



**Information Technology  
Curriculum Framework  
Stage 6 Draft Syllabus**

**Consultation Report**

December 2005

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Published by  
Board of Studies NSW  
GPO Box 5300  
Sydney NSW 2001  
Australia

Tel: (02) 9367 8111  
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Internet: <http://www.boardofstudies.nsw.edu.au>

April 2006

ISBN 1 7417 3810

2006105

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## 1 Background

The preparation of the Draft Information Technology Curriculum Framework adhered to the process for Framework revisions and amendments approved by the Board in June 2001.

The Draft Information Technology Curriculum Framework was distributed widely for comment over the period 30 May to 22 July 2005.

Copies of the Draft Information Technology Curriculum Framework were distributed to all NSW schools, TAFE colleges and the VET consultative network.

Modifications to this draft, following widespread consultations, have enabled the revised Information Technology Curriculum Framework to be finalised for submission to the Information Technology Industry Curriculum Committee (ICC), the Vocational Education and Training Advisory Committee (VETAC) and the Board.

### 1.1 Survey responses

19 survey responses to the consultation in Information Technology were received by 22 July 2005.

The sample profile of survey respondents is as follows:

#### Individual responses

There were 13 individual responses: 10 from schools, 1 from TAFE NSW and 2 others.

#### *School responses*

classroom teacher	6	head of department	4	school executive	0
principal	0	nil response	0		
Up to 3 years teaching	1	4 – 9 years teaching	1	10 – 15 years teaching	1
16 years + teaching	7	nil response	0		
Metropolitan	4	Non-metropolitan town/city	6	Rural	0
nil response	0				
Government	8	Non-government	2	nil response	0

*TAFE NSW responses*

teacher	0	head teacher	0	faculty manager	0
TAFE institute consultant	1	curriculum centre program manager	0	college director	0
institute director	0	nil response	0		
Metropolitan	0	Non-metropolitan town/city	1	Rural	0
nil response	0				

*Other responses*

parent group	0	community group	0	business	0
university	1	professional association	0	industry body	0
organisation	0	school sector	0	other	1
nil response	0				
local	1	state	1	national	0
nil response	0				

**Group responses**

There were 6 group responses: 3 from schools, 1 from TAFE NSW and 2 others.

*School responses*

faculty	2	school	1	nil response	0
Metropolitan	0	Non-metropolitan	2	Rural	1
nil response	0				
Government	2	Non-government	1	nil response	0

*TAFE NSW responses*

faculty	0	college	0	nil response	0
curriculum centre	1	institute	0		
Metropolitan	1	Non-metropolitan town/city	0	Rural	0
nil response	0				

*Other responses*

parent group	0	community group	0	business	0
university	0	professional association	0	industry body	0
organisation	0	school sector	1	other	1
nil response	0				
local	1	state	1	national	0
nil response	0				

The major issues raised in the consultation are addressed in Section 4 of this report.

## 1.2 Profile of structured sample groups

Seven (7) structured sample group meetings were conducted. These meetings were held in Newcastle, Parramatta, Sutherland, Orange, Casino, Armidale and Wagga Wagga. The participant profile is as follows:

<b>School</b>	63	<b>TAFE NSW</b>	37	<b>Other</b>	8
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### Location of school/TAFE

Metropolitan	52	Non-metropolitan	31	Rural	17
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### Type of school

Government	51	Non-government	12
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### Position in school

classroom teacher	37	head of department	23	school executive	2
principal	1	nil response	0		

### Total years teaching

Up to 3 years	5	10–15 years	15	nil response	3
4–9years	3	16 years +	37		

## **2 Qualitative analysis of the survey**

### **2.1 Rationale**

Respondents indicated a high level of satisfaction with the rationale's explanation of the purpose of Information Technology in the NSW Higher School Certificate. This was represented by an 85% approval rate (*strongly agree* and *agree*).

### **2.2 Aim**

The aim states the overall purpose of the subject. It indicates general educational benefits for students who satisfactorily complete an Information Technology course within this Framework. This correlates to the strategies and principles detailed in the NSW Government's White Paper, *Securing Their Future*, including enhancing:

‘...the contribution of courses to the broader education of students’

and providing:

‘clear links to post-school destinations, particularly further vocational education and training and employment’.

Survey responses indicate a high level of satisfaction with the aim (approval rate 85%).

The major issues raised in the consultation are addressed in Section 4.

### **2.3 Information Technology Curriculum Framework**

The Information Technology Curriculum Framework is based on national qualifications available within the Information and Communications Technology Training Package (ICA05). The majority of respondents (90%) were satisfied that the text and table provided an adequate overview of the relationships between qualifications, industry and the Training Package.

‘The table is an improvement on previous means of providing this information. It is clear and easy to understand.’ Survey # IT19

The major issues raised in the consultation are addressed in Section 4.

### **2.4 Course structures**

This section describes how the units of competency are arranged for the purpose of HSC credit. The statements provide advice on the purpose, structure, requirements and qualifications for each of the courses within the Framework.

Not all respondents answered the six questions in Section 8 of the consultation survey.

48% (approval rate) indicated support for the format, agreeing that the information was clearly presented and easy to understand.

47% (approval rate) of respondents agreed the proposed course structures enabled flexibility to plan and deliver programs that maximised student learning.

The range of courses proposed within the Information Technology Curriculum Framework received a positive response:

- 69% (approval rate) of respondents agreed the 120-hour course provides students with the opportunity to develop basic knowledge and skills for use in the information and communications technology industry
- 52% approval for the 240-hour course designed to provide students with the opportunity to gain a range of knowledge and skills suitable for employment in the information and communication technology industry
- 58% (approval rate) of respondents indicate support for the availability a 60/120/180-hour specialisation study.

The following indicate issues regarding course structures raised during consultation:

Concern for students who have no experience in ICAD2021A *Design organisational documents using computing packages*. Response # IT7

Concern with how to handle students who don't reach the appropriate standard for point of entry. Response # IT10

'Point of entry is unclear ... information is hard to follow.' Survey # IT17

'...some concern over the implementation of a Certificate III in IT level to be introduced into the high schools ... This therefore has strong implications for the level of knowledge and workplace awareness required of the teachers and the technologies to which they have access ... The concern expressed is that failure of the schools to meet the AQF requirement will lead to gap training be provided post graduation. This being the case students will be disappointed and disillusioned as will be industry if their needs for workplace readiness are not met.' Response # IT27

'...each of the courses assumes prior knowledge that the majority of students won't have.' Survey # IT28

The major issues raised in the consultation are addressed in Section 4.

## **2.5 Assessment requirements and advice and HSC examination**

Section 11 of Part A of the Syllabus briefly outlines assessment requirements for the Higher School Certificate and the Training Package. There was a positive response to this section of the syllabus. 74% (approval rate) of the respondents agreed that the assessment requirements were satisfactorily outlined. The majority of respondents (approval rate 69%) felt that fair, reliable and valid HSC examinations could be developed based on the breadth of learning experiences within the range of compulsory units of competency.

'This is an improvement.' Survey # IT22

The following indicate issues raised during consultation:

Problem with specimen paper being based on old content. Response # IT10

'I think the content is very extensive and provides problems in getting through all the content for HSC students.' Survey # IT20

The major issues raised in the consultation are addressed in Section 4.

## **2.6 Students with Special Education Needs**

Section 13 of Part A of the Syllabus provides information on the ways in which VET courses are able to meet the needs of a broad range of students, including those with special education needs.

63% (approval rate) of respondents agreed that courses within the Information Technology Curriculum Framework could be adapted to meet the needs of students with special education needs.

Respondents with concerns made the following comment:

‘Information should be clearly provided regarding the availability of a Certificate II outcome for students with special needs.’ Survey # IT19

The major issues raised in the consultation are addressed in Section 4.

## **2.7 AQF qualification packaging rules**

This section has been included so that the minimum requirements for achieving qualifications available in the Information Technology Curriculum Framework are clear.

58% (approval rate) of respondents were in agreement that the qualification packaging rules were clear and easy to understand.

‘Table 6 is clear and useful.’ Survey # IT22

The major issues raised in the consultation are addressed in Section 4.

## **2.8 Syllabus Part B**

Part B reproduces the text of each unit of competency directly from the Training Package as well as providing associated HSC requirements and advice.

The majority of respondents (approval rate 85%) were satisfied with the content layout and formatting of Part B, agreeing that there is a clear relationship between the unit of competency and the HSC requirements and advice.

Respondents also indicated (approval rate 53%) that together Parts A and B of the syllabus documentation provided sufficient information to develop teaching/learning programs.

‘HSC requirements and advice provide more detail than past syllabus.’ Survey # IT19

‘The evidence guide and HSC requirements are well linked and will be valuable in determining content for programming.’ Survey # IT24

The major issues raised in the consultation are addressed in Section 4.

## **2.9 Overall comments**

Overall 68% of respondents were generally happy with the proposed syllabus. Some positive comments included:

TAFE NSW support for the Board having written the syllabus in the spirit of the Training Package. Response #IT10

Support for the new Framework because students are bored by the course in the current Information Technology Curriculum Framework. Response # IT8

‘The documentation ... for the implementation of these framework courses is extensive and overall provides useful and helpful information for teachers implementing these courses.’ Survey # IT12

‘Good suggestions have been included which assist experienced teachers.’ Survey # IT24

32% of respondents expressed dissatisfaction. Areas of concern include:

- Certificate III exit point
- interpretation and management of prerequisite units of competency and ‘point of entry’
- difference in ability of students
- indicative hours allocated to some units of competency
- teacher qualifications.

The following comments highlight these concerns:

Availability of support documentation for the revised Framework. Response # IT1

Concern that the students exiting training delivered by school RTOs perform at a lower standard (ie have less knowledge and skills) than those exiting training delivered by TAFE NSW. Response # IT1

Definite need to work collaboratively between the school sectors/authorities as well as TAFE NSW. Response # IT8

‘Syllabus assumes students will have a set of basic IT skills that in reality they won’t have despite these skills being now implemented in Stage 5 syllabuses.’ Survey # IT28

‘The ability of RTOs to reliably, validly, consistently and simply assess that students meet the point of entry requirements.’ Survey # IT12

‘Need for teacher training to deliver new units of competency and to Certificate III level.’ Response # IT2

These issues have been addressed as described in Section 4 and where appropriate, the Curriculum Framework adjusted in response to consultation.

### 3 Quantitative analysis of the survey

#### 3.1 Rationale

The rationale describes the nature of the information and communications industry in broad terms and explains the place and purpose of the subject in the NSW Higher School Certificate.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	74%	5%	0%	0%	11%

#### 3.2 Aim

The aim provides a succinct statement of the overall purpose of the syllabus.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	74%	0%	0%	5%	11%

#### 3.3 Information Technology Curriculum Framework

The text and table provide an overview of the national qualifications related to this industry from the Training Package and outline the qualifications included in the Framework.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
16%	74%	0%	0%	0%	11%

#### 3.4 Course structures

3.4a The information provided is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	37%	16%	11%	11%	16%

3.4b The course structures enable the flexibility to plan and deliver programs that maximise student learning.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
5%	42%	16%	21%	0%	16%

- 3.4c Advice regarding prerequisites and ‘point of entry’ status is clearly presented and easy to understand.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
0%	16%	16%	32%	16%	21%

- 3.4d The 120-hour course provides students with the opportunity to develop basic knowledge and skills for use in the information and communications technology industry.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
11%	58%	11%	5%	0%	16%

- 3.4e The 240-hour course provides students with the opportunity to gain a range of skills and knowledge suitable for employment in the information and communications technology industry.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
5%	47%	16%	16%	0%	16%

- 3.4f For students with a particular interest and aptitude within the industry, the 60/120/180-hour specialisation study provides the opportunity to gain Certificate III.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
5%	53%	11%	11%	5%	16%

### **3.5 Assessment requirements and advice and HSC examination**

- 3.5a This section briefly outlines assessment requirements for the Higher School Certificate (including HSC examination specifications) and the Training Package.

<b>Strongly agree</b>	<b>Agree</b>	<b>Unsure</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Nil response</b>
11%	63%	11%	0%	0%	16%

- 3.5b Fair, reliable and valid HSC examinations can be developed based on the breadth of learning experiences within the range of compulsory units of competency.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	58%	11%	11%	0%	11%

### 3.6 Students with Special Education Needs

Information relating to students with special needs accessing the Information Technology Curriculum Framework is clearly presented and easy to understand.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
5%	58%	16%	5%	0%	16%

### 3.7 AQF qualification packaging rules

Minimum requirements for achieving the industry qualifications available in the Information Technology Curriculum Framework are clear.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
5%	53%	11%	11%	5%	16%

### 3.8 Syllabus Part B

- 3.8a There is a clear relationship between the unit of competency and the HSC requirements and advice.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
32%	53%	0%	0%	0%	16%

- 3.8b Together, Parts A and B of the Syllabus documentation provide sufficient information to develop teaching/learning programs.

Strongly agree	Agree	Unsure	Disagree	Strongly disagree	Nil response
11%	42%	11%	5%	11%	21%

### 3.9 Overall comments

Very good, fine as it is	5%
Good, a little fine-tuning necessary	42%
Acceptable, some reworking necessary	21%
Unsatisfactory in its treatment of some significant issues as identified in this response	32%
Nil response	0%

## 4 Key issues raised in consultation and actions taken

ISSUE	SOURCE	ACTION/RESPONSE
<ul style="list-style-type: none"> <li><b>Part A</b></li> </ul> <p>The document is unnecessarily more complex than any other Stage 6 syllabus. Is the Board of Studies trying to cater for too many options?</p>	IT6, IT23.	There has been strong support for the layout of syllabus documentation for industry curriculum frameworks.
<p>The current document is disjointed, confusing and difficult to follow. Part A should be divided into two sections – HSC and IT certificates – with a clear relationship between each section.</p>	IT5.	<p>The Higher School Certificate (HSC) and Australian Qualification Framework (AQF) requirements cannot simply be divided. Industry curriculum frameworks are based on nationally endorsed Training Packages.</p> <p>Sections 1 – 13 of Part A of the Syllabus outline various aspects of the HSC course requirements and their relationship with AQF qualifications. Sections 14 and 15 specifically refer to AQF qualifications, in particular, the qualification packaging rules from the Information and Communications Technology Training Package (ICA05). Many sections are clearly cross-referenced throughout the document.</p> <p>Part B of the Syllabus contains unit of competency details reproduced directly from the ICA05 Training Package with additional HSC requirements and advice clearly identified.</p>
<p>There are too many footnotes in the document. The explanation should be provided in the body of the text.</p>	IT6.	<p>Footnotes have only been used as necessary. The number of footnotes has been reduced due to changes in the endorsed Training Package.</p> <p>An explanation for symbols used has been provided in the body of the text.</p>
<p>Suggested edits for Part A of the syllabus</p>	IT15, IT16.	Where appropriate, Part A of the Syllabus has been adjusted in response to consultation.
<ul style="list-style-type: none"> <li><b>Rationale</b></li> </ul> <p>It should be made clearer in the rationale that only those students who</p>	IT12.	This is made clear to readers in Section 8.7 of Part A of the

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ISSUE	SOURCE	ACTION/RESPONSE
undertake the 240-hour course and a specialisation can achieve Certificate III.		Syllabus. The purpose of the rationale is to describe the nature of the information and communications technology (ICT) industry in broad terms and explains the place and purpose of the subject in the NSW HSC.
While the draft curriculum prepares students for low level support roles it is inadequate for many of the IT occupations mentioned in the rationale.	IT21.	The occupations listed in the rationale are made in reference to the ICT industry in general (sourced from the ICA05 Training Package) rather than being specific to the Information Technology (IT) Curriculum Framework.
<ul style="list-style-type: none"> <li>● <b>Aim</b></li> </ul> Repetitive and poorly worded.	IT16.	85% of survey respondents did not raise this as an issue. The aim is consistent in all industry curriculum frameworks.
<ul style="list-style-type: none"> <li>● <b>Qualifications available through the revised Framework</b></li> </ul> Listing all the qualifications on pp 11–12 may be confusing when only 2 qualifications are relevant to the document.	IT4.	The text and table in Section 7 of Part A of the Syllabus is intended to provide an overview of the national qualifications related to the ICT industry from the ICA05 Training Package, as well as outline the qualifications included in the IT Framework.  Listing all qualifications available in the Training Package allows both teachers and students to consider future vocational training opportunities after completing courses within the Framework.
Will there still be a Statement of Attainment towards Certificate II? Can a Certificate I be awarded?	IT18.	A Statement of Attainment is the formal certification issued by an approved body in recognition that a person has achieved some of the competencies identified for a particular qualification.  A Statement of Attainment towards Certificate II in Information Technology is one possible qualification outcome for students undertaking the 120 or 240 indicative hour course from the IT Framework. Students who are deemed competent in one or more units of competency contributing to Certificate II (as outlined in the qualification packaging rules in Section 15 of Part A of the Syllabus) qualify for a Statement of Attainment.  Certificate I in Information Technology is not available through the

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ISSUE	SOURCE	ACTION/RESPONSE
		<p>proposed Framework. In order to meet local needs, schools with RTO scope and appropriately accredited teachers and facilities/resources may submit locally designed Board Endorsed VET courses drawing from the ICA05 Training Package in addition to courses within the IT Framework. This may enable students to achieve Certificate I.</p>
<p>Disagree with a Certificate III exit point. Based on experience of the previous IT Framework courses we believe the outcomes and levels expected from these courses are overambitious for the majority of prospective students. Students will struggle.</p> <p>Concern that this Framework is now out of reach for some students.</p>	<p>IT2, IT12, IT17, IT18, IT27.</p>	<p>During consultation there was evidence of support for a Certificate III outcome.</p> <p>Feedback received by the Office of the Board of Studies (OBOS) is that many students are bored with the courses in the current IT Framework. With mandatory ICT content in all Stage 4 and 5 syllabuses students bring with them a range of ICT knowledge, understanding and skills as they commence study in an IT Framework course.</p> <p>The Certificate III in Information Technology is only available to students who complete Information Technology (240 indicative hours) plus Information Technology Specialisation Study (180 or 240 indicative hours) from the IT Framework. As stated in Section 8.7 of Part A of the Syllabus, ‘the specialisation study is available to all students undertaking Information Technology (240 indicative hours) but is intended specifically for students with particular interest in, and aptitude for, the industry.’</p> <p>Careful consideration needs to be given to advice provided to students regarding their suitability for courses they have selected as part of the pattern of study. This is the case with any Stage 6 course. VET is no exception.</p> <p>In order to meet local needs, schools with registered training organisation (RTO) scope and appropriately accredited teachers and facilities/resources may submit locally designed Board Endorsed VET courses drawing from the ICA05 Training Package in addition to courses within the IT Framework. This may enable students to achieve Certificate II in Information Technology using alternative elective units of competency not available in the Framework.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Using documents Part A and B students can only achieve a Statement of Attainment towards Certificate III rather than the complete Certificate III.</p>	<p>IT23.</p>	<p>Depending on the selection and achievement of units of competency, students who undertake the Information Technology (240 indicative hours) course plus Information Technology Specialisation Study (180 or 240 indicative hours) have the opportunity to achieve Certificate III in Information Technology.</p> <p>Only units of competency available in Information Technology (120 and 240 indicative hours) are included in Part B of the Syllabus. As indicated in Section 8.7 of Part A of the Syllabus, details of the Information Technology Specialisation Study units of competency listed in Table 4 are available in the ICA05 Training Package or at <a href="http://www.ntis.gov.au">www.ntis.gov.au</a>.</p>
<p>The proposed TAFE NSW Certificate II course is less rigorous than that prescribed in the revised Framework.</p>	<p>IT2.</p>	<p>Courses within industry curriculum frameworks are described in terms of their indicative hours (eg Information Technology [240 indicative hours]) rather than the possible qualification outcome (eg ‘Certificate II course’).</p> <p>Frameworks are based on nationally endorsed Training Packages that outline the qualification packaging rules. These packaging rules provide advice about packaging units of competency against a particular qualification as well as make available choice of units within the packaging arrangements. As a result of this choice, courses developed by other Boards of Studies or RTOs may differ.</p> <p>In addition, HSC Requirements and Advice have been added to outline the minimum learning experiences expected for each unit of competency as part of student’s study for the NSW HSC and preparation for the optional HSC examination available through the IT Framework.</p>
<p>● <b>Course structures</b></p> <p>Students are bored by the courses in the current Information Curriculum Framework.</p>	<p>IT5, IT8.</p>	<p>It is anticipated that students’ interest and learning will be enhanced with the introduction of new units of competency into the IT Framework and the opportunity for a Certificate III in Information Technology outcome.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>Is the distinction between ‘compulsory’ and ‘core’ necessary? It is confusing. Where is it explained in Part A?</p>	<p>IT6.</p>	<p>Refer to Section 8.1 and the Glossary in Part A of the Syllabus.</p> <p><i>Compulsory</i> units of competency are those that all students must attempt in their study of the HSC course. <i>Core</i> units of competency are those required by the ICA05 Training Package for a student to be eligible for a qualification.</p> <p>See, for example, ICAU3004A <i>Apply occupational health and safety procedures</i>. This unit of competency is compulsory in the Information Technology (240 indicative hours) HSC course; it is a core unit of competency for Certificate III in Information Technology; and it is an elective unit of competency for Certificate II in Information Technology.</p> <p>The status of each unit of competency available in the IT Framework in relation to the HSC courses and ICA05 Training Package qualifications have been summarised by OBOS for the reader’s convenience in Section 15, Table 5 of Part A of the Syllabus.</p>
<p>Use of ‘point of entry’ is redundant when using ‘core’ and ‘compulsory’.</p>	<p>IT5.</p>	<p>The concept of ‘point of entry’ or ‘entry point’ was a term used in the draft ICA05 Training Package. It was a requirement of the draft Training Package in relation to prerequisites and could not be ignored when developing the Draft revised IT Framework. The concept allowed for an individual to be formally appraised against the knowledge and skills required by the prerequisite units of competency and granted ‘entry point’ for these units rather than actually having to be awarded the unit of competency.</p> <p>Following the national teleconference of state and territory evaluators on 29 July 2005 regarding the finalisation of the ICA05 Training Package the decision was made that the ‘entry point’ concept would be revised. For all prerequisite units of competency, an individual must be formally assessed, deemed competent and awarded the unit before undertaking further study for a higher order unit of competency or higher level qualification.</p>

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ISSUE	SOURCE	ACTION/RESPONSE
<p>There are too many terms used, which is confusing for the reader [core, common core, unit prerequisite, qualification prerequisite, elective, listed elective, other elective, compulsory, specialist core, elective (120, 240 or SS)]. It is not until Table 6 that the reader is able to formulate a program for students with a possible Certificate III outcome.</p>	<p>IT4, IT5.</p>	<p>The terms core, common core, specialist core, unit prerequisite, qualification prerequisite, entry point and elective are terms used in the draft ICA05 Training Package. As the draft IT Framework is based on this Training Package, it is imperative that we use the language contained in it.</p> <p>The terms compulsory, elective and (120, 240 and SS) describe the status of units of competency within the HSC courses. In addition we have added the term ‘listed elective’ and ‘other elective’ to Table 5 to assist readers to distinguish differences as outlined in the ICA05 Training Package qualification packaging rules (Section 15).</p> <p>Table 5 in Section 15 of Part A of the Syllabus was developed by OBOS to assist readers of the document and those responsible for course development. It was an attempt to summarise the status of each unit of competency available in the IT Framework in relation to the HSC courses (Section 8) and ICA05 Training Package qualification packaging rules (Section 15).</p> <p>To aid teachers in their preparation to deliver a Specialisation Study sample scope and sequence advice will also be provided in the Support Document to be developed to accompany both Parts A and B of the IT Framework. This will assist teachers in their selection of units of competency for desired qualification outcome.</p>
<p>Is specialisation study the same or equivalent to the specialist stream (Section 15)?</p>	<p>IT16.</p>	<p>These terms are neither the same nor equivalent.</p> <p><i>Information Technology Specialisation Study</i> is the title of one of the HSC courses contained in the IT Framework (refer to Section 8.7 of Part A of the Syllabus).</p> <p><i>Specialist stream</i> is a term contained in the qualification packaging rules of the ICA05 Training Package to describe a particular set of units of competency required for a particular qualification (refer to Section 15 of Part A of the Syllabus).</p>
<p>There are no electives in the 240-hour course. Preference for inclusion of electives to allow some options for</p>	<p>IT4, IT9, IT28.</p>	<p>All units of competency are compulsory in Information Technology (240 indicative hours).</p>

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<p>teachers and students.</p>		<p>The intended qualification outcomes for the IT Framework are Certificate II and/or III in Information Technology. Therefore, when selecting units of competency to be compulsory for the HSC priority was given to those that are:</p> <ul style="list-style-type: none"> <li>• core for Certificate II in Information Technology</li> <li>• electives for Certificate II that may also contribute to Certificate III in Information Technology, and</li> <li>• common core for Certificate III.</li> </ul> <p>After the inclusion of all these units of competency there is only a limited number of indicative hours remaining in the Information Technology (240 indicative hours) course.</p> <p>There will be opportunity for selection of units of competency if RPL is awarded for units of competency in the 240-hour course. These additional units will be chosen from the Information Technology Specialisation Study units of competency to make up the indicative hour requirements. Refer to Section 8.4 in Part A of the Syllabus.</p>
<p>Clarify the conflicting advice given for Certificate II given on pp 19 and 42.</p> <p>The shaded elective units on pp 42–43 are not clear and not consistent with p 20.</p>	<p>IT5, IT6.</p>	<p>Section 8 in Part A of the Syllabus outlines the HSC course structures. Section 15 in Part A of the Syllabus contains the qualification packaging rules directly reproduced from the ICA05 Training Package.</p> <p>The rules and structure of HSC VET courses are not always identical to the qualification packaging rules (refer <i>Board Bulletin</i>, Feb 2002 and Section 4.2 of Part A of the Syllabus).</p> <p>The shaded units in Section 15 indicate units of competency that are available through all HSC courses within the IT Framework. In the draft version of the revised Framework shaded units on pp 42–43 and 46–47 are identified from the 120-hour course (p 17), 240-hour course (p 20) and the Specialisation Study (pp 23–24). This will account for why some of the shaded units on pp 42–43 are not listed on p 20 – they are not in the 240-hour course but are in the Specialisation Study.</p>

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Specialisation Study details and how to achieve Certificate III are not clear until p 46.	IT5.	<p>The Information Technology Specialisation Study course requirements are outlined in Section 8.7 of Part A of the Syllabus. Depending on the number of indicative hours undertaken and the selection and achievement of units of competency, the possible qualification outcome for this course is Certificate III in Information Technology.</p> <p>The qualification packaging rules for Certificate III are outlined in Section 15 of Part A of the Syllabus. No details regarding HSC courses (eg Information Technology Specialisation Study) are given in this section.</p> <p>The status of each unit of competency available in the IT Framework in relation to the HSC courses and the ICA05 Training Package qualifications have been summarised by OBOS for the reader's convenience in Section 15, Table 5 of Part A of the Syllabus.</p>
Too many lists of units of competency in the syllabus. The requirements and unit lists should appear only once in the syllabus.	IT5.	<p>Units of competency have only been listed as required.</p> <p>In Section 8 of Part A of the Syllabus units of competency contained in each of the HSC courses are listed under each course heading [Information Technology (120 indicative hours), (240 indicative hours) and Specialisation Study (60 or 120 or 180 or 240 indicative hours)].</p> <p>In Section 15 of Part A of the Syllabus, Table 5 lists each unit of competency included in the IT Framework and their status in relation to the qualifications. This information will assist teachers when selecting units of competency for a Specialisation Study.</p>
Are there real advantages to be gained by students completing Certificate III?	IT11.	<p>Certificate III in Information Technology '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'. This will give employers a degree of confidence in an individual's usefulness in the workplace</p>

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		... 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 qualification.’ (DEST, 2005, Information and Communications Technology Training Package (ICA05), Vol 1, Section 1, p 1–46).
60-hour specialisation study doesn’t provide the student with the opportunity to gain Certificate III.	IT19.	Part A of the Syllabus has been amended in response to consultation.  The Information Technology Specialisation Study (60 or 120 indicative hours) provides students with the opportunity to gain further credit towards Certificate III in Information Technology. The Information Technology Specialisation Study (180 or 240 indicative hours) provides students with the opportunity to gain Certificate III.
The 240-hour course purpose does not clearly articulate types of employment it is envisaged that graduates will undertake in the ICT industry. The curriculum does not clearly differentiate between basic knowledge for support roles and more sophisticated roles such as programming, analysis and design.	IT21.	Types of employment could be many and varied. This can be explored while undertaking ICAW2001A <i>Work effectively in an IT environment</i> rather than attempting to provide all the possibilities within what is meant to be a simple course purpose statement.
<ul style="list-style-type: none"> <li>● <b>Prerequisites</b></li> </ul> <p>Why has the BOS introduced the point of entry concept to a course based on a Training Package?</p> <p>The information regarding prerequisites and point of entry is not easy to understand.</p>	IT19, IT22.	<p>The ‘point of entry’ or ‘entry point’ concept was an integral part of the draft ICA05 Training Package and therefore could not be ignored when developing the draft revised IT Framework. It is not a concept introduced by OBOS.</p> <p>Industry curriculum frameworks are based on Training Packages.</p>
<p>Concern regarding how teachers may interpret and manage prerequisite requirements and the need for caution when providing advice.</p> <p>Further explanation required.</p> <p>The assessment of point of entry should be prescriptive within the course documents.</p>	IT1, IT4, IT10, IT11, IT12, IT17, IT19.	<p>Industry is responsible for the development/revision of Training Packages and their content.</p> <p>The information regarding prerequisites and ‘point of entry’ or ‘entry point’ provided in Section 8.3 of the draft Part A of the Syllabus was reproduced directly from the draft Training Package. The concept allowed for an individual to be formally appraised against the knowledge and skills required by the prerequisite units of competency and granted entry point for these units rather than</p>

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		<p>actually having to be awarded the unit of competency.</p> <p><b>During the finalisation and endorsement of the ICA05 Training Package the ‘entry point’ concept has been removed. For all prerequisite units of competency, an individual must be formally assessed, deemed competent and awarded the unit before undertaking further study for a higher-order unit of competency or higher-level qualification.</b></p> <p>There are nine units of competency that are:</p> <ul style="list-style-type: none"> <li>• <i>compulsory</i> for the Information Technology (120 and 240 indicative hour) HSC courses</li> <li>• <i>core</i> for Certificate II in Information Technology, and</li> <li>• <i>prerequisites</i> for all qualifications from Certificate III upwards.</li> </ul> <p>Refer to Sections 8 and 15 in Part A of the Syllabus.</p> <p>To be eligible for a Certificate II in Information Technology an individual must be formally assessed, deemed competent and awarded all of the nine prerequisite units of competency (as well as the required number of elective units of competency – see qualification packaging rules in Section 15 of Part A of the Syllabus). Prior to commencing Certificate III in Information Technology (or above) an individual must be formally assessed, deemed competent and awarded all prerequisite units of competency.</p> <p>Advice regarding prerequisites will also be available from school system or sector authorities/RTOs.</p> <p>Part A of the Syllabus has been amended in response to changes to the ICA05 Training Package and consultation.</p>
<p>There are differences between the way OBOS and TAFE are proposing to deal with the point of entry requirements.</p>	<p>IT4, IT11.</p>	<p>During the finalisation and endorsement of the ICA05 Training Package the ‘entry point’ concept has been removed.</p> <p>Parts A and B of the Syllabus for the IT Framework contain the requirements and advice for those wishing to undertake a course of study in information and communications technology with the</p>

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		possibility of gaining HSC credit, an AQF qualification and UAI outcome. These requirements and advice are aligned to Board of Studies (BOS) policy as well as the rules and guidelines of the ICA05 Training Package.
Difference in ability of students. In general, the majority of students' computer skills will not be at the level required by all pre-requisite units.	IT6, IT10, IT22, IT7, IT28.	<p>In response to consultation, the indicative hours for ICAD2012A <i>Design organisational documents using computing packages</i> and ICAU2013A <i>Integrate commercial computing packages</i> have been increased.</p> <p>As a requirement of the ICA05 Training Package, students must be deemed competent in any prerequisite prior to commencing the higher-order unit of competency or higher-level qualification.</p> <p>Students may need to give consideration to another HSC subject such as Software Design and Development and Information Processes and Technology. Alternatively schools may submit locally designed Board Endorsed VET courses drawing from the ICA05 Training Package in addition to courses within the IT Framework. This will allow students to spend more time on prerequisite units of competency and enable students to achieve Certificate II in Information Technology using alternative elective units of competency not available in the IT Framework.</p>
The ability of RTOs to reliably, validly, consistently and simply assess that students meet point of entry requirements.	IT12.	It is the responsibility of the RTO to ensure the assessment requirements outlined in the ICA05 Training Package are met. For advice regarding delivery and assessment of units of competency, providers should contact their RTO and/or school sector or system authority.
What happens to students who do not achieve the appropriate standard for the prerequisites?	IT8, IT10, IT11.	As a requirement of the ICA05 Training Package, students must be deemed competent in any prerequisite prior to commencing the higher-order unit of competency or higher-level qualification.
Concern that formal learning is not required to confirm the possession of prerequisite knowledge and skills.	IT22.	Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) are part of our national vocational education and training system.

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		This becomes increasingly important as more individuals commence VET qualifications with backgrounds that include relevant pre-existing schooling outcomes or extensive working experience. Refer to Section 8.4 in Part A of the Syllabus)
Why were the skills and knowledge of the prerequisite units of competency for the Certificate III and above qualifications (ie Certificate II core units) not incorporated into the ICT component of the 7–10 syllabuses?	IT1, IT25.	The cross-curriculum content, including that outlined under Information and Communication Technologies (ICT), was developed during the revision of all Years 7–10 syllabuses. This occurred in 2002-03. The prerequisite requirements of the new Training Package were not available at this time. The new ICA05 Training Package was not endorsed until October 2005 and available November 2005.
<ul style="list-style-type: none"> <li><b>Indicative hours</b></li> </ul> <p>The combined indicative hours for units of competency included in the 240-hour course total more than 240 hours.</p>	IT9.	<p>IT Framework has been adjusted in response to consultation. The total indicative hours of the draft Information Technology (240 indicative hours) course have been reduced from 265 to 240.</p> <p>There is some overlap of knowledge and skills required by units of competency within the IT HSC courses. Complementary units can be delivered and assessed concurrently reflecting the holistic approach encouraged in VET HSC delivery (see Part A of the Syllabus). Examples of integrated approaches to programming will be provided in the support document.</p>
Indicative hours for some competencies are unrealistic. Too much content for the indicative hours.	IT7, IT10, IT21, IT24.	<p>The HSC requirements and advice have been developed from the ICA05 Training Package requirements. They draw from the Evidence Guide (in particular Knowledge and Skills) for each unit of competency and Performance Criteria and the Range Statement for each Element of competency.</p> <p>The indicative hours for the majority of units of competency are in line with TAFE NSW nominal hours and the ‘quantum guide’ (suggested hours) produced by industry during the review of the Training Package.</p> <p>Complementary units of competency should be delivered and</p>

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		assessed concurrently reflecting the holistic approach encouraged in VET HSC delivery (see Part A of the Syllabus). Examples of integrated approaches to programming will be provided in the support document.
Need to provide clarity in the intended use of the five indicative hours allocated to each of the point of entry units.	IT12.	Allocation of HSC indicative hours of credit is outlined in Section 8.2 of Part A of the Syllabus.  Additional advice regarding prerequisites will be available from school system or sector authority/RTO.
Five indicative hours is inadequate for the following units of competency: ICAD2012A <i>Design organisational documents using computing packages</i> , ICAU2006A <i>Operate computing packages</i> and ICAU2013A <i>Integrate commercial computing packages</i> .	IT21, IT22.	The indicative hours for ICAD2012A <i>Design organisational documents using computing</i> and ICAU2013A <i>Integrate commercial computing packages</i> have been increased in response to consultation. These two units of competency will now also be included in the optional HSC examination (Refer to Sections 8.6 and 11.5 of Part A of the Syllabus).  ICAU2006A <i>Operate computing packages</i> remains at five indicative hours as it has been indicated that the majority of students undertaking courses within the IT Framework have the knowledge and skills of this unit of competency.
<ul style="list-style-type: none"> <li><b>Units of Competency</b></li> </ul> What constitutes a ‘basic’ website is not made clear in ICAB4169A <i>Use development software and IT tools to build a basic website</i> .	IT21.	Teachers would need to seek further advice and clarification of the requirements of specific units of competency within the ICA05 Training Package from the NSW Communications Industry Training Advisory Board (ITAB) ( <a href="http://www.nswcitab.org.au">www.nswcitab.org.au</a> ) or the developers of the Training Package (Innovation and Business Skills Australia - <a href="http://www.ibsa.org.au">www.ibsa.org.au</a> ).
ICAS4134A <i>Provide first-level remote help desk support</i> will be difficult to deliver in schools.	IT7.	ICAS4134A <i>Provide first-level remote help desk support</i> has been moved to the Information Technology Specialisation Study. It is no longer compulsory in the Information Technology (240 indicative hours) course.

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<p>The merging of the Certificate II and Certificate III level OHS units may create legal difficulties in the case of student injury or resultant property damage.</p>	<p>IT12.</p>	<p>Holistic delivery and assessment of units of competency is encouraged under the Australian Quality Training Framework (AQTF).</p> <p>BSBCM106A <i>Follow workplace safety procedures</i> and ICAU3004A <i>Apply occupational health and safety procedures</i> have not been ‘merged’. The knowledge and skills required by BSBCM106A <i>Follow workplace safety procedures</i> have been incorporated into the HSC requirements and advice column of ICAU3004A <i>Apply occupational health and safety procedures</i> for delivery purposes as part of the HSC course.</p> <p>For assessment purposes under the AQTF and to meet the qualification package rules of the ICA05 Training Package (for Certificate II, Certificate III and upwards), an individual must be formally assessed, deemed competent and awarded BSBCM106A <i>Follow workplace safety procedures</i>. Likewise, an individual must be formally assessed, deemed competent and awarded ICAU3004A <i>Apply occupational health and safety procedures</i>.</p>
<p>The performance criteria in many units are quite vague.</p>	<p>IT21.</p>	<p>The performance criteria have been reproduced directly from the ICA05 Training Package. Before a Training Package is endorsed it must be shown to have broad industry support.</p>
<p>● <b>Assessment</b></p> <p>Does the BOS have any involvement in assessment validation?</p>	<p>IT10</p>	<p>Assessment validation is a requirement for RTOs under the AQTF. The Board of Studies NSW is not an RTO.</p>
<p>● <b>Work placement</b></p> <p>Advice needs to be sent to principles confirming the mandatory work placement requirement and issuing of an ‘N-award’ where it has not been completed.</p>	<p>IT9.</p>	<p>Refer to:</p> <ul style="list-style-type: none"> <li>● Section 10 of Part A of the Syllabus</li> <li>● Section 8.4.3 of the Assessment Certification and Examination Manual (2005), and</li> <li>● Board Bulletin, June 2005, Official Notice BOS26/05.</li> </ul>

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What support will be provided to schools for their management of work placement requirements with the increased need for practical experience in the new units of competency?	IT5.	Section 11, Volume 1 of the ICA05 Training Package emphasises the importance of and industry's support for workplace learning in an ICT environment and provides advice regarding ICT work placements for VET in schools.
There are difficulties in finding suitable work placements.	IT10, IT18, IT28.	<p>Before including any course from an industry curriculum framework in subject offerings in schools, the availability of suitable work placements should be taken into consideration. The IT Framework allows for up to 50% of work placement to be undertaken in a simulated work placement program (refer Section 10 of Part A of the Syllabus).</p> <p>Further information and advice on the implementation of work placement is available from the relevant school system/authority or RTO.</p>
Not clear whether work placement is required to gain AQF qualifications.	IT28.	Work placement is a mandatory HSC course requirement. Failing to meet HSC course requirements does not affect an individual's ability to gain an AQF qualification.
<p>● <b>HSC examination</b></p> <p>A new specimen paper is required for the revised Framework. While the exam structure remains the same the content is different.</p>	IT9, IT10, IT17.	<p>The requirement for a new specimen paper is informed by whether there have been changes to the examination specifications in the syllabus and the extent of the changes to the Framework content and Training Package/s associated with the revised Framework.</p> <p>It is anticipated that a new Information Technology specimen HSC paper will need to be produced.</p>
Is there potential for the Information Technology Framework to change to Category A status?	IT10, IT17.	<p>The category status of VET subjects is determined by the universities and is reviewed on a regular basis.</p> <p>At the time of publication of this report, all industry curriculum frameworks remain category B.</p>
The treatment of prerequisite units in the HSC examination is unclear.	IT15, IT16.	The units of competency to be examined in the optional HSC examination are clearly identified in bold in Section 8.6 and listed in Section 11.5 of Part A of the Syllabus.

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Too many units of competency required for the HSC examination.	IT28.	<p>The number of units of competency to be examined is comparable with other industry curriculum frameworks.</p> <p>The Information Technology (240 indicative hours) course meets BOS requirements for a Board-Developed HSC course. As this course can contribute to the UAI there is a need for the inclusion of content that can be examined in a written format.</p>
The high percentage of Certificate III material to be examined raises issues of equity between IT and other VET HSC examinations and potential student achievement.	IT15.	The optional HSC examination is based on units of competency contained in the Training Package/s from which the particular industry curriculum framework has been developed. Each Framework is based on a different Training Package. It is not appropriate to compare Training Packages.
<p>● <b>Students with special needs</b></p> <p>Information should be clearly provided regarding the availability of Certificate II for students with special needs.</p>	IT19.	<p>Refer to Section 13 of Part A of the Syllabus.</p> <p>All students attempting the Information Technology (240 indicative hours) course have the opportunity of achieving Certificate II in Information Technology. The qualification rules are outlined in Section 15 of Part A of the Syllabus and identify which units of competency the students must be competent in to gain Certificate II.</p>
<p>● <b>Part B</b></p> <p>There is much more detail in the HSC requirements and advice. Extensive content may cause problems completing all that is required for the HSC examination.</p>	IT9, IT20.	The HSC requirements and advice have been developed from the ICA05 Training Package requirements. They draw from the Evidence Guide (in particular Knowledge and Skills) for each unit of competency and Performance Criteria and the Range Statement for each Element of competency.
'Levels of competency' which is new to the Training Package versus competent and not yet competent ... which is correct?	IT2.	The term 'performance levels' (referred by the source as 'levels of competency') is not new to the ICA05 Training Package. It is a term used in all Training Packages and is in reference to Key Competencies. Refer to Section 13.2 of Part A of the Syllabus and each unit of competency in Part B of the Syllabus.

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		It is not a term to describe an individual's achievement of a unit of competency. When assessing an individual against the elements and performance criteria of a particular unit of competency their achievement is described in terms of 'competent' or 'not yet competent'.
Footnote 7 on p 31 of Part A of the syllabus should be referred to in Part B.	IT19.	Parts A and B of the Syllabus for the IT Framework are inextricably linked and should be read and used together rather than being treated as two separated documents.  The purpose of the footnote is to link Part A to Part B and not the other way around.
Some of the shaded units of competency in Section 15 of Part A of the Syllabus have not been included in Part B.	IT16, IT23.	This is correct. Only units of competency available in Information Technology (120 and 240 indicative hours) are included in Part B of the Syllabus. As indicated in Section 8.7 of Part A of the Syllabus, details of the Information Technology Specialisation Study units of competency listed in Table 4 are available in the ICA05 Training Package or at <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> .  Cover and title page of Part B of the Syllabus has been amended in response to consultation.
Throughout Part B the expansions of italicised words from the performance criteria in the range statement are strange.  On occasions information provided in the range statement is incorrect.	IT16.	The performance criteria, including italicised wording, and text under the heading Range Statement, have been reproduced directly from the ICA05 Training Package. Before a Training Package is endorsed it must be shown to have broad industry support.
Suggested edits for HSC requirements and advice.	IT16.	Where appropriate, Part B of the Syllabus has been adjusted in response to consultation.
<ul style="list-style-type: none"> <li>● <b>Implementation and support</b></li> </ul> Advising students re their suitability for courses within the revised Framework.  Delivering the revised Framework courses to the typical mixed ability classes found in schools.	IT6.	This is not unique to VET courses. Careful consideration needs to be given to advice provided to students regarding their suitability for courses they have selected as part of their HSC pattern of study. This is the case with any Stage 6 course. VET is no exception.  Teachers should follow their school guidelines/protocols and seek

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		<p>assistance through appropriate personnel in the school.</p> <p>Further advice may also be available from your school system/ sector authority or RTO.</p>
Provide an explanation of how the current Information Technology courses differ from the proposed courses.	IT6.	This information was presented at the meetings held during the consultation period. The ICA05 Training Package contains a comparison mapping of units of competency from the ICA99 Training Package to ICA05. This can be accessed from the Training Package itself or <a href="http://www.ntis.gov.au">www.ntis.gov.au</a> .
Availability of support documentation for the revised Framework.	IT1, IT7.	<p>A support document will be developed to aid initial implementation. Sample scope and sequence, examples of integrated approaches to programming and holistic delivery and assessment and sample assessment tasks will be provided.</p> <p>The support document will be available from the Board's website (<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>). A hard copy of this document is not distributed to schools.</p> <p>There has been strong support for the layout of industry curriculum framework syllabus documentation over recent years. Reading Part A of the Syllabus document in its entirety at least once, rather than focusing on just a few sections, will assist the reader to gain a better understanding.</p>
Provide 2 – 3 options/scenarios to clarify what options are available to students.	IT6.	
Still very complicated to develop effective teaching/learning program from the two syllabus documents. There must be a clearer way to describe the requirements of BOS and the AQF qualification.	IT18, IT28.	
Will the challenge tests being developed by TAFE NSW be available to all schools?	IT7.	Please contact the Business, Arts and Information Technology Curriculum Centre, TAFE NSW for an answer to this question.
Access to good quality resources.	IT20, IT27.	<p>The current <i>Information Technology Resource List</i> will be updated to support initial implementation and delivery of the revised IT Framework. It will provide a list of textbooks, websites, videos and other reference materials. The use of this resource list is not mandatory. It is intended as a starting point for teachers and is not a definitive or prescriptive list of resources. The resource list will be available from the Board's website (<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>). A hard copy of this document is not distributed to schools.</p> <p>Resources in current use may be suitable for the revised courses.</p>
Access in schools to technologies required.		
Will the resource list include minimum hardware and software requirements?	IT5.	

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		<p>Minimum resource requirements for each unit of competency contained in the Information Technology (120 and 240 indicative hours) courses are in Part B of the Syllabus. Details regarding units of competency contained in the Information Technology Specialisation Study can be found in the ICA05 Training Package or at <a href="http://www.ntis.gov.au">www.ntis.gov.au</a>.</p> <p>The Industry Curriculum Framework Information Package (ICFIP) produced in collaboration by the three school systems (Association of Independent Schools, Catholic Education Commission and NSW Department of Education) will be reviewed after the endorsement of the revised IT Framework and provide details of equipment/resource requirements.</p> <p>School system/authorities are responsible for the provision of resources.</p>
<p>What are the alternatives for completing a competency if the RTO is not equipped for delivery?</p>	<p>IT24.</p>	<p>RTOs should only deliver units of competency for which they have scope and appropriately accredited teachers and facilities/resources.</p> <p>Where the Range Statement of a unit of competency indicates that a particular facility/resource is required, this must be included in the learning and assessment of that unit. An RTO can form partnerships/links with industry or another training provider to fulfil this requirement where there access to the facility/resource is limited.</p>
<p>A guide for students with special needs (Life Skills) would be beneficial.</p>	<p>IT24.</p>	<p>A support document to assist those teaching VET courses to students with special education needs has been developed by the Senior Curriculum Officer, Special Education and the Board's Special Education Committee. It is available under the <i>HSC Syllabuses</i> link on the Board's website (<a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a>).</p> <p>Further advice could be sought from the developers of the ICA05 Training Package (Innovation and Business Skills Australia - <a href="http://www.ibsa.org.au">www.ibsa.org.au</a>), the Department of Education and Training (DEST) and school system or sector authority/RTO.</p>

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Where are the procedures for VET Board Endorsed Courses (BECs)?	IT7.	Guidelines and application forms for Board Endorsed VET courses are available under the <i>Manuals and Guides</i> link on the Board's website ( <a href="http://www.boardofstudies.nsw.edu.au">www.boardofstudies.nsw.edu.au</a> ).
<ul style="list-style-type: none"> <li>● <b>Teacher Training</b></li> </ul> <p>Concern that school teachers currently teaching the Information Technology Curriculum Framework have 'empty' Certificate II qualifications.</p> <p>Concern regarding the lack of industry experience of school teachers.</p>	IT7, IT17, IT27.	<p>Policy development and practice regarding teacher training requirements for curriculum frameworks is the responsibility of the Qualification Recognition and Resource Requirements Committee (QRRRC).</p> <p>TAFE NSW have been the RTO providing the training and issuing qualifications enabling teachers to deliver courses within the majority of industry curriculum frameworks.</p>
Training is needed to deliver new units of competency and to Certificate III level.	IT2, IT20, IT28.	The consultation process identified units of competency that were suitable for delivery by currently trained teachers. School system authorities are responsible for training and development and will provide advice to teachers following the endorsement and release of a revised IT Framework.
<ul style="list-style-type: none"> <li>● <b>Syllabus development</b></li> </ul> <p>Questioning why the original timeline presented during consultation is still being considered when the Training Package has not yet been endorsed.</p>	IT7.	At the time of consultation, the 'original' timeline was based on the latest advice received from the Innovation and Business Industry Skills Council regarding the pending endorsement and release of the new ICA05 Training Package.
<ul style="list-style-type: none"> <li>● <b>Other</b></li> </ul> <p>Does the BOS provide feedback on the Training Package to ANTA?</p>	IT10.	The review process of all Training Packages provides the opportunity for key stakeholders and all other interested parties to comment at various stages. As a stakeholder, OBOS provided advice to ANTA/DEST.
What are "industry standards?"	IT17.	A standard is a level or measure of achievement, a statement of performance or outcome criteria. Industry standards are therefore nationally agreed benchmarks within the industry. They define the standard of behaviour expected of employees within the industry.

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ISSUE	SOURCE	ACTION/RESPONSE
Concern that students exiting training delivered by school RTOs perform at a lower standard (ie have less knowledge and skills) than	IT2, IT7, IT10.	Standards are those defined in the Training Package and the units of competency (industry standards).
those exiting training delivered by TAFE NSW.  Failure of schools to meet AQF requirements will lead to the need for gap training post-graduation for these students. This will mean disappointed and disillusioned students as well as industry because of lack of work readiness.	IT27.	Schools delivering vocational courses must meet the same standards as all other RTOs in NSW.
Concern about recognition of Statement of Attainment towards Certificate III by other RTOs.	IT11.	<p>The key objective of the AQTF is to provide the basis for a nationally consistent vocational education and training system. Standards for RTOs have been developed to aid this process. Standard 5 states that ‘the RTO recognises the AQF qualifications and Statements of Attainment issued by any other RTO’ (ANTA, 2005, <i>Standards for Registered Training Organisations</i>, p 8.)</p> <p>In situations where an RTO does not comply with this standard, students are advised to contact the state registering body, NSW Vocational Education Training Accreditation Board (VETAB), or their school system authority.</p>
Syllabus documents are reference manuals dipped into as required. OBOS should not assume they are read cover to cover.	IT16.	<p>A syllabus document is not a reference manual.</p> <p>Reading Part A of the Syllabus document in its entirety at least once, rather than focusing on just a few sections, will assist the reader to gain a better understanding of the IT Framework.</p>
The following units of competency are in the current course and should be included in the revised Framework: <i>Maintain system integrity, Connect hardware peripherals, Install software applications</i> and <i>Maintain equipment and consumables</i> .	IT16.	<p>The revised IT Framework has been developed with the intention of giving students the opportunity to achieve a Certificate III in Information Technology. ICAS2017A <i>Maintain system integrity</i>, ICAS2014A <i>Connect hardware peripherals</i>, ICAI2015A <i>Install software applications</i> and ICAU2007A <i>Maintain equipment and consumables</i> are AQF level II units of competency and do not contribute to the Certificate III qualification. The units of competency selected for inclusion within the Framework contribute both to Certificates II and III in Information Technology.</p> <p>In order to meet local needs, schools with RTO scope and</p>

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		appropriately accredited teachers and facilities/resources may submit locally designed Board Endorsed VET courses drawing from the ICA05 Training Package in addition to courses within the IT Framework. This may enable students to achieve Certificate II in Information Technology using alternative units of competency to those that are available in the Framework.

## 5 Written responses

In addition to survey responses, written responses were received from the following groups:

<b>Individual</b>
Mr Russell Murchie, Head Teacher Computing, Toormina High School
<b>Group</b>
Association of Independent Schools NSW
Catholic Education Commission NSW
Department of Education and Training – Vocational Education in Schools Directorate (survey)
Communication ITAB (NSW) – Mr Bob Snedden, Executive Officer.