and 8.5**.

Each course in a framework describes how the available units of competency can be grouped to gain units of credit towards the HSC.

The Information Technology Curriculum Framework contains the following courses:

- Information Technology (120 indicative hours)
- Information Technology (240 indicative hours)
- Information Technology Specialisation Study (60 or 120 or 180 or 240 indicative hours).

The maximum number of Preliminary and/or HSC units available from this Framework is eight units. That is, courses can total up to 480 indicative hours. In addition to courses within the Framework students may undertake locally designed Board Endorsed VET courses drawing from the *Information and Communications Technology Training Package (ICA05)*. Such courses may provide additional HSC credit for students.

Compulsory units of competency are those that all students must attempt in their study of the HSC course (refer to Section 8, Tables 2 and 3).

Examinable units of competency are those that can be examined in the optional HSC examination (refer to Section 11.3).

Core units of competency are those required by the Information and Communications Technology Training Package for a student to be eligible for the vocational qualification (refer to Section 15).

8.1.1 The selection of units of competency

Units of competency should be selected within course structures to maximise students' eligibility for AQF VET qualifications and an occupational outcome. **Section 15** provides the qualification packaging rules for the qualifications available through the Information Technology Curriculum Framework (reproduced directly from the Training Package). **Table 6** lists the status of each unit of competency in relation to the qualifications. This information should be consulted when selecting units of competency for a specialisation study.

An integrated or holistic approach to course delivery and assessment should be adopted. Examples of integrated approaches to programming and assessment strategies that may be used to support the delivery of courses within the Information Technology Curriculum Framework are contained in the *Information Technology Curriculum Framework Support Materials* (www.boardofstudies.nsw.edu.au/syllabus_hsc/info-technology.html). This information is provided as a guide to RTOs delivering HSC courses within the Framework.

8.2 Allocation of HSC indicative hours of credit

Units of competency drawn from training packages are not defined in terms of duration. The amount of time required by individual students to achieve competency will vary according to their aptitude and experience. Where a training program is designed for delivery by an RTO, the RTO will specify the length of the training program according to the delivery strategies and/or curriculum resources chosen.

However, for the purposes of the HSC, courses must be described in terms of their indicative hours. For this reason, indicative hours for unit credit towards the HSC have been assigned to each unit of competency within the Framework. It is emphasised that the assignment of indicative hours does not imply that all students will fulfil all requirements of a unit of competency within these hours. RTOs may determine that additional or fewer hours are required for the achievement of particular competencies. However, this does not alter the indicative hours allocated, only the delivery hours.

It is also expected that students will need to spend additional time practising skills in a work environment and in completing projects and assignments, in order to fulfil Training Package assessment requirements.

Tables 2–4 (Section 8) and **Table 6** (Section 15) list the indicative hours assigned to each unit of competency included in the Information Technology Curriculum Framework for the purpose of unit credit towards the HSC.

8.3 Entry requirements and prerequisites within the Information and Communications Technology Training Package (ICA05)

The following advice is drawn from the *Information and Communications Technology Training Package (ICA05)*³:

The nature of some ICT ‘technical’ units and qualifications in ICA05 are such that it would be unrealistic to expect an individual to even commence learning, let alone be successful in the unit, without some pre-existing knowledge and skills. It is important that stakeholders of this package therefore understand the nature and uses of entry requirements and prerequisites as this may influence qualification and unit choice as well as operational aspects of training delivery. Many of the qualifications show entry requirements to qualifications as well as prerequisites.

- Entry requirements from Certificate III upwards, are the units, which are the core from Certificate II in IT, that are required or evidence of demonstrated equivalence provided.
- Prerequisites are those that are ‘unit-specific’.

Students must achieve a unit-specific prerequisite prior to attempting the higher order unit of competency.

³ DEEWR, 2008, *Information and Communications Technology Training Package (ICA05)*, Volume 1.

The following units contain the basic fundamentals of ICT knowledge for all qualifications at Certificate III in IT and above. These units or demonstrated equivalence are required for entry into Certificate III in Information Technology and above:

BSBCM106A	Follow workplace safety procedures
ICAU1128B	Operate a personal computer
ICAD2012B	Design organisational documents using computing packages
ICAU2005B	Operate computer hardware
ICAU2006B	Operate computing packages
ICAU2013B	Integrate commercial computing packages
ICAU2231B	Use computer operating system
ICAW2001B	Work effectively in an IT environment
ICAW2002B	Communicate in the workplace.

Qualification entry requirements must be considered prior to students commencing higher-level qualifications (ie Certificate III and upwards). Contact your RTO for further information.

8.4 Recognition of Prior Learning (RPL) and credit transfer

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student's achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards their HSC VET courses and AQF VET qualifications.

RPL is an assessment process that assesses the individual student's non-formal and informal learning to determine the extent to which that individual has achieved the competency standards. **Where the outcomes of this process indicate that the student is competent, structured training is not required.**

Credit transfer is a process that provides credit for a unit of competency previously achieved. **Students should be given recognition for units of competency already held. Structured training or assessment for these units is not required.**

The RPL requirements of the AQTF and the Board of Studies must be met.

8.4.1 Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students undertaking HSC courses within the Information Technology Curriculum Framework may already hold units of competency or have current knowledge, skills and experience relevant to the units of competency within the courses. This may be particularly relevant to the core units from Certificate II in Information Technology (required for entry into Certificate III in Information Technology – as listed above).

Students can be granted credit (recognition of prior learning or credit transfer) for:

- units of competency within AQF VET qualifications
- HSC VET course outcomes and content as defined by the indicative hour requirements of HSC VET courses
- mandatory work placement requirements.

Further information about the arrangements for RPL and credit transfer within VET courses, including processes, application forms and examples of possible scenarios, is available on the Board's website at www.boardofstudies.nsw.edu.au/voc_ed/rpl.html

8.5 Information Technology (120 indicative hours)

Purpose

The purpose of this course is to provide students with an opportunity to develop basic information and communications technology knowledge and skills.

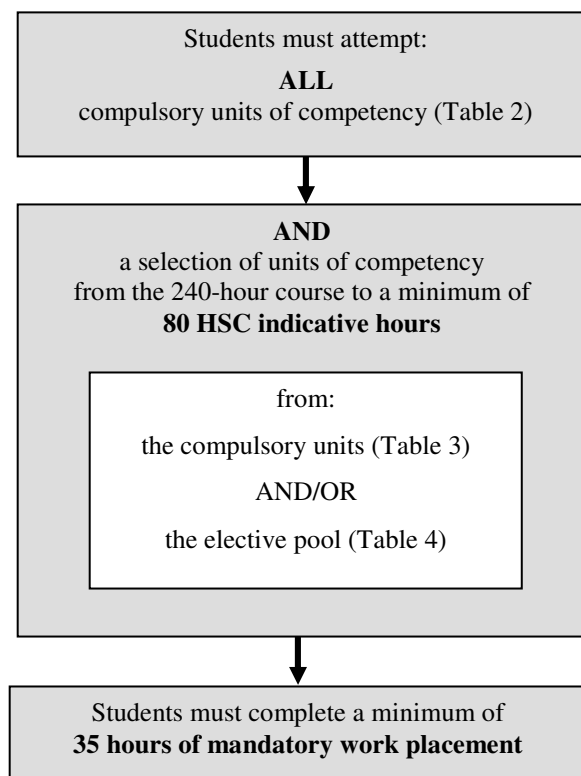
Course structure

This course comprises two compulsory units of competency and a selection of units of competency from the 240-hour course.

Section 15 outlines the qualification packaging rules for each qualification available through the Information Technology Curriculum Framework. Table 6 lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements.

120 indicative hour courses are accredited for a total of 2 units at the Preliminary and/or HSC level.

Course requirements – Information Technology (120 indicative hours)



AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Information and Communications Technology Training Package (ICA05)*. A qualified assessor must conduct the assessment.

Depending on the achievement of units of competency, the possible qualification outcome is:

- Statement of Attainment towards Certificate II in Information Technology (ICA20105)
- Statement of Attainment towards Certificate III in Information Technology (ICA30105).

Qualification packaging rules are outlined in Section 15 of this document.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Information Technology Stage 6*.

Table 2 Information Technology (120 indicative hours)

COMPULSORY Attempt ALL units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
ICAW2001B	Work effectively in an IT environment	–	20
ICAU3004B	Apply occupational health and safety procedures	–	20
Total compulsory hours			40

ELECTIVE Attempt units of competency to a minimum value of 80 HSC indicative hours
Elective units of competency may include any unit from the 240-hour course which has not already been undertaken (refer to Section 8.6, Tables 3 and 4).

8.6 Information Technology (240 indicative hours)

Purpose

The purpose of this course is to provide students with the opportunity to gain knowledge and skills to enable the individual to be an effective ICT user and/or employee.

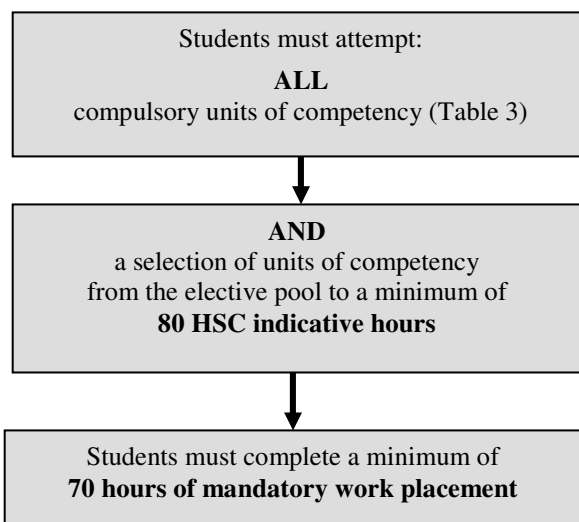
Course structure

This course comprises 9 compulsory units of competency (Table 3), and an elective pool with 36 elective units of competency (Table 4).

Section 15 outlines the qualification packaging rules for each qualification available through the Information Technology Curriculum Framework. **Table 6** lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements.

240 indicative hour courses are accredited for a total of four units at the Preliminary and/or HSC level.

Course requirements – Information Technology (240 indicative hours)



An external written Higher School Certificate examination will be conducted for this course. This examination is optional. In the year they will complete the course, students will specify whether or not they choose to undertake the external written examination (refer to Sections 11.2 and 11.3).

The units of competency for the optional HSC examination are listed in the HSC examination specifications in Section 11.3 of this document.

AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Information and Communications Technology Training Package (ICA05)*. A qualified assessor must conduct the assessment.

Depending on the achievement of units of competency, the possible qualification outcomes are:

- Certificate II in Information Technology (ICA20105)
- Statement of Attainment towards Certificate III in Information Technology (ICA30105).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Information Technology Stage 6*.

Table 3 Information Technology (240 indicative hours)

COMPULSORY Attempt the following units			
Unit code	Unit title	Unit-specific prerequisite	HSC indicative hours of credit
ICAD3218B	Create user documentation	–	20
ICAI3020B	Install and optimise operating system software	–	20
ICAS3031B	Provide advice to clients	–	30
ICAS3234B	Care for computer hardware	–	20
ICAT3025B	Run standard diagnostic tests	–	10
ICAU1128B	Operate a personal computer *	–	5
ICAU2231B	Use computer operating system *	ICAU1128B	15
ICAU3004B	Apply occupational health and safety procedures	–	20
ICAW2001B	Work effectively in an IT environment *	–	20
Total compulsory hours			160

* These units of competency or demonstrated equivalence are required for entry into Certificate III in Information Technology.

Table 4 Elective pool

Details of the units of competency listed in Table 4 are available in the *Information and Communications Technology Training Package (ICA05)* at www.ntis.gov.au .

ELECTIVE POOL Attempt units of competency to a minimum value of 80 HSC indicative hours			
Unit code	Unit title	Unit-specific prerequisite/s	HSC indicative hours of credit
Build			
ICAB3018B	Develop macros and templates for clients using standard products	ICAU3126B #	40
ICAB4135B	Create a simple mark-up language document to specification #	–	20
ICAB4169B	Use development software and IT tools to build a basic website #	–	20
ICAB4225B	Automate processes #	–	40
Documentation			
ICAD2012B	Design organisational documents using computing packages *	ICAU1128B	20
ICAD4190B	Maintain information standards #	ICAD4217B	20
ICAD4217B	Create technical documentation #	–	20
Implement			
ICAI3021B	Connect internal hardware components	–	30
ICAI3101B	Install and manage network protocols	–	30
ICAI3110C	Implement system software changes	ICAI3020B	20
ICAI4029C	Install network hardware to a network #	–	40
ICAI4030B	Install software to networked computers #	–	40
ICAI4097C	Install and configure a network #	ICAI3101B	40
Support			
ICAS3024B	Provide basic system administration	–	20
ICAS3032B	Provide network systems administration	ICAI3101B ICAS3024B	20
ICAS3034B	Determine and action network problems	ICAS3024B ICAT3025B	20
ICAS3115B	Maintain equipment and software in working order	–	20
ICAS3120C	Configure and administer a network operating system	ICAI3020B ICAS3032B	30

These units of competency only contribute to Certificate III and above. Students must have met the entry requirements for Certificate III prior to attempting these units.

* These units of competency or demonstrated equivalence are required for entry into Certificate III in Information Technology.

Table 4 cont/d

Unit code	Unit title	Unit-specific prerequisite/s	HSC indicative hours of credit
ICAS3121B	Administer network peripherals	–	20
ICAS4108B	Complete database back-up and recovery #	–	20
ICAS4127B	Support system software #	ICAI3020B	20
ICAS4134C	Provide first-level remote help desk support #	ICAS3031B	30
ICAS4191B	Maintain website performance #	–	20
ICAS4201B	Transfer content to a website using commercial packages #	–	20
Test			
ICAT4185B	Create a website testing procedure #	–	20
Use			
ICAU2005B	Operate computer hardware *	ICAU1128B	5
ICAU2006B	Operate computing packages *	–	5
ICAU2013B	Integrate commercial computing packages *	ICAU1128B	15
ICAU3019B	Migrate to new technology	–	20
ICAU3028B	Customise packaged software applications for clients	ICAU3126B	30
ICAU3126B	Use advanced features of computer applications	–	30
ICAU4207B	Apply web authoring tool to convert client data for websites #	–	20
Team work			
ICAW2002B	Communicate in the workplace *	–	15
Imported units			
BSBCMN106A	Follow workplace safety procedures * §	–	0
ICPMM321B	Capture a digital image	–	30
ICTCC330A	Manage customer relationships	–	15

* These units of competency or demonstrated equivalence are required for entry into Certificate III in Information Technology.

§ The knowledge and skills required by BSBCMN106A *Follow workplace safety procedures* (entry requirement for Certificate III in Information Technology) have been incorporated into the HSC requirements and advice of ICAU3004B *Apply occupational health and safety procedures*. This unit should be assessed concurrently with ICAU3004B.

These units of competency only contribute to Certificate III and above. Students must have met the entry requirements for Certificate III prior to attempting these units.

8.7 Information Technology Specialisation Study (60 or 120 or 180 or 240 indicative hours)

Purpose

The purpose of the Information Technology Specialisation Study is to provide students with the opportunity to gain further credit towards Certificate III in Information Technology. Depending on the selection and achievement of units of competency, for students who undertake the Information Technology Specialisation Study (180 or 240 indicative hours), the possible qualification outcome is Certificate III in Information Technology (Applications or Network Administration or Support).

This qualification provides the skills and knowledge for an individual to be competent in introductory ICT ‘technical’ functions, support information activities in the workplace and achieve a degree of self-sufficiency as an ICT ‘user’.

Course eligibility

The Information Technology Specialisation Study is only available to students who are currently enrolled in, or have completed, the Information Technology (240 indicative hours) course.

Before offering the Information Technology Specialisation Study, schools should ensure that the RTO undertaking delivery has the scope to deliver the relevant qualification or relevant units of competency.

Course structure

The Information Technology Specialisation Study consists of units of competency drawn from the Information Technology 240-hour course elective pool (Table 4) not previously attempted by students.

Details of the units of competency listed in Table 4 are not included in Part B of the Syllabus. They are available in the *Information and Communications Technology Training Package (ICA05)* at www.ntis.gov.au.

Section 15 provides the qualification packaging rules for the qualifications available through the Information Technology Curriculum Framework. Table 6 lists the status of each unit of competency in relation to the qualifications. This section should guide the selection of units of competency to meet qualification requirements.

The Information Technology Specialisation Study (60 indicative hours) course is accredited for a total of one unit at the Preliminary or HSC level. The Information Technology Specialisation Study (120 indicative hours) course is accredited for a total of two units at the Preliminary and/or HSC level. The Information Technology Specialisation Study (180 indicative hours) course is accredited for a total of three units at Preliminary and/or HSC level. The Information Technology Specialisation Study (240 indicative hours) course is accredited for a total of four units at Preliminary and/or HSC level.

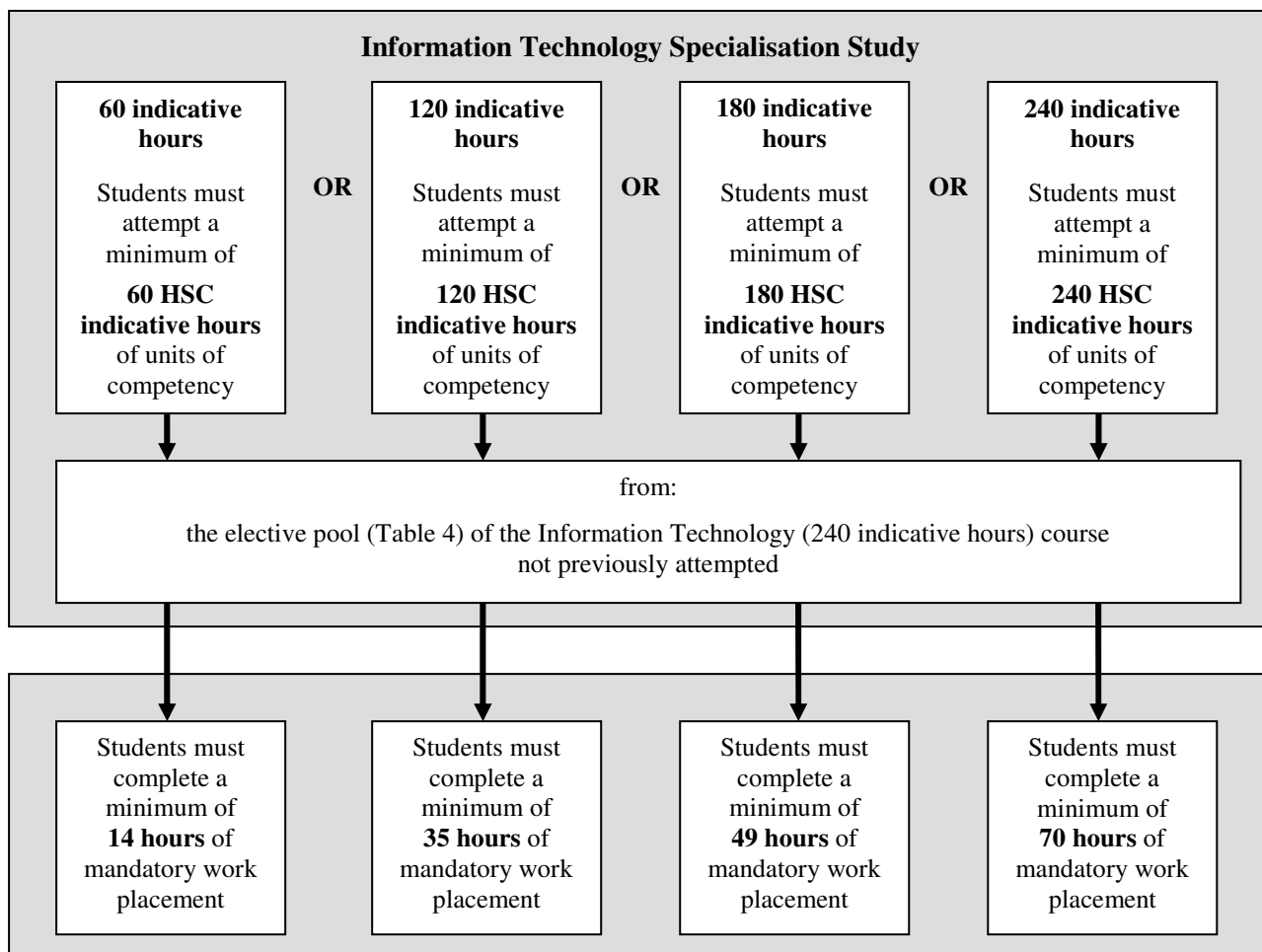
Course requirements

Students are not able to commence an Information Technology Specialisation Study until they have met the entry requirements for Certificate III in Information Technology (see Sections 8.3 and 15).

The following units or demonstrated equivalence are required for entry into Certificate III:

BSBCM106A	Follow workplace safety procedures
ICAU1128B	Operate a personal computer
ICAD2012B	Design organisational documents using computing packages
ICAU2005B	Operate computer hardware
ICAU2006B	Operate computing packages
ICAU2013B	Integrate commercial computing packages
ICAU2231B	Use computer operating system
ICAW2001B	Work effectively in an IT environment
ICAW2002B	Communicate in the workplace.

**Course requirements – Information Technology Specialisation Study
(60, 120, 180 or 240 indicative hours)**



AQF VET qualifications

To receive AQF VET qualifications, students must meet the assessment requirements of the *Information and Communications Technology Training Package (ICA05)*. A qualified assessor must conduct the assessment.

Depending on the selection and achievement of units of competency, the possible qualification outcomes are:

- Statement of Attainment towards Certificate III in Information Technology (ICA30105)
- Certificate III in Information Technology (ICA30105).

Qualification packaging rules are in Section 15 of this document.

Further information on assessment is in Section 11 of this document and in the document *Assessment and Reporting in Information Technology Stage 6*.

9 Outcomes and Content

9.1 Units of competency

The units of competency in the Information Technology (120 and 240 indicative hours) courses are listed in Tables 2 and 3.

Part B of this Syllabus contains details of these units of competency reproduced directly from the *Information and Communications Technology Training Package (ICA05)*. For each unit of competency the details consist of:

- elements of competency
- performance criteria
- a range statement
- required skills and knowledge
- an evidence guide, containing:
 - critical aspects for assessment and evidence required to demonstrate competency in this unit
 - context of and specific resources for assessment
 - methods of assessment.

In addition, there is a column headed *HSC Requirements and Advice* that prescribes the scope of learning and the minimum learning experiences expected for each examinable unit of competency for the purposes of the HSC. These must be addressed by all students undertaking the Information Technology (120 and 240 indicative hours) courses.

Details of all other units of competency listed in Table 4 are available in the *Information and Communications Technology Training Package (ICA05)* at www.ntis.gov.au.

The units of competency that can be delivered and assessed are determined by the scope of the registration of each RTO. **Teachers and trainers should check their accreditation and their RTO's scope of registration before determining which units of competency are to be included in their teaching and assessment programs. School principals should seek documentary evidence of the scope of any external RTO delivering an HSC VET course.** Scope of registration can be checked on the National Training Information Services (NTIS) website (www.ntis.gov.au).

Information about the delivery of VET courses for the HSC by RTOs other than schools or TAFE NSW colleges are contained in the Board of Studies *Assessment, Certification and Examination (ACE) Manual* and relevant Board of Studies Official Notices.

9.2 Course delivery

RTOs offering training programs that deliver HSC Information Technology Curriculum Framework courses must consult Part B of this Syllabus and take into consideration the details provided in the *HSC Requirements and Advice* column (including key terms and concepts) as well as the following requirements for each unit of competency:

- the elements of competency
- the performance criteria
- the range statement
- the required skills and knowledge
- all aspects of the evidence guide.

RTOs should pay particular attention to the information under *Prerequisite units* and *Required skills and knowledge* to ensure these requirements have been met.

Learning experiences that are compulsory learning for the Training Package are compulsory learning for the HSC. So, in the examinable units of competency, where the range statement uses the words ‘must include’, the relevant matter has not been repeated in the *HSC Requirements and Advice*. However, where the range statement uses the words ‘may include’, the *HSC Requirements and Advice* specifies which of these learning experiences must be included for the HSC.

It is the responsibility of the RTO to determine the resources required for course delivery, and the AQF VET qualifications that must be held by teachers and trainers delivering and assessing courses within the Information Technology Curriculum Framework on behalf of the RTO.

Separate advice on learning materials, resource requirements and teacher qualifications is available from school system/sector authorities.

10 Work Placement

Work placement is a mandatory HSC requirement within this Framework and appropriate hours have been assigned to each course.

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge, including the employability skills (refer to Section 13.2 and Section 15).

The mandatory work placement requirements for courses in this Framework are not intended to indicate the time required for the achievement of units of competency. The amount of learning in the workplace that is needed to achieve a unit of competency will vary.

10.1 Work placement requirements

Students must complete the following work placement for Information Technology Curriculum Framework courses:

- Information Technology (120 indicative hours) – a minimum of 35 hours in a workplace
- Information Technology (240 indicative hours) – a minimum of 70 hours in a workplace
- Information Technology Specialisation Study (60 indicative hours) – a minimum of 14 hours in a workplace
- Information Technology Specialisation Study (120 indicative hours) – a minimum of 35 hours in a workplace
- Information Technology Specialisation Study (180 indicative hours) – a minimum of 49 hours in a workplace
- Information Technology Specialisation Study (240 indicative hours) – a minimum of 70 hours in a workplace.

Work placement is to be undertaken in an information and communications technology environment. It is permissible for up to 50 per cent to be undertaken in a simulated work placement.

Non-completion of work placement is grounds for withholding the course. Schools are advised to follow the issuing of ‘N’ determinations as outlined in the Board of Studies *Assessment, Certification and Examinations (ACE) Manual*.

It is the responsibility of the school and/or RTO to determine how course outcomes are best achieved and to structure delivery accordingly. If additional work placement or classroom time is required to enable individual students or class groups to achieve the competencies, this will be determined by the deliverer, but it does not affect the indicative HSC hours.

Further information and advice on the implementation of work placement are contained in policy statements or guidelines available from the relevant school system/sector authority or the RTO.

10.2 Part-time work

Under some circumstances, students’ part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, teachers and principals should consult the Board of Studies *Assessment, Certification and Examinations (ACE) Manual* or relevant Board of Studies Official Notices.

11 Assessment Requirements and Advice

11.1 Competency-based assessment

The VET courses within the Information Technology Curriculum Framework are competency-based. Advice on appropriate assessment practice in relation to the Information Technology Curriculum Framework is contained in the *Assessment and Reporting in Information Technology Stage 6* document.

This document, as well as other resources and advice related to assessment in Information Technology Stage 6, is available at the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/info-technology.html

11.2 HSC examination: Information Technology

The HSC examination in Information Technology is optional. Only students who have completed the Information Technology (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake the examination can have their HSC mark contribute to their ATAR.

The HSC examination specifications, which describe the format of the external HSC examination, are contained in the *Assessment and Reporting in Information Technology Stage 6* document.

The HSC examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF VET qualifications.

11.3 Examinable outcomes and content

The HSC examination in Information Technology is based on a set of examinable units of competency from the Information Technology (240 indicative hours) course and the associated employability skills for Certificate II in Information Technology (refer to Section 15).

The HSC examination is based on the following components of each examinable unit of competency:

- elements of competency
- performance criteria
- range statement⁴
- required skills and knowledge
- evidence guide, including:
 - critical aspects for assessment and evidence required to demonstrate competency in this unit
 - context of and specific resources for assessment
 - methods of assessment

⁴ The range statement frequently uses the term 'may include'. This has been clarified in the *HSC Requirements and Advice* column to specify the learning experiences that must be included for the examinable units of competency. Only the learning that is compulsory according to the Training Package and/or *HSC Requirements and Advice* can be examined.

- minimum prescribed learning contained in HSC requirements and advice, described as:
 - key terms and concepts, and
 - learning experiences that must be addressed for the HSC.

The examinable units of competency are:

Unit code	Unit title
ICAD3218B	Create user documentation
ICAI3020B	Install and optimise operating system software
ICAS3031B	Provide advice to clients
ICAS3234B	Care for computer hardware
ICAT3025B	Run standard diagnostic tests
ICAU2231B	Use computer operating system
ICAU3004B	Apply occupational health and safety procedures
ICAW2001B	Work effectively in an IT environment.

The text of the examinable units of competency, including the HSC requirements and advice, is contained in the *Information Technology Curriculum Framework Stage 6 Syllabus – Part B*.

12 HSC Requirements and Certification

12.1 Course completion requirements

For a student to be considered to have satisfactorily completed a course within the Information Technology Curriculum Framework there must be sufficient evidence that the student has:

- followed the course developed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school/RTO
- achieved some or all of the course outcomes
- undertaken the mandatory work placement.

Refer to the Board's Assessment, Certification and Examination (ACE) Manual for further information.

12.2 Preliminary and HSC unit credit

To facilitate flexibility of VET in the HSC, courses within the Information Technology Curriculum Framework may be delivered as Preliminary units, as HSC units or as a combination of Preliminary and HSC units.

12.3 Reporting achievement in the HSC

Advice on reporting achievement in relation to the Information Technology Curriculum Framework is contained in the *Assessment and Reporting in Information Technology Stage 6* document.

This document is available at the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc/info-technology.html

13 Other Information

13.1 Providing for all students

13.1.1 Students with special education needs

Courses in the Information Technology Curriculum Framework are available to all students.

Students with special education needs may access:

- all courses within the Information Technology Curriculum Framework under regular course arrangements
- OR**
- units of competency selected through the collaborative curriculum planning process from the relevant course units of competency detailed in Sections 8.4 and 8.5 of this document.

Students with special education needs may require adjustments to learning and assessment strategies as well as additional time to demonstrate the required level of competence. Reasonable adjustments to delivery and assessment are appropriate provided they conform to the industry competency standards as expressed in the ICA05 Training Package.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability.

An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student's disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable.⁵

Reasonable adjustments should be based upon the individual student's needs and abilities.

The appropriate units of competency should be selected through the collaborative curriculum planning process to work towards the achievement of an AQF VET Certificate and an occupational outcome.

It is recommended that the collaborative curriculum planning should prioritise units of competency that provide essential foundation skills for employment in the information and communications technology industry.

Successful participation in courses within the Information Technology Curriculum Framework for students with special education needs will require:

- collaborative curriculum planning to meet individual needs
- appropriate learning and assessment strategies
- appropriate consultation on strategies to support the mandatory work placement
- ongoing partnerships between schools, students, parents, teachers, employers and others in the community.

To develop skills and knowledge to industry standard, students with special education needs may require extended time and additional support, both off the job and in the workplace.

⁵ Training Package Development Handbook Guidelines: Training Packages, www.tpdh.deewr.gov.au

Further advice on the implementation of the Information Technology Curriculum Framework for students with special education needs is contained in the *Stage 6 Industry Curriculum Frameworks Support Document for Students with Special Education Needs (2005)*. This document is available on the Board of Studies website (www.boardofstudies.nsw.edu.au).

Work placement

Students with special education needs **must** undertake the minimum work placement requirements for courses within the Information Technology Curriculum Framework, described in Section 8 and Section 10 of this document.

Assessment

Students with special education needs are subject to the assessment requirements detailed in Section 11 of this document and in the document *Assessment and Reporting in Information Technology Stage 6*. Some students may require adjustments to assessment strategies as well as additional time to demonstrate the required level of competence.

AQF VET qualifications

Eligibility for AQF VET qualifications is the same for all students. To receive AQF VET qualifications, students with special education needs must meet the assessment requirements of the *Information and Communications Technology Training Package (ICA05)*. A qualified assessor must conduct the assessment.

13.1.2 Gender and cultural considerations

Industry curriculum frameworks address the needs of a broad range of students. Material developed for teaching and assessment programs in the Information Technology Curriculum Framework must not contain any bias related to a student's gender or cultural background. Case studies, illustrative examples and other materials used for teaching and assessment should not reinforce gender or cultural stereotypes.

13.1.3 School-based trainees

The Information Technology Curriculum Framework includes provision for school-based trainees to gain unit credit towards the HSC for the school-based formal training component of their traineeship. Refer to Section 8 for a list of the AQF VET qualifications available from each HSC course within the Framework.

Students may elect to complete the Board Endorsed *Stage 6 Industry-based Learning Course* enabling them to gain HSC credit for the on-the-job component of the school-based traineeship.

Further information on requirements and arrangements for school-based apprenticeships and traineeships in information technology is available from:

- school system/sector authorities
- the Department of Education and Training State Training Centres
- the NSW Apprenticeships and Traineeships website (<http://apprenticeship.det.nsw.edu.au>)
- the Department of Education and Training Vocational Education in Schools school-based apprenticeships and traineeships in NSW website (www.sbatinnsw.info)
- Australian Apprenticeship Centres.

13.2 Employability Skills⁶

The Employability Skills build on and replace the Mayer Key Competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work. The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than the Mayer Key Competencies Framework provided and recommended the following eight Employability Skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of ‘facets’ or important work skills.

The following table contains the Employability Skills and facets identified in the report:

Table 5 Employability skills

Skill	Facets Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive and harmonious relations across employees and customers	<ul style="list-style-type: none"> • listening and understanding • speaking clearly and directly • writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks • being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	<ul style="list-style-type: none"> • working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations, eg planning and problem-solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback

⁶ 13.2 Employability Skills is adapted from DEEWR, 2008, *Information and Communications Technology Training Package (ICA05)*, Volume 1.

Table 5 cont/d

Skill	Facets
Problem-solving that contributes to productive outcomes	<ul style="list-style-type: none"> • developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem-solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	<ul style="list-style-type: none"> • adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action • generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	<ul style="list-style-type: none"> • managing time and priorities – setting timelines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it • predicting – weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	<ul style="list-style-type: none"> • having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	<ul style="list-style-type: none"> • managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn – mentoring, peer support and networking, IT and courses • applying learning to technical issues (eg learning about products) and people issues (eg interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting – on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change

Table 5 cont/d

Skill	Facets
<p>Technology that contributes to the effective carrying out of tasks</p>	<ul style="list-style-type: none"> • having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

There is an *Employability Skills Summary* for each AQF VET qualification level available in the *Information and Communications Technology Training Package (ICA05)*. These summaries capture the key aspects or facets of the employability skills that are important to the job roles covered by the qualification. Summaries are designed to assist trainers and assessors to identify and include important industry application of employability skills in learning and assessment strategies. The Employability Skills Summaries for the qualifications available in the Framework are included in Section 15 of this document.

Employability skills are essential features of each of the qualifications available in the Framework and therefore consideration must be given to the ways in which they can be addressed when designing learning activities and assessment instruments.

The following is important information for trainers and assessors about Employability Skills Summaries:

- Employability Skills Summaries provide examples of how each skill is applicable to the job roles covered by the qualification.
- Employability Skills Summaries contain general information which is further explained as measurable outcomes of performance in the units of competency in each qualification.
- The details in Employability Skills Summaries vary according to the range of job roles covered by the qualification in question.
- Employability Skills Summaries are not exhaustive lists of qualification requirements or checklists of performance (which are separate assessment tools that should be designed by trainers and assessors after analysis at the unit level).
- Employability Skills Summaries contain information that may also assist in building learners' understanding of industry and workplace expectations.

13.3 Articulation to further training

Students achieving units of competency in this Framework can apply to have those units recognised in other endorsed Training Package qualifications.

Students and teachers should investigate the qualifications within the *Information and Communications Technology Training Package (ICA05)* to identify possible training pathways. In some instances these may include higher level courses at TAFE NSW or other RTOs which may provide for advanced standing in related university courses.

Students seeking to gain credit towards AQF VET qualifications in other industries may use the qualifications gained in Information Technology as evidence of competency for related units of competency in any national Training Package.

Further information on requirements and arrangements for post-school apprenticeships and traineeships in information and communications technology industry is available from the NSW Department of Education and Training State Training Centres and Australian Apprenticeship Centres.

14 AQF VET Qualifications

The various titles of AQF VET qualifications reflect levels of performance and degrees of responsibility in a workplace context. The level of a qualification thus provides an indication of the standard of achievement expected, which is comparable across industries and provides a context for assessment.

Industry curriculum frameworks relate to Certificates I to III. Brief descriptions of Certificates I, II and III, from the *Australian Qualifications Framework Implementation Handbook*⁷, are provided below.

Certificate I

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities, most of which may be routine and predictable.

Applications may include a variety of employment-related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.

An individual demonstrating competencies at this level would be able to:

- demonstrate knowledge by recall in a narrow range of areas
- demonstrate basic practical skills such as the use of relevant tools
- perform a sequence of routine tasks given clear direction
- receive and pass on messages/information.

Certificate II

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge applications where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.

Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.

An individual demonstrating competencies at this level would be able to:

- demonstrate basic operational knowledge in a moderate range of areas
- apply a defined range of skills
- apply known solutions to a limited range of predictable problems
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

⁷ Australian Qualifications Framework (AQF) Advisory Board, 2007, *Australian Qualifications Framework Implementation Handbook*, Fourth Edition, Carlton, VIC.

Certificate III

Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specific problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the selection of equipment, services or contingency measures and within known time constraints.

Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.

An individual demonstrating these competencies would be able to:

- demonstrate some relevant theoretical knowledge
- apply a range of well-developed skills
- apply known solutions to a variety of predictable problems
- perform processes that require a range of well-developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement
- take responsibility for own outputs in work and learning
- take limited responsibility for the output of others.

<p>AQF VET Statements of Attainment and Certificates are ONLY issued on the basis of successful achievement of units of competency as determined by a qualified assessor.</p>
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15 Minimum Requirements for AQF VET Qualifications

The following pages outline the qualification packaging rules for the AQF VET qualifications available in this Framework. This information is reproduced directly from the *Information and Communications Technology Training Package (ICA05)*. It is included so that the minimum requirements for achieving the industry qualifications are clear. Students who meet these requirements will be eligible for the relevant AQF VET Certificate, whether or not they have met the additional requirements of the HSC course.

Please note: Only the shaded units of competency are available in the Information Technology Industry Curriculum Framework. HSC course requirements are outlined in Section 8.

ICA20105 Certificate II in Information Technology

Description

This qualification provides the foundation ICT skills and knowledge for an individual to be an effective ICT user or employee. The qualification has a fundamental ICT knowledge and skills base which is pivotal for all other qualifications in ICA05. The 8 core units contain those basic ICT skills and knowledge required for effective entry into all ICA05 qualifications from Certificate III upwards.

The qualification introduces OH&S and soft skills such as communication into the 8 core units. Electives make up 40 per cent of the qualification and are to be selected predominantly from ICA05 but with the option of up to half of the electives coming from other packages. A number of electives provide effective entry into the Certificate III in IT. It is possible to achieve this qualification during the final years of secondary school education subject to the demonstration of competency to a standard expected in the workplace.

Job Roles

The qualification provides foundation general computing and employment skills that enable participation in an information technology environment in any industry. Small to medium enterprises (SMEs) will find the contents of this qualification useful at an ICT user level. In its own right such a qualification could equip an individual to undertake roles such as office assistant or to work in records management at a junior level; however its usefulness is most likely to be found in supplementing functions in roles prevalent in other industries.

Prerequisite Requirements

A number of units within this qualification have prerequisites. These are detailed as follows:

Code and title	Prerequisite units
ICAD2012B Design organisational documents using computing packages	ICAU1128B Operate a personal computer
ICAS2248A Protect and secure information assets	ICAU2231B Use computer operating system
ICAU2005B Operate computer hardware	ICAU1128B Operate a personal computer
ICAU2013B Integrate commercial computing packages	ICAU1128B Operate a personal computer
ICAU2231B Use computer operating system	ICAU1128B Operate a personal computer

Qualification Structure

To attain the ICA20105 Certificate II in Information Technology 14 units must be achieved:

- 8 core units; plus
- 6 electives units.

Achieve 8 Core Units

Core	
BSBCMN106A	Follow workplace safety procedures
ICAD2012B	Design organisational documents using computing packages
ICAU2005B	Operate computer hardware
ICAU2006B	Operate computing packages
ICAU2013B	Integrate commercial computing packages
ICAU2231B	Use computer operating system
ICAW2001B	Work effectively in an IT environment
ICAW2002B	Communicate in the workplace

Achieve 3 Elective Units Chosen From the Following Electives List

Electives	
ICAD2003B	Receive and process oral and written communication
ICAD3218B	Create user documentation
ICAI2015B	Install software applications
ICAI3021B	Connect internal hardware components
ICAS2008B	Maintain inventories for equipment, software and documentation
ICAS2009B	Interact with clients
ICAS2010B	Apply problem solving techniques to routine malfunctions
ICAS2014B	Connect hardware peripherals
ICAS2016B	Record client support requirements
ICAS2017B	Maintain system integrity
ICAS2243B	Detect and protect from spam and destructive software
ICAS2248A	Protect and secure information assets
ICAS3034B	Determine and action network problems
ICAS3115B	Maintain equipment and software in working order
ICAS3121B	Administer network peripherals
ICAS3234B	Care for computer hardware
ICAT3025B	Run standard diagnostic tests
ICAU2007B	Maintain equipment and consumables
ICAU3004B	Apply occupational health and safety procedures
ICAU3019B	Migrate to new technology
ICAW2011B	Work individually or as a team member to achieve organisational goals
ICPKN315B	Apply knowledge and requirements of the multimedia sector
ICPMM321B	Capture a digital image
ICPMM263B	Access and use the internet

Achieve 3 Elective Units Chosen from the Following Sources (listed in recommended order)

- *ICA20105* Electives list above; and/or
- from elsewhere in the *ICA05 Information and Communications Technology Training Package* (at Certificate II or Certificate III); and/or
- preferred Training Packages (BSB07 Business Services; ICT02 Telecommunications; CUF07 Film, TV, Radio and Multimedia; ICP05 Printing and Graphic Arts; SIR07 Retail; CUV03 Visual Arts, Craft and Design (at Certificate II or Certificate III); and/or
- any other Training Package (at Certificate II or Certificate III) based on documented industry or enterprise need.

EMPLOYABILITY SKILLS SUMMARY

ICA20105 Certificate II in Information Technology

The following table contains a summary of the employability skills required for a Basic Data Processing and Application Support Officer. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry requirements for this qualification include:
Communication	<ul style="list-style-type: none"> • providing client support using verbal and non-verbal communication • reading and writing basic workplace documents and technical manuals
Teamwork	<ul style="list-style-type: none"> • reporting detected destructive software to appropriate persons • seeking feedback from users of new or upgraded technology
Problem-solving	<ul style="list-style-type: none"> • configuring operating systems to suit the working environment • solving organisational problems by applying technology
Initiative and Enterprise	<ul style="list-style-type: none"> • selecting appropriate software and file formats for an activity
Planning and Organising	<ul style="list-style-type: none"> • identifying work to be completed and then prioritising tasks • planning and organising the selection, manufacture and siting of hardware
Self-management	<ul style="list-style-type: none"> • establishing own work schedule and taking responsibility for own outputs in work and learning • following occupational health and safety standards and organisational policies to avoid injury or illness
Learning	<ul style="list-style-type: none"> • acquiring and using new or upgraded technology skills to enhance learning • having a basic knowledge of current industry accepted hardware and software products
Technology	<ul style="list-style-type: none"> • selecting, installing and using computer software and hardware

Please note: Only the shaded units of competency are available in the Information Technology Curriculum Framework. HSC course requirements are outlined in Section 8.

ICA30105: Certificate III in Information Technology

Description

This qualification provides the skills and knowledge for an individual to be competent in introductory ICT ‘technical’ functions and is designed to support information activities in the workplace and to achieve a degree of self sufficiency as an advanced ICT ‘user’. The will give employers a degree of confidence in an individual’s usefulness in the workplace as it has a strong suite of 6 common core ICT units building on the prerequisite knowledge and skills from the 8 Certificate II in IT core units.

The qualification provides for a number of electives at Certificate IV in IT level thus offering a degree of stretch in learning plus potential pathways into higher level qualifications. A small number of electives can be chosen beyond the ICT Training Package and it is possible to achieve this qualification during the final years of secondary school education, subject to the demonstration of competency to a standard expected in the workplace.

It has 3 specialist streams with direct relevance to workplace roles.

Applications Stream

Provides skills in advanced use of applications and could provide basic application software support within an organisation. This stream may provide for natural progression into several Certificate IV in IT qualifications including Multimedia or Programming.

Network Administration Stream

Develops skills in the administration and maintenance of the user environment for a computer network. Graduates could work as a network administrator within an organisation. There are several vendor courses that may be integrated in this qualification. This stream may provide for natural progression into several Certificate IV in IT qualifications including Networking or Websites.

Support Stream

Provides skills in basic use of a range of technologies to provide first level diagnostic support to people using ICT. This stream may provide for natural progression into several Certificate IV in IT qualifications including Support or Websites.

Job Roles

Depending on the stream selected, graduates from this qualification could work in basic personal computer (PC) support, basic network/system administration or in first level help desk roles. Additionally, using a selection of retail or sales units from other Training Packages, people could work in ICT retailing or vendor product support. Small to medium enterprises (SMEs) will find the outcomes of this qualification useful at advanced ICT user or introductory technical support levels.

Possible job titles include:

- Call Centre Support Representative
- Client Support Officer
- Computer Operator
- Customer Liaison
- Customer Service Representative
- Help Desk Officer
- Help Desk Technician
- ICT Operations Support
- ICT User Support
- IT Technician
- Maintenance Technician
- PC Support
- PC Support Specialist
- Sales Support Technician
- Support Technician
- Technical Support
- User Support Specialist

Entry Requirements

The following units contain the basic fundamentals of ICT knowledge and skills for all qualifications at Certificate III in IT and above. These units or demonstrated equivalence are required for entry into this qualification:

BSBCM106A	Follow workplace safety procedures
ICAD2012B	Design organisational documents using computing packages
ICAU1128B	Operate a personal computer
ICAU2005B	Operate computer hardware
ICAU2006B	Operate computing packages
ICAU2013B	Integrate commercial computing packages
ICAU2231B	Use computer operating system
ICAW2001B	Work effectively in an IT environment
ICAW2002B	Communicate in the workplace

Prerequisite requirements

A number of the core units within this qualification have prerequisites. These are detailed as follows:

Code and title		Prerequisite units	
Application specialist core stream			
ICAI3110C	Implement system software changes	ICAI3020B	Install and optimise operating system software
ICAU3028B	Customise packaged software applications for clients	ICAU3126B	Use advanced features of computer applications
Network Administration specialist core stream			
ICAS3032B	Provide network systems administration	ICAI3101B	Install and manage network protocols
		ICAS3024B	Provide basic system administration
ICAS3034B	Determine and action network problems	ICAS3024B	Provide basic system administration
		ICAT3025B	Run standard diagnostic tests
ICAS3120C	Configure and administer a network operating system	ICAI3020B	Install and optimise operating system software
		ICAS3032B	Provide network systems administration #
		ICAI3101B	Install and manage network protocols
		ICAS3024B	Provide basic system administration

This unit has prerequisite knowledge and skills in its own right.

Qualification Structure

To attain the *ICA30105 Certificate III in Information Technology* 14 to 16 units must be achieved (depending on the specialist stream chosen):

- 6 common core units; plus
- 4 specialist core stream units – Applications, or
- 6 specialist core stream units – Network Administration, or
- 5 specialist core stream units – Support; plus
- 4 elective units

Achieve 6 Common Core Units

Common core	
ICAD3218B	Create user documentation
ICAI3020B	Install and optimise operating system software
ICAS3031B	Provide advice to clients
ICAS3234B	Care for computer hardware
ICAT3025B	Run standard diagnostic tests
ICAU3004B	Apply occupational health and safety procedures

**Achieve all Core Units in 1 of the 3 Specialist Core Streams
(Applications, Network Administration or Support)**

Specialist Core Stream – Applications (4 Units)	
ICAU3019B	Migrate to new technology
ICAU3028B	Customise packaged software applications for clients
ICAU3126B	Use advanced features of computer applications
ICAI3110C	Implement system software changes

Specialist Core Stream – Network Administration (6 Units)	
ICAI3101B	Install and manage network protocols
ICAS3024B	Provide basic system administration
ICAS3032B	Provide network systems administration
ICAS3034B	Determine and action network problems
ICAS3120C	Configure and administer a network operating system
ICAS3121B	Administer network peripherals

Specialist Core Stream – Support (5 Units)	
ICAI3021B	Connect internal hardware components
ICAS3024B	Provide basic system administration
ICAS3115B	Maintain equipment and software in working order
ICAU3019B	Migrate to new technology
ICTCC330A	Manage customer relationship

Achieve 2 Elective units chosen from the following sources (listed in recommended order)

- other ICA30105 streams not already selected; and/or
- ICA30105 Electives list below; and/or
- elsewhere in the ICA05 Information and Communications Technology Training Package (at Certificate III or Certificate IV)

Achieve 2 Elective units chosen from the following sources (listed in recommended order)

- any of the above core or elective sources; and/or
- preferred Training Packages (at Certificate III or Certificate IV) (BSB07 Business Services; ICT02 Telecommunications; CUF07 Film, TV, Radio and Multimedia; ICP05 Printing and Graphic Arts; SIR207 Retail; CUV03 Visual Arts, Craft and Design) and/or
- any other Training Package (at Certificate III or Certificate IV) based on documented industry or enterprise need.

Electives	
ICAB3018B	Develop macros and templates for clients using standard products
ICAB4135B	Create a simple mark-up language document to specification
ICAB4169B	Use development software and IT tools to build a basic website
ICAB4225B	Automate processes
ICAD4190B	Maintain information standards
ICAD4217B	Create technical documentation
ICAI3021B	Connect internal hardware components
ICAI3110C	Implement system software changes
ICAI4029C	Install network hardware to a network
ICAI4030B	Install software to networked computers
ICAI4097C	Install and configure a network
ICAS4108B	Complete database back-up and recovery
ICAS4127B	Support system software
ICAS4134C	Provide first-level remote help desk support
ICAS4191B	Maintain website performance
ICAS4201B	Transfer content to a website using commercial packages
ICAT4185B	Create a website testing procedure
ICAU4207B	Apply web authoring tool to convert client data for websites

EMPLOYABILITY SKILLS SUMMARY

ICA30105 Certificate III in Information Technology

The following table contains a summary of the employability skills required for a User Support Specialist. The employability skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability skill	Industry requirements for this qualification include:
Communication	<ul style="list-style-type: none"> communicating with clients to determine requirements and ensuring that requirements are met interpreting software manual instructions
Teamwork	<ul style="list-style-type: none"> contacting operating system vendors to obtain technical specifications and system requirements submitting developed user documentation to the target audience for review
Problem-solving	<ul style="list-style-type: none"> determining the uses and audience of a simple mark-up language document troubleshooting the operation of macros
Initiative and Enterprise	<ul style="list-style-type: none"> assessing and recording information from various sources identifying and applying skills and knowledge to a wide variety of contexts investigating and documenting solutions to client problems
Planning and Organising	<ul style="list-style-type: none"> planning for the implementation of software changes by seeking technical and client information and organising the process
Self-management	<ul style="list-style-type: none"> taking responsibility for own and others' outputs in working and learning
Learning	<ul style="list-style-type: none"> adopting and transferring skills and knowledge to new environments providing one-to-one instruction for clients about operating system software reviewing client feedback and identifying areas for improvement
Technology	<ul style="list-style-type: none"> selecting, installing and using computer software and hardware

Table 6 Status of units of competency from the Information Technology Industry HSC courses for Certificate II in Information Technology and Certificate III in Information Technology

Unit Code	Unit title	HSC indicative hours	IT Curriculum Framework	Certificate II in Information Technology	Certificate III in Information Technology		
					Applications	Network Administration	Support
Qualification packaging rules				<i>8 common core 3 listed electives 3 listed &/or other electives</i>	<i>6 common core 4 specialist core 4 electives</i>	<i>6 common core 6 specialist core 4 electives</i>	<i>6 common core 5 specialist core 4 electives</i>
ICAD3218B	Create user documentation	20	compulsory (240) elective (120 & SS)	listed elective	common core	common core	common core
ICAI3020B	Install and optimise operating system software	20	compulsory (240) elective (120 & SS)	other elective	common core	common core	common core
ICAS3031B	Provide advice to clients	30	compulsory (240) elective (120 & SS)	other elective	common core	common core	common core
ICAS3234B	Care for computer hardware	20	compulsory (240) elective (120 & SS)	listed elective	common core	common core	common core
ICAT3025B	Run standard diagnostic tests	10	compulsory (240) elective (120 & SS)	listed elective	common core	common core	common core
ICAU1128B	Operate a personal computer	5	compulsory (240) elective (120 & SS)	unit prerequisite	entry requirement	entry requirement	entry requirement
ICAU2231B	Use computer operating system [∇]	15	compulsory (240) elective (120 & SS)	core	entry requirement	entry requirement	entry requirement
ICAU3004B	Apply occupational health and safety procedures	20	compulsory (120 & 240)	listed elective	common core	common core	common core
ICAW2001B	Work effectively in an IT environment	20	compulsory (120 & 240)	core	entry requirement	entry requirement	entry requirement
ICAB3018B	Develop macros and templates for clients using standard products [∇]	40	elective (120, 240 & SS)	other elective	elective	elective	elective
ICAB4135B	Create a simple mark-up language document to specification	20	elective (120, 240 & SS)	–	elective	elective	elective

[∇] These units of competency have prerequisites. See Section 8.3, and Tables 2–4 of this document.

Table 6 cont/d

Unit Code	Unit title	HSC indicative hours	IT Curriculum Framework	Certificate II in Information Technology	Certificate III in Information Technology		
					Applications	Network Administration	Support
ICAB4169B	Use development software and IT tools to build a basic website	20	compulsory (240) elective (120 & SS)	–	elective	elective	elective
ICAB4225B	Automate processes	40	elective (120, 240 & SS)	–	elective	elective	elective
ICAD2012B	Design organisational documents using computing packages [∇]	20	elective (120, 240 & SS)	core	entry requirement	entry requirement	entry requirement
ICAD4190B	Maintain information standards	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAD4217B	Create technical documentation	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAI3021B	Connect internal hardware components	30	elective (120, 240 & SS)	listed elective	elective	elective	specialist core
ICAI3101B	Install and manage network protocols	30	elective (120, 240 & SS)	other elective	elective	specialist core	elective
ICAI3110C	Implement system software changes [∇]	20	elective (120, 240 & SS)	other elective	specialist core	elective	elective
ICAI4029C	Install network hardware to a network	40	elective (120, 240 & SS)	–	elective	elective	elective
ICAI4030B	Install software to networked computers	40	elective (120, 240 & SS)	–	elective	elective	elective
ICAI4097C	Install and configure a network [∇]	40	elective (120, 240 & SS)	–	elective	elective	elective
ICAS3024B	Provide basic system administration	20	elective (120, 240 & SS)	other elective	elective	specialist core	specialist core
ICAS3032B	Provide network systems administration [∇]	20	elective (120, 240 & SS)	other elective	elective	specialist core	elective
ICAS3034B	Determine and action network problems [∇]	20	elective (120, 240 & SS)	listed elective	elective	specialist core	elective

[∇] These units of competency have prerequisites. See Section 8.3, and Tables 2–4 of this document.

Table 6 cont/d

Unit Code	Unit title	HSC indicative hours	IT Curriculum Framework	Certificate II in Information Technology	Certificate III in Information Technology		
					Applications	Network Administration	Support
ICAS3115B	Maintain equipment and software in working order	20	elective (120, 240 & SS)	listed elective	elective	elective	specialist core
ICAS3120C	Configure and administer a network operating system [∇]	30	elective (120, 240 & SS)	other elective	elective	specialist core	elective
ICAS3121B	Administer network peripherals	20	elective (120, 240 & SS)	listed elective	elective	specialist core	elective
ICAS4108B	Complete database back-up and recovery	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAS4127B	Support system software [∇]	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAS4134C	Provide first-level remote help desk support [∇]	30	elective (120, 240 & SS)	–	elective	elective	elective
ICAS4191B	Maintain website performance	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAS4201B	Transfer content to a website using commercial packages	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAT4185B	Create a website testing procedure	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAU2005B	Operate computer hardware [∇]	5	elective (120, 240 & SS)	core	entry requirement	entry requirement	entry requirement
ICAU2006B	Operate computing packages	5	elective (120, 240 & SS)	core	entry requirement	entry requirement	entry requirement
ICAU2013B	Integrate commercial computing packages [∇]	15	elective (120, 240 & SS)	core	entry requirement	entry requirement	entry requirement
ICAU3019B	Migrate to new technology	20	elective (120, 240 & SS)	listed elective	specialist core	elective	specialist core
ICAU3028B	Customise packaged software applications for clients [∇]	30	elective (120, 240 & SS)	other elective	specialist core	elective	elective

[∇] These units of competency have prerequisites. See Section 8.3, and Tables 2–4 of this document.

Table 6 cont/d

Unit Code	Unit title	HSC indicative hours	IT Curriculum Framework	Certificate II in Information Technology	Certificate III in Information Technology		
					Applications	Network Administration	Support
ICAU3126B	Use advanced features of computer applications	30	elective (120, 240 & SS)	other elective	specialist core	elective	elective
ICAU4207B	Apply web authoring tool to convert client data for websites	20	elective (120, 240 & SS)	–	elective	elective	elective
ICAW2002B	Communicate in the workplace	15	compulsory (240) elective (120 & SS)	core	entry requirement	entry requirement	entry requirement
BSBCM106A	Follow workplace safety procedures	0	elective (120, 240 & SS)	core	entry requirement	entry requirement	entry requirement
ICPMM321B	Capture a digital image	30	elective (120, 240 & SS)	listed elective	elective	elective	elective
ICTCC330A	Manage customer relationship	15	elective (120, 240 & SS)	other elective	elective	elective	specialist core

^v These units of competency have prerequisites. See Section 8.3, and Tables 2–4 of this document.

16 Glossary

AQF	Australian Qualifications Framework The AQF is the policy framework that defines all qualifications recognised nationally in post-compulsory education and training in Australia. The AQF comprises titles and guidelines that define each qualification, as well as the principles and protocols covering cross-sectoral qualification links and the issuing of qualifications and statements of attainment.
AQTF	Australian Quality Training Framework The AQTF is the national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia’s vocational education and training system. AQTF 2007 is the current version of the framework effective from 1 July 2007.
assessment guidelines	An endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.
Australian Apprenticeships	Formerly known as ‘New Apprenticeships’. Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. (www.australianapprenticeships.gov.au)
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
competency	The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.
competency standard	Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualification.
compulsory units of competency	Units that must be studied for the Higher School Certificate.
core units of competency	Units of competency required by the Training Package to be eligible for the AQF VET qualification.
DEEWR	Department of Education, Employment and Workplace Relations (Commonwealth)
elements of competency	The basic building blocks of a unit of competency which describe the key activities or elements of the work covered by the unit.

examinable units of competency	Units of competency that can be examined in the optional HSC examination.
ICFIP	Industry Curriculum Framework Information Package A document produced by the school system authorities to provide schools with information on teacher qualifications and resource requirements that must be adhered to for the delivery of vocational courses. It also includes quality assurance checklists that must be completed each year to demonstrate compliance with the Australian Quality Training Framework.
Industry Skills Councils (national)	The Industry Skills Councils have two key roles: <ul style="list-style-type: none">• providing accurate industry intelligence to the VET sector about current and future skill needs and training requirements, and• supporting the development, implementation and continuous improvement of quality nationally recognised training products and services, including Training Packages.
ITAB (state)	Industry Training Advisory Body Independent incorporated associations or companies that assist with the development of training.
national recognition	National recognition is: <ul style="list-style-type: none">• recognition by an RTO of the AQF qualifications and statements of attainment issued by all other RTOs, thereby enabling national recognition of the qualifications and statements of attainment issued to any person• recognition by each state and territory’s registering body of the training organisations registered by any other state or territory’s registering body and of its registration decisions• recognition by all state and territory course-accrediting bodies and registering bodies of the courses accredited by each state or territory’s course-accrediting body and of its accreditation decisions.
NTIS	National Training Information Service The national register for recording information about RTOs, Training Packages and accredited courses. (www.ntis.gov.au)
OHS	Occupational Health and Safety
QRRRC	Qualifications, Recognition and Resource Requirements Committee The QRRRC: <ul style="list-style-type: none">• determines the teacher qualifications and resource requirements for the delivery of VET courses in NSW schools• has responsibility for recognising teacher qualifications and recommending appropriate professional development for VET teachers• includes representatives from the school systems, industry, TAFE NSW and the Office of the Board of Studies.

qualification	<p>Formal certification in the VET sector by an RTO that a person has satisfied all requirements of the units of competency or modules that comprise an AQF qualification, as specified by:</p> <ul style="list-style-type: none"> • a nationally endorsed Training Package, or • an accredited course that provides training for the qualification.
recognition of prior learning (RPL)	<p>An assessment process that assesses an individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.</p>
RTO	<p>Registered Training Organisation A training organisation registered by a registering body in accordance with the AQTF, within a defined scope of registration (RTOs include TAFE NSW, private providers and schools).</p>
scope of registration	<p>The particular services and products an RTO is registered to provide. The RTO’s scope defines the specific AQF qualifications, units of competency and accredited courses it is registered to provide, and whether it is registered to provide:</p> <ul style="list-style-type: none"> • both training delivery and assessment services, and to issue the relevant AQF qualifications and statements of attainment, or • only assessment services, and to issue AQF qualifications and statements of attainment.
Stage 5	<p>In NSW, Stage 5 relates to Years 9 and 10 of schooling.</p>
Stage 6	<p>In NSW, Stage 6 relates to Years 11 and 12 of schooling.</p>
Statement of Attainment	<p>May be issued in the vocational education and training sector by a Registered Training Organisation when an individual has completed one or more units of competency from nationally recognised qualifications(s)/ courses(s).</p>
Training Package	<p>A nationally endorsed, integrated set of competency standards, assessment guidelines and AQF qualifications for a specific industry, industry sector or enterprise.</p>
training plan	<p>A documented program of training and assessment required for an apprenticeship/traineeship training contract. It is developed by an RTO in consultation with the parties to the contract as the basis for training and assessing a person undertaking an apprenticeship or traineeship.</p>
unit of competency	<p>Specification of industry knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.</p>
VET	<p>Vocational Education and Training</p>
VETAB	<p>The Vocational Education and Training Accreditation Board</p>
VTO	<p>Vocational Training Order</p>