

# **VET in the VCE INFORMATION TECHNOLOGY**

**ICA20199 Certificate II in Information Technology**

**ICA30199 Certificate III in Information Technology  
(Software Applications)**

**ICA30299 Certificate III in Information Technology  
(General)**

**ICA30399 Certificate III in Information Technology  
(Network Administration)**

**July 2000**

This program booklet must be used in conjunction with the ICA99  
National Information Technology Training Package

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Jenny Callahan	Cleeland Secondary College
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Sherinda Elsworth Shea	Project Officer
David Finnerty	Cleeland Secondary College
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Judy Zuccon	Aquinas College

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## Introduction

VCE VET programs are vocational studies approved by the Board of Studies as appropriate for senior secondary school students.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate.

The Board of Studies has determined that:

- VCE VET programs are fully recognised within the unit 1–4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.
- VCE VET programs function within the National Training Framework.

## National Training Framework

With the establishment of the National Training Framework, there is no longer a statewide formal agreement between the Board of Studies and the State Training Board for credit transfer arrangements as they existed in the past in VCE VET programs.

The two key elements of the National Training Framework are the Australian Recognition Framework and training packages. Under the Australian Recognition Framework, Registered Training Organisations (RTOs) are responsible for the assessment and certification of training qualifications, regardless of whether programs are curriculum-based or based on training packages.

National training packages are being developed by Industry Training Advisory Bodies. Training packages consist of a set of competency standards, assessment guidelines and national qualifications that apply across an industry. These packages underpin delivery of training by RTOs and industry.

Training packages will progressively replace the current mix of competency standards and accredited curriculum-based courses and their related qualifications.

The VET in the VCE Information Technology qualifications are drawn from the national Information Technology Training Package.

## Program revision

The new VCE VET Information Technology qualifications reflect the enhanced recognition status of VCE VET programs and the requirements of the National Training Framework.

For these programs the identified sets of competencies have been grouped to form unit 1–2 and unit 3–4 sequences for VCE recognition purposes.

## Transition arrangements for continuing students

Students enrolled in the existing curriculum-based qualification 2309AAC Certificate III in Information Technology in 2000 or earlier should complete the program under the arrangements described in the VCE VET Information Technology program booklet published in October 1999.

Schools are advised that there is minimal articulation between the curriculum-based program and the new training package based programs.

Students who wish to gain access to a Study Score for Information Technology must transfer to a new training package based Certificate III program and complete the unit 3–4 sequence within a single enrolment year.

Because of the minimal articulation between the old program and the new program, students who transfer may have to undertake additional training and assessment to be ready for the new unit 3–4 sequence.

Where a student does transfer to the new program, the student may not achieve either the curriculum based qualification or the training package based qualification since neither program will have been completed.

## Students commencing in 2001

All students enrolling in one of the following VCE VET Information Technology programs for the first time in 2001 must comply with the requirements outlined in this booklet:

- ICA20199 Certificate II in Information Technology
- ICA30199 Certificate III in Information Technology (Software Applications)
- ICA30299 Certificate III in Information Technology (General)
- ICA30399 Certificate III in Information Technology (Network Administration).

# Program details

## Aims

The aims of the VCE VET Information Technology programs are to:

- provide participants with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry
- provide knowledge and skills in the use of a range of technologies (for the General qualification), or in the advanced use of software applications (for the Software Applications qualification) or in network administration (for the Network Administration qualification)
- enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

## Completion requirements

### ICA20199 Certificate II in Information Technology

Achievement of eleven core units of competence and four elective units of competence is required for completion of the qualification.

### Certificate III level qualifications

There are no specific entry requirements for Certificate III level qualifications. However the Information Technology Training Package recommends that the achievement of particular competencies at Certificate II level is advisable for entry to Certificate III. The Board of Studies has determined that three units of competence from Certificate II will be included in the VET in the VCE Certificate III Information Technology program:

- ICAITW002B      Communicate in the workplace
- ICAITU004B      Apply Occupational Health and Safety procedures
- ICAITS017B      Maintain system integrity.

### ICA30199 Certificate III in Information Technology (Software Applications)

Achievement of eight core units of competence and four elective units of competence is required for completion of the qualification. In addition the VCE VET program requires the achievement of the three designated units of competence from Certificate II.

### ICA30299 Certificate III in Information Technology (General)

Achievement of eleven core units of competence and four elective units of competence is required for completion of the qualification. In addition the VCE VET program requires the achievement of the three designated units of competence from Certificate II.

### ICA30399 Certificate III in Information Technology (Network Administration)

Achievement of eleven core units of competence and four elective units of competence is required for completion of the qualification. In addition the VCE VET program requires the achievement of the three designated units of competence from Certificate II.

## Program duration

The VCE VET programs have the following total nominal hours, depending on the elective units of competence selected:

- Certificate II in Information Technology 380–430 hours
- Certificate III in Information Technology (Software Applications) 430–470 hours
- Certificate III in Information Technology (General) 450–580 hours
- Certificate III in Information Technology (Network Administration) 440–490 hours.

The nominal hours attached to each unit of competence are calculated by the Office of Post Compulsory Education Training and Employment (PETE, formerly OTFE) for funding purposes. They are a guide only, and the actual duration of the training required is affected by students' readiness to be assessed for each unit of competence.

It is important to note that the allocation of nominal hours for each unit of competence is intended to cover both delivery and assessment.

## Program structure

Certificate II in Information Technology has been included as a VCE VET program to allow students to undertake all the suggested entry competencies for Certificate III prior to enrolling in a Certificate III program. Students may wish to undertake the core units of competence of the Certificate II or complete the full qualification; either option will provide credit in the VCE.

Students may enrol in a VCE VET Information Technology program at either Certificate II level or at Certificate III level.

A student who has completed ICAITTW002B Communicate in the workplace, ICAITTU004B Apply Occupational Health and Safety procedures and ICAITS017B Maintain system integrity as part of a Certificate II program will not need to re-enrol in these competencies in Certificate III.

The VCE VET program has been designed so that the Certificates at level III share a largely common group of competencies in the VCE VET unit 3–4 sequence. This design complies with the training package qualification requirements.

## Certificate II in Information Technology

VCE VET Units 1–2		
Code	Units of competence	Nominal hours
ICAITTW001B	Work effectively in an information technology environment	40
ICAITTW002B	Communicate in the workplace	20
ICAITU004B	Apply occupational health and safety procedures	20
ICAITU005B	Operate computer hardware	20
ICAITU006B	Operate computing packages	60
ICAITU007B	Maintain equipment and consumables	20
ICAITU012B	Design organisational documents using commercial computing packages	40
ICAITU013B	Integrate commercial computing packages	40
ICAITS014B	Connect hardware peripherals	20
ICAITS015B	Install software applications	30
ICAITS017B	Maintain system integrity.	20
<b>Sub total</b>		<b>330</b>
<b>Electives: Choose four from the following</b>		
ICAITD003B	Receive and process oral and written communication	20
ICAITS008B	Maintain equipment/software inventory	10
ICAITS009B	Interact with clients	20
ICPMM11bA	Identify components of multimedia	20
ICPMM63bA	Access the internet	20
ICAITS016B	Record client support requirements	10
ICAITS010B	Apply problem solving techniques to achieve organisation goals	10
ICAITS022B	Determine client computing problems and action	40
ICAITTW011B	Participate in a team and individually to achieve organisation goals	20
ICAITS121A	Administer network peripherals	20
<b>Sub total</b>		<b>50–100</b>

**TOTAL      380–430**

## Certificate III in Information Technology (Software Applications)

VCE VET Units 1-2		
Unit Code	Units of competence	Nominal Hours
ICAITTW002B	Communicate in the workplace	20
ICAITTU004B	Apply occupational health and safety procedures	20
ICAITS017B	Maintain system integrity	20
ICAITU028B	Customise packaged software applications for clients	60
ICAITS024B	Provide basic system administration	20
ICAITS025B	Run standard diagnostic tests	20
ICAITS021B	Connect internal hardware components	20
<b>Electives: Choose two from the following</b>		
ICAITS115A	Maintain equipment and software in working order	40
ICAITS117A	Maintain custom software	40
ICAITS023B	Provide one to one instruction	10
ICPMM65dA	Create web pages with multimedia	50
<b>Sub total</b>		<b>230-270</b>

VCE VET Units 3-4		
ICAITU018B	Develop macros and templates for clients using standard products	60
ICAITD128A	Create user and technical documentation	20
ICAITU126A	Use advanced features of computer applications	40
ICAITU019B	Migrate to new technology	20
ICAITS031B	Provide advice to clients	40
ICAITS020B	Install and optimise system software	20
<b>Sub total</b>		<b>200</b>

**TOTAL      430-470**

## Certificate III in Information Technology (General)

VCE VET Units 1-2		
Code	Units of competence	Nominal Hours
ICAITW002B	Communicate in the workplace	20
ICAITU004B	Apply occupational health and safety procedures	20
ICAITS017B	Maintain system integrity	20
ICAITS115A	Maintain equipment and software in working order	40
ICAITS024B	Provide basic system administration	20
ICAITS025B	Run standard diagnostic tests	20
ICAITS021B	Connect internal hardware components	20
<b>Electives: Choose four from the following</b>		
ICAITS029B	Install network hardware to a network	40
ICAITU028B	Customise packaged software applications for clients	60
ICAITI101A	Install and manage network protocols	40
ICAITPM129A	Apply skills in project integration	20
ICAITS030B	Install software to networked computers	40
ICAITS117A	Maintain custom software	40
ICAITS121A	Administer network peripherals	20
ICAITS023B	Provide one to one instruction	10
ICAITU127A	Operate system software	50
ICPMM65dA	Create web pages with multimedia	50
ICAITS120A	Administer and configure a network operating system	20
<b>Sub total</b>		<b>230-360</b>

VCE VET Units 3-4		
ICAITU018B	Develop macros and templates for clients using standard products	60
ICAITD128A	Create user and technical documentation	20
ICAITU126A	Use advanced features of computer applications	40
ICAITS032B	Provide network systems administration	20
ICAITU019B	Migrate to new technology	20
ICAITS031B	Provide advice to clients	40
ICAITS020B	Install and optimise system software	20
<b>Sub total</b>		<b>220</b>

**TOTAL      450-580**

## Certificate III in Information Technology (Network Administration)

VCE VET Units 1-2		
Code	Units of competence	Nominal Hours
ICAITTW002B	Communicate in the workplace	20
ICAITU004B	Apply occupational health and safety procedures	20
ICAITS017B	Maintain system integrity	20
ICAITS024B	Provide basic system administration	20
ICAITS025B	Run standard diagnostic tests	20
ICAITS021B	Connect internal hardware components	20
ICAITS121A	Administer network peripherals	20
ICAITS120A	Administer and configure a network operating system	20
ICAITI101A	Install and manage network protocols	40
<b>Electives: Choose two from the following</b>		
ICAITS023B	Provide one to one instruction	10
ICAITS029B	Install network hardware to a network	40
ICAITS030B	Install software to networked computers	40
ICAITS106A	Action and complete change requests	60
ICAITS115A	Maintain equipment and software in working order	40
<b>Sub total</b>		<b>250-300</b>

VCE VET Units 3-4		
ICAITD128A	Create user and technical documentation	20
ICAITU126A	Use advanced features of computer applications	40
ICAITS032B	Provide network systems administration	20
ICAITU019B	Migrate to new technology	20
ICAITS031B	Provide advice to clients	40
ICAITS034B	Determine and action network problem	30
ICAITS020B	Install and optimise system software	20
<b>Sub total</b>		<b>190</b>

**TOTAL      440-490**

## Sequence

For students to be able to satisfactorily complete the unit 3–4 sequences in a single year and to receive a study score, all the units of competence designated as unit 3–4 level in each program must be available to be undertaken in the same enrolment year. See ‘Study Score assessment’ in a later section of this booklet.

A range of delivery sequences is possible, but the selected delivery schedule must comply with the packaging rules for the qualification as documented in the Training Package. There is also a Range of Variables identified in the Training Package for each unit of competence, which provides guidelines on the different situations and contexts to assess the unit. The Evidence Guide for each unit of competence provides information on what needs to be considered during the assessment. There may be implications for the sequencing of delivery when linkages between units of competence are taken into account.

## Work readiness

An important aspect of the implementation of training packages is the degree of attention paid to readiness for work and the standards of performance required in the workplace. Industry Training Bodies strongly emphasise the importance of gaining workplace experience. Several methods of providing this experience may be used.

## Work placement

The Board of Studies has determined that work placement is an appropriate component of all VCE VET programs. The work placement complements the structured training undertaken at the school/RTO. It provides the context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competencies, as determined by the RTO
- increase of marketability
- increase of opportunity for project based experience.

A minimum of ten days work placement is recommended for the Certificate II program. A minimum of 20 days work placement is recommended for each Certificate III program. During this work placement, students will have the opportunity to develop competence and may be assessed in the workplace.

A satisfactory work placement may be found in any industry or business setting where there is regular and frequent use of information technology hardware and software.

It is recommended that work placement be undertaken during the first half of the program’s duration.

Where applicable, the work placement component of VCE Industry and Enterprise Studies units 1–2 may be used to provide a context within which students could develop some of the competencies.

It should be noted that the industry’s preference is for competence to be developed through workplacement.

## **Work-related projects**

Where a suitable work placement cannot be found, the school environment may provide opportunities for students to develop work readiness. Work readiness will be best achieved in the form of development and implementation of projects in information technology with measurable outcomes aligned to the competency standards.

A work-related project should provide students with the opportunity to apply and refine skills and knowledge acquired during the structured training.

The following are examples of work-related projects:

- Install new network software and monitor its performance.
- Create the school's web page and maintain it.
- Involve the student in a support role in the technical maintenance of the school's information technology systems.
- Assist teachers in the creation of documents and teaching resources.
- Provide IT services to community groups, businesses and local primary schools.

If a project option is chosen to substitute for a formal work placement, the school is responsible for the direct supervision of the student. The school should document the planning and implementation phases of the project and the project outcomes to provide evidence for the assessment of competence.

## **Australian Network of Practice Firms**

The Australian Network of Practice Firms (ANPF) is a network of simulated small businesses (practice firms) that are hosted by educational and training institutions in partnership with actual enterprises. ANPF offers a training environment for part or complete work placement where there is a lack of available placements or insufficient breadth of work experience available in local enterprises.

Students buy and sell their simulated products and services to other practice firms, thus learning about Australian and international business and about the work undertaken by different roles in business. They work as a team to determine or review their business, cost its products and services, prepare operational plans and report to management. Under the general direction of the teacher/facilitator and with mentoring provided by a real business partner, they achieve specific competencies and develop a holistic understanding of the nature of business.

Contact details for ANPF are provided in a later section of this booklet.

# Recognition within the VCE

## VCE VET unit entitlement

All four programs in Information Technology are designated Group B studies for satisfactory completion purposes.

On completion of the Certificate II program, students are eligible for credit of up to four VCE VET units on their VCE Statement of Results. These units are at unit 1–2 level.

On completion of any of the Certificate III programs, students are eligible for credit of up to four VCE VET units on their VCE Statement of Results. Two of these units are at unit 1–2 level and two are at unit 3–4 level.

Students may undertake more than one Certificate III level program but in that case only one will provide credit towards satisfactory completion of the VCE.

Students may accumulate VCE VET units over more than one year.

## Duplication

VCE VET units may only make the maximum available contribution towards satisfactory completion of the VCE where no significant duplication exists between the relevant VCE VET program and VCE studies. Where significant duplication does exist, students may enrol in the VCE VET program and the VCE studies identified, but a reduced VCE VET unit entitlement will then apply.

Significant duplication has been identified between components of the Certificate II in Information Technology and VCE Information Technology Units 1 and 2.

Where students have successfully achieved the Core competencies of Certificate II and VCE Information Technology Units 1 and 2, two VCE VET units, not three, may contribute to satisfactory completion of the VCE.

Where the student has completed both the Certificate II in Information Technology and VCE Information Technology Units 1 and 2, three VCE VET units, not four, may contribute to satisfactory completion of the VCE.

No significant duplication has been identified between the Certificate III programs and VCE studies.

## Equivalent National Tertiary Entrance Rank (ENTER)

The ENTER is calculated by the Victorian Tertiary Admissions Centre (VTAC), subject to satisfactory completion of the VCE, and using the Study Scores students have received for a specified set of VCE studies.

Students completing the Certificate II in Information Technology are not eligible for any ENTER contribution.

The contribution of the Certificate III level programs in Information Technology – General, Software Applications or Network Administration – to the ENTER is as follows:

- Any contribution to the ENTER is subject to satisfactory completion of the specified unit 3–4 sequence.
- A Study Score is available for this program. The Study Score will contribute directly to the ENTER, either as one of the student’s best four studies (‘the primary four’) or as a fifth or sixth study.
- Students may choose not to receive a Study Score, but in that case will not be eligible for any ENTER contribution.

For further information on the calculation of the ENTER, contact VTAC or consult the VTAC publication *VICTER 2001* for information on transition arrangements to 2001.

## Delivery and assessment

VCE VET programs function within the Australian Recognition Framework (ARF), so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

### Role of Registered Training Organisations (RTOs)

Under the ARF, all quality assurance requirements in relation to training delivery, assessment and certification are the responsibility of RTOs.

RTOs are registered by the Office of Post Compulsory Education, Training and Employment to deliver training products and services. RTOs may be TAFE Institutes, private providers, group training companies, industry organisations, schools and enterprises.

Assessment may be conducted only by or under the auspices of an RTO. Cooperative arrangements may be established between schools and RTOs for the delivery and assessment of components of a training program. A school not registered as an RTO but intending to deliver training must do so under the auspices of an RTO.

Schools need to be assured that training providers are registered before entering an arrangement. A list of RTOs is available from Department of Education, Employment and Training regional offices and PETE.

For further information refer to 'Registration', later in this booklet.

### Delivery options

Schools may consider two main options for the delivery of VCE VET programs.

#### Option 1: School and RTO partnerships

School and RTO partnerships may work in the following ways:

- shared delivery
- delivery on behalf of the school by the RTO
- delivery by the school of the whole program, under the auspices of the RTO.

Schools can negotiate with an RTO to deliver components of the program, where the school can demonstrate access to suitable staffing and resources. The RTO may also auspice the school to gather evidence for assessment or to conduct assessment of the components delivered by the school. A school may arrange for an RTO to deliver and assess the entire program.

Schools are responsible for enrolling their students with the Board of Studies and for entering student results on VASS according to VCE timelines. A school in partnership with an RTO is not required to register with PETE, because any delivery by the school will be auspiced by the RTO.

## Option 2: Schools as RTOs

Schools may apply to PETE through a Training Recognition Consultant (TRC) to become RTOs for the provision of specified qualifications. A summary of registration requirements and contact details for registration is provided later in this booklet.

Schools that register to deliver training become responsible for all elements of delivery, assessment and quality assurance, as well as the awarding of Certificates and Statements of Attainment.

A school registered as an RTO is responsible for enrolling its students with the Board of Studies in the relevant Certificate and units of competence and for entering results on VASS when units of competence have been achieved. The school is also responsible for provision of enrolment, results and other data within the training sector.

## Delivery in schools

Two modes of delivery are possible in the school context:

1. The delivery may be achieved through separate, timetabled classes dedicated to VET training, where there are enough students enrolled in the specific VCE VET program.
2. The school may timetable the delivery of training within the time allocated to one or more VCE studies which provide an appropriate delivery setting for the VET training. Students need not necessarily be enrolled in the VCE studies. This is most suited to provision for a small group of students wishing to complete a VET certificate. The school must ensure that the VET training requirements are met separately from the VCE outcomes. The assessment tasks and evidence of achievement of learning outcomes must be separately demonstrated and recorded.

This option may work in two ways:

- The VCE studies may offer an appropriate delivery setting for achievement of the unit of competence. Some aspects of both the VCE and VET may be integrated, while others may have to be delivered through separate learning activities.
- Where there is a high degree of comparability between the VET certificate outcomes and the VCE unit outcomes, the delivery of the VET training may be integrated with the VCE study. Students must undertake separate assessments in order to meet the VET requirements and VCE outcomes. The gathering of evidence for the achievement of units of competencies may occur within the school if the RTO partner is satisfied that the school has the necessary resources and expertise.

It is the responsibility of the RTO to ensure that all units of competence required for a particular VET qualification are achieved to the standard specified by the performance criteria, and are assessed according to the assessment method statement for each unit of competence.

It is possible for providers to deliver the training programs in an appropriately simulated environment, as long as the contexts for assessment as described in the Training Package are complied with.

**Note:** When simulations are used for assessing competence, it is vital that they are set up to reflect real activities and conditions. Simulations must be devised, set up and operated with care, as simulations are a source of performance evidence of how the activity was carried out. The costs of setting up a valid simulation can be considerable and simulations should therefore not be considered as a cheap alternative.

Some elements of units of competence may be best delivered and assessed in the workplace. This may be facilitated through work placement arrangements or projects.

The following table provides advice on the VCE studies that may provide an appropriate context for delivery of some components of the training. Information provided is based on current practice. All such arrangements are subject to agreement with the RTO responsible for issuing the certificate. Schools may negotiate with RTOs to deliver other components of the training within VCE resources, if training and quality assurance requirements can be met.

Unit of competence		Appropriate delivery context
ICAITU126A	Use advanced operation features of computer applications	Information Processing and Management units 3–4
ICPMM65dA	Create web pages with multimedia.	Information Systems units 3–4 Information Processing and Management units 3–4
ICAITU018B	Develop macros and templates for clients using standard products.	Information Processing and Management units 3–4.
<i>The following VCE study provides an appropriate delivery context but may involve reduced unit entitlement (See duplication details under 'Recognition within the VCE')</i>		
ICAITU005B	Operate computer hardware	Information Technology Units 1–2
ICAITU006B	Operate computing packages	
ICAITU012B	Design organisational documents using commercial computing packages	
ICAITU013B	Integrate commercial computing packages	
ICAITS017B	Maintain system integrity	
ICPMM63bA	Access the internet	

## Delivery in the workplace

Some schools and RTOs may arrange for delivery of training and assessment to occur in the workplace.

If a school or RTO wishes particular components of the training to be delivered and outcomes assessed in the workplace, the following industry requirements apply:

- Delivery and assessment strategies and relevant responsibilities should be clearly communicated to all parties (school, RTO, employer and student) to ensure that all roles in the delivery and assessment process are understood.
- There is appropriate workplace supervision and training in relation to the specific units of competencies delivered in the workplace.
- The person responsible for the workplace training must have competence at the certificate level being delivered or higher.
- Assessment in the workplace requires a qualified Workplace Assessor with relevant industry experience, or the assessment may be conducted by a Workplace Assessor in cooperation with the workplace supervisor.

## Assessment advice

Training packages have specific requirements regarding demonstration of competence and appropriate assessment of competence. These requirements are detailed in the training package under Guidelines for Assessment and in each unit of competence under the sub-headings Performance Criteria, Range of Variables and Evidence Guide. Teachers should give careful consideration to the details of these sections when planning programs.

Assessment of units of competence is the responsibility of the RTO. A school that is not an RTO may be auspiced by an RTO to conduct the assessments, either in an appropriate simulated environment or in conjunction with the supervisor in the workplace.

Assessment of competence must be conducted by a qualified assessor. A qualified assessor will have:

- achieved the National Competency Standards for Assessment, or equivalent standards; that is, Workplace Assessor Certificate
- industry expertise (be competent in the units of competence being assessed)
- current, relevant industry experience (will understand the competency standards and their use as benchmarks for assessment within the context and culture of the enterprise/industry).

Refer to the Information Technology Training Package for further details on assessor qualifications and the ways of meeting the requirement to use a qualified assessor. A school and RTO may form an assessment team whereby two or three people together may satisfy all the requirements for the assessment process.

### Assessment for Certificate III programs in Information Technology

For assessment for the training programs leading to a Certificate III in Information Technology qualification the project method of assessment is recommended. The students and assessors will need to be involved in the design and details of the project/s. This is commonly referred to as an assessment contract between student and assessor. The contract should spell out the stages at which student work will be monitored and exactly what the student has to deliver for assessment and when and how the student will receive feedback. The project/s can take place in a simulated workplace and will need to involve tasks that give the students opportunity to demonstrate their competence against each of the units of competence covered by the program.

The project method of assessment is recommended because it best matches the requirements of employment in Information Technology. The student will have to be responsible for the safekeeping and accuracy of their record book. They will need to ensure that the assessor updates the record book as soon as a competency is achieved.

### Study Score assessment

A Study Score is available for the Certificate III level programs. To be eligible for a Study Score students must:

- achieve all of the competencies designated as the unit 3–4 sequence
- be assessed in accordance with the tools and procedures specified in the current *Information Technology Assessment Guide*, published by the Board of Studies
- undertake an examination in the November examination period, based on the competencies identified by the Board of Studies.

## Resources

A wide range of teaching, learning and workplace resources is available to support the delivery and assessment of the VCE VET Information Technology programs. Examples of learning resources include curriculum, Learner Record Books, Assessor Guidelines and Learning Guides; these are commonly referred to as *non-endorsed materials* supporting the implementation of the training package.

All delivery resources and examples should be industry-focused and relevant to current industry practice.

Program providers require access to the following resources:

- Information Technology Training Package
- Suitable classroom environment
- Suitable and appropriate teaching aids, such as audiovisual equipment. Refer below for details on each of the Certificates.

Other resource requirements specific to each unit of competence are listed in the relevant evidence guide.

### Human resources

Facilitators assisting learners through a registered training organisation require the following as a minimum:

- Workplace Trainer Category 2
- High level proficiency in the competency being developed
- Proficiency in the identified related competencies.

### Facilities and equipment (Software Applications)

The core learning components of this training program can be delivered in either a mainframe or microcomputer environment, given appropriate software. More specific requisites, excluding those needed for electives are:

- ICAITD128A Access to the software being documented
- ICAITS020B A dual boot option for the operating system used
- ICAITS031B Spreadsheet software; RAS software and modems (or a null modem); CD ROM facility
- ICAITU018B Software with a macro capability
- ICAITU019B Access to the Internet; microcomputer LAN
- ICAITU028B Spreadsheet, accounting or database software
- ICAITU126A Software with the ability to link data using various standards; a macro capability built in to the operating system, application or provided by some third party package
- PMX401A Project management software may be used.

### Facilities and equipment (Network Administration)

The core learning components of this training program can be delivered in either a mainframe or microcomputer environment, given appropriate software. More specific requisites, excluding those needed for electives are:

- ICAITD128A Access to the software being documented
- ICAITS120A A microcomputer LAN is recommended
- ICAITS031B Spreadsheet software; RAS software and modems (or a null modem); CD ROM Facility
- ICAIT1101A Learners require access to a network which can be configured with different protocols, as well as access to software and protocol services
- ICAITS024B A microcomputer LAN is recommended, so that learners can check licences, etc.; a back-up unit is essential – usually a tape unit, but Zip or Jaz devices could be used, the network operating system will have the necessary utilities to create users and produce an audit trail or log of accesses – both Netware and NT have a backup program that can be used if no third party product is available
- ICAITS034B A microcomputer LAN is recommended, allowing typical problems to be introduced, identified and fixed
- ICAITU126A Software with the ability to link data using various standards; a macro capability built in to the operating system, application or provided by some third party package
- ICAITS025B A microcomputer LAN is recommended because viruses are more common on microcomputers than in mainframe environments – learners are required to identify and fix typical disk problems on microcomputers
- ICAITS121A A printer with a network connection is recommended, but modems, CD ROM jukeboxes and other devices can be used instead of, or as well as printers; note that laser printers will normally have utility software
- ICAITS032B Learners should have access to a working network but simulation techniques could be used; learners will also need virus checking software, diagnostic utilities and benchmark.

### Facilities and equipment (General)

- ICAITD128A Access to the software being documented
- ICAITS020B A dual boot option for the operating system used
- ICAITS031B Spreadsheet software; RAS software and modems (or a null modem); CD ROM Facility
- ICAITU018B Software with a macro capability
- ICAITU019B Access to the Internet; microcomputer LAN
- ICAITS024B A microcomputer LAN is recommended, so that learners can check licences, etc.; a back-up unit is essential – usually a tape unit, but Zip or Jaz devices could be used, the network operating system will have the necessary utilities to create users and produce an audit trail or log of accesses – both Netware and NT have a backup program that can be used if no third party product is available
- ICAITU126A Software with the ability to link data using various standards; a macro capability built in to the operating system, application or provided by some third party package
- ICAITS025B A microcomputer LAN is recommended because viruses are more common on microcomputers than in mainframe environments – learners are required to identify and fix typical disk problems on microcomputers
- ICAITS021B RAM and a CD-ROM drive, to be installed in a microcomputer

- ICAITS032B Ideally, students should have access to a working network, although simulation techniques could be used; virus checking software; diagnostic utilities; benchmarks
- ICAITI097A Network needs to have at least one workstation and a printer
- ICAITU127A Back up unit
- ICAITS115A A disk drive to be installed in a microcomputer.

# Administration

## Enrolments

It is the responsibility of the student's home school to administer the VCE VET program and all aspects of VCE VET enrolment and results on VASS. A student must be enrolled in all units of competence by the home school, regardless of where they are delivered and outcomes assessed.

Schools must enrol students in the VCE VET program on the First Enrolment file, as follows:

1. Enrol all students undertaking VET in the VCE Certificate II in Information Technology or Certificate III in Information Technology (General) or (Software Applications) or (Network Administration) in the appropriate program.
2. Enrol all students in the units of competence they are expecting to achieve in that year. If a student does not achieve a unit of competence and wishes to continue in a following year, the student must be re-enrolled in that year.
3. Ensure that students expecting to satisfactorily complete the unit 3–4 sequence are enrolled in all the units of competence designated as unit 3–4 level.
4. Refer to the current *Information Technology Assessment Guide* for any further information on enrolment processes related to the Study Score.

Schools do not need to enrol students in VCE VET units. Enrolment or withdrawal of a student from a VCE VET unit occurs automatically via enrolment in or withdrawal from the units of competence.

## Recording results

### Achievement of units of competence

To achieve a unit of competence, a student must be assessed competent for all the elements of that unit. Schools are required to record the student's achievement of all units of competence on VASS.

Results must be entered on VASS in time to meet the Board of Studies scheduled date of the Unit Completion Return File. Refer to the current *VCE Administrative Handbook* for the due date. It is the responsibility of the home school to ensure that all results from other providers are accurate and received in time to be entered on VASS.

Schools and RTOs must ensure that records of individual student achievement of outcomes are kept for all units of competence in the program.

### VCE VET unit completion

Enrolment in units of competence automatically leads to enrolment in VCE VET units. As units of competence are recorded as completed, completion of VCE VET units is automatic.

## Reporting

VCE VET units are reported on the student's VCE Statement of Results, together with other VCE units completed. Students will also receive from the Board of Studies a separate VCE VET Statement of Results listing all units of competence achieved.

The student receives 'S' for each unit of competence achieved. The VET Statement of Results includes only

units of competence for which the student has been awarded an 'S'.

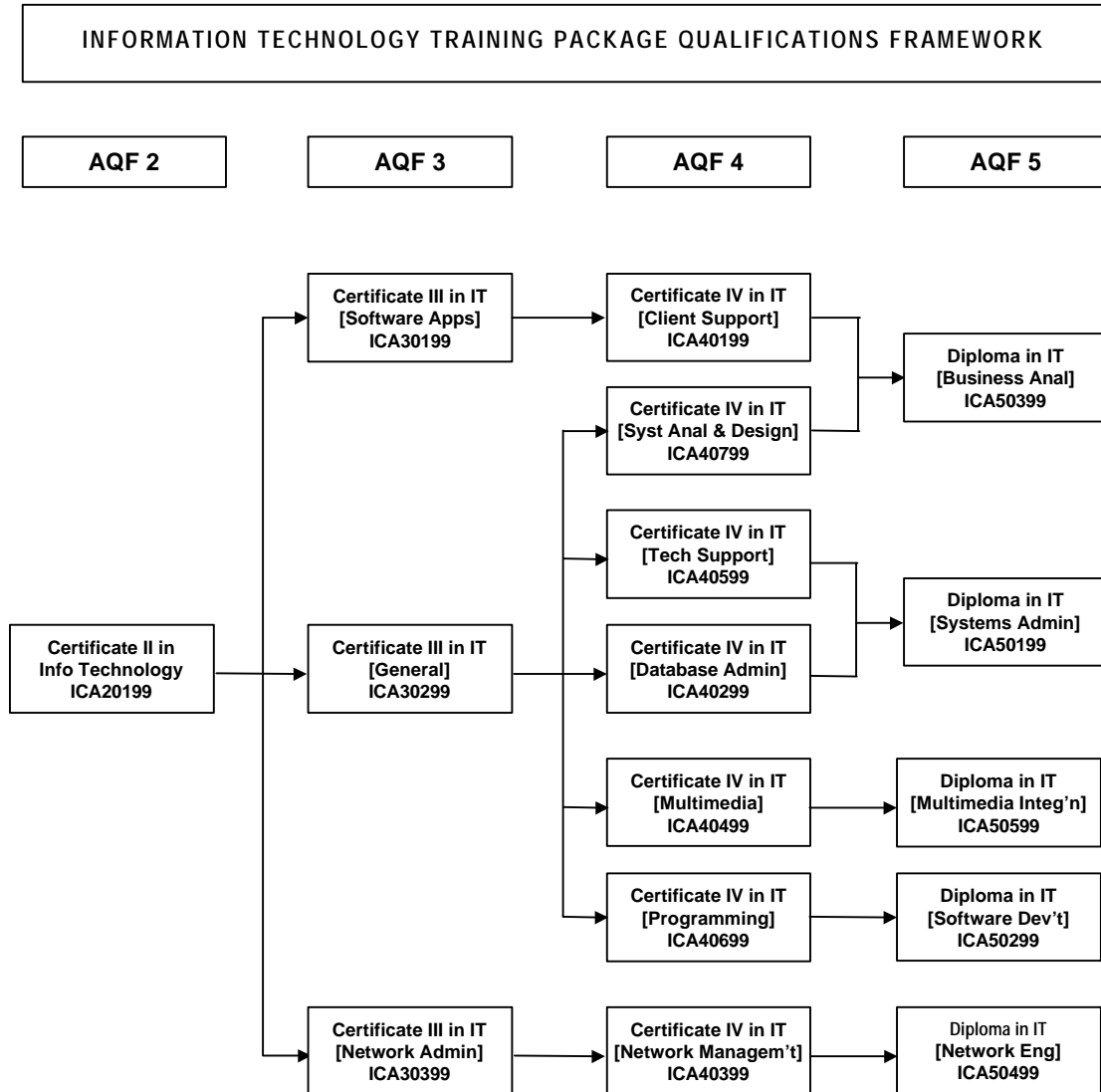
Students who receive a Study Score will receive the score on the VCE Statement of Results, along with two grades, one for coursework and one for the examination. See the current *Information Technology Assessment Guide* for details.

## Certification

Students who complete all the requirements of a program will be awarded a certificate by the RTO. Partial completion is recorded on a Statement of Attainment issued by the RTO.

# Articulation and pathways

The Certificate II and III qualifications have a clear relationship with further IT training in a range of fields, as shown in the following diagram. These qualifications are also connected in an increasingly formal way with a range of commercially owned programs known as ‘vendor’ programs. Further advice on this relationship will be issued over time.



# Registration

As a result of the establishment of the Australian Recognition Framework, only RTOs may award VET qualifications.

In order to comply with these arrangements, a school involved with VCE VET programs has two options: to form a partnership with an RTO, or to register through PETE as an RTO in its own right.

If a school elects to become an RTO, PETE registration requirements must be met. There are two elements to the registration requirements:

- qualification-specific information (teacher qualifications, facilities, equipment)
- infrastructure (including reporting and recording systems, codes of practice, grievance procedures, policies for Recognition of Prior Learning).

Advice to schools about becoming Registered Training Organisations was distributed in September 1998 by the Director of Schools and other sector authorities to principals of schools and directors of TAFE institutes.

The application form for RTO registration and conditions of registration are available from:

Office of Post Compulsory Education, Training and Employment (PETE)  
Training Recognition Branch  
Tel: (03) 9637 2762  
Fax: (03) 9637 2520

The application form is also available from the PETE website:

<http://www.pete.vic.gov.au/provider/index.htm>

## Useful contacts and information sources

### Nationally endorsed Training Package

Schools intending to offer a VCE VET Information Technology program are required to use the nationally endorsed ICA99 Information Technology Training Package.

The Training Package provides the details on each unit of competence, packaging rules and assessment requirements. Schools may obtain the Training Package and other training support materials such as the Professional Development Kit, Learners' Information Booklet, Learners' Record Book, Learner Guides, Workplace Coach Guides, and Assessment Guides at the following addresses:

#### Information Technology & Telecommunications Industry Training Advisory Body

Mr Leo van Neuren  
National Executive Officer  
Suite 3, 139 Queensberry Street  
CARLTON VIC 3053  
Tel: (03) 9349 4955  
Fax: (03) 9349 4844  
Email: [ittitab@ittitabb.com.au](mailto:ittitab@ittitabb.com.au)

#### Australian Training Products

Level 5  
321 Exhibition Street  
MELBOURNE VIC 3000  
Tel: (03) 9630 9836 or 9630 9837  
Fax: (03) 9639 4684  
website: <http://www.ntis.gov.au/>

#### Victorian Implementation Guide ICA99 Information Technology

The Curriculum Maintenance Manager is responsible for the Victorian Implementation Guide in Information Technology:

Mr Alan Daniel  
Curriculum Maintenance Manager  
Business Industries  
Chisholm Institute of TAFE  
Moorabbin Campus, Private Bag 19  
MOORABBIN VIC 3189  
Tel: (03) 9209 5663  
Fax: (03) 9209 5880  
Email: [a.daniel@chisholm.vic.edu.au](mailto:a.daniel@chisholm.vic.edu.au)

The full text of the Victorian Implementation Guide can be accessed through the Office of Post Compulsory Education, Training and Employment's website: <http://www.pete.vic.gov.au>. The guide is also available on the Curriculum Resource Centre website: <http://www.vetnet.edu.au/crc>

The following is a list of contacts for additional information and advice.

### **Australian Network of Practice Firms**

Ms Donna Reid  
Network Manager  
Canberra Institute of Technology  
GPO Box 826  
CANBERRA ACT 2601  
Tel: (02) 6207 3360  
Fax: (02) 6207 3338  
Email: [donna.reid@cit.act.edu.au](mailto:donna.reid@cit.act.edu.au)

Ms Rosie Ryan  
Victorian Network Coordinator  
Chisholm Institute of TAFE  
Dandenong campus  
121 Stud Road  
DANDENONG VIC 3175  
Tel: (03) 9212 5015  
Fax: (03) 9212 5103  
Email: [r.ryan@chisholm.vic.edu.au](mailto:r.ryan@chisholm.vic.edu.au)

### **VCE VET program structure**

Board of Studies  
Curriculum Branch – Vocational Education  
Tel: (03) 9651 4458  
Fax: (03) 9651 4324  
<http://www.bos.vic.edu.au>

### **Student enrolment**

Board of Studies  
VASS Unit  
Hotline (metro): (03) 9651 4482  
Hotline (country): 1800 801 402  
Fax: (03) 9651 4324

### **VCE certification/eligibility**

Board of Studies  
Certification Unit  
Hotline (metro): (03) 9651 4402  
Hotline (country): 1800 653 045  
Fax: (03) 9651 4324

### **VET certification/eligibility**

The Registered Training Organisation is responsible for certification.

### **Program support**

Department of Education, Employment and Training  
Vocational Education Section  
Office of Schools  
Tel: (03) 9637 2314  
Fax: (03) 9637 2160  
<http://www.sofweb.vic.edu.au/voced>

## **Registration**

Office of Post Compulsory Education, Training and Employment (PETE)

Training Recognition Branch

Tel: (03) 9637 2762

Fax: (03) 9637 2520

<http://www.pete.vic.gov.au/provider/index.htm>

## **Tertiary entrance requirements**

Victorian Tertiary Admissions Centre (VTAC)

Tel: 1300 364 133

<http://www.vtac.edu.au>

## **Board of Studies Publications**

The VCE BULLETIN (published monthly) provides administrative information and documents developments in VET in the VCE. Schools should ensure relevant information is circulated to appropriate staff.

*VCE Administrative Handbook* (for the current year)

*VASS Manual*

*VASS Users Quick Guide*

*VASS VET in Schools Supplement*

*VASS VET in Schools Tutorial Exercises*

*Information Technology Assessment Guide.*

# Glossary

## Auspice

A process whereby an RTO authorises delivery and/or assessment to be carried out by industry, individual enterprises or schools.

## Australian Recognition Framework (ARF)

A new approach to national recognition of vocational education and training. Includes processes for registering training organisations as a quality assurance mechanism for the training system. It replaces the National Framework for the Recognition of Training and is part of the National Training Framework.

## AQF

Australian Qualifications Framework. Set of descriptors that determine the level of the qualification. Level depends on the depth and complexity of the work and the degree of autonomy involved.

## Competency standards

Competency standards are statements which define the skills and knowledge needed for effective work performance at the standard required in the workplace. These standards have been agreed nationally by industry advisory bodies across Australia and are part of the national training packages endorsed by the Australian National Training Authority. The standards define the required training outcomes and outline what must be demonstrated before a candidate may be assessed competent.

## Curriculum Maintenance Managers (CMMs)

Seven TAFE Institutes responsible for the maintenance and distribution of Victorian Crown copyright curriculum. CMMs also advise on the practical implementation of training packages in Victoria.

## Industry Training Boards (ITBs)

Bodies with responsibility for identifying and representing the training needs of specific industries at the State level. National responsibility for representing the training needs of specific industries rests with Industry Training Advisory Bodies (ITABs).

## National Training Framework

Industry based, flexible regulatory arrangements. Includes training packages and the Australian Recognition Framework.

## PETE

Office of Post Compulsory Education, Training and Employment (formerly OTFE).

## Registered Training Organisation (RTO)

A nationally recognised provider of training registered with the relevant State/Territory Training Authority (in Victoria, PETE).

## **Training package**

A document that sets out the training framework determined by industry for an industry sector. National competency standards, assessment guidelines and national qualifications form the endorsed components of training packages. Assessment materials, learning strategies, and professional development materials may support these as non-endorsed components.

## **Unit of competence**

A distinct work performance specified in terms of what should be done and the standard to which it must be performed, as required in industry. Units of competence are divided into elements, each with performance criteria and a guide to the evidence on which assessment of competence should be based.

## **VASS**

VCE Administrative Software System.

## **VCE unit**

A unit of study within the VCE, normally undertaken over one school semester and contributing towards the satisfactory completion of VCE.

## **VCE VET unit**

A group of VET units of competence or curriculum-based modules deemed to be equivalent to one VCE unit.

## **VET**

Vocational Education and Training. A generic term applying both to the training sector generally and to a variety of forms of post-compulsory education and training which focus on the development of work-related competencies and provide pathways into employment and further training.

## **VET in the VCE**

A set of vocational courses approved by the Board of Studies as appropriate for delivery within a school's VCE program. This is part of the Victorian implementation of a national initiative, supporting the provision of vocational education programs for secondary school students.