



# Training and assessment strategy

ICT10115 Certificate I in Information, Digital Media & Technology –  
2 QCE points PREPARATORY

St Joseph's College, Toowoomba

Disclaimer: The College must have certain teachers and equipment to run this course. If the school loses access to these resources, the school will attempt to provide students with alternative opportunities to complete the course and the related qualifications. The school retains the right to cancel the vocational component of the course if it is unable to meet requirements. CORRECT AT THE TIME OF PRINTING 31/07/2018

# Section 1 Program overview

## 1.1 National requirements

<b>School name</b>	St Joseph's College, Toowoomba
<b>RTO ID</b>	30103
<b>QCAA no.</b>	257
<b>Qualification code</b>	ICT10115
<b>Qualification title</b>	Certificate I in Information, Digital Media & Technology

## 1.2 Qualification

Requirement	Packaging rules
<b>Qualification description and job roles</b>	This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.
<b>Packaging rules</b>	<p><b>Total number of units = 6</b>  <b>4 core units plus 2 elective units</b></p> <p><a href="http://training.gov.au/Training/Details/ICT10115">http://training.gov.au/Training/Details/ICT10115</a></p> <p>The elective units chosen must be relevant to the work outcome and meet local industry needs.</p>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Entry requirements</b>	<p>There are no formal qualification entry requirements.</p> <p>Entry requirements for this program include the student's agreement and ability to undertake the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level.</li> <li>• Attend and participate in scheduled training and assessment.</li> <li>• Participate in workplace tasks to employer expectations.</li> <li>• Be able to work in an industry environment and handle industry standard equipment.</li> <li>• Comply with the RTO code of conduct requirements, directions on work, and health and safety matters.</li> </ul>
<b>Mode of delivery</b>	<p>The mode of delivery includes any combination of the following:</p> <ul style="list-style-type: none"> <li>• face to face in a simulated workplace environment for required performance and knowledge evidence</li> <li>• work experience in commercial work site — third party report</li> <li>• online for some components of training for knowledge evidence</li> <li>• in a classroom ('off the job') for some components of training for knowledge evidence</li> </ul>
<b>Delivery location</b>	<p>The delivery location is the principle place of business of the RTO.</p> <p>St Joseph's College, Toowoomba            54 James Street, TOOWOOMBA</p>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Program duration</b>	Total program duration is 1 school year of delivery and assessment.
<b>Amount of learning</b>	<p>The 'amount of learning' identifies the notional duration of all activities required for the achievement of the learning outcomes of this program.</p> <p>The nominal volume of learning for this program is <b>R 1 year</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• <b>R 110 hours</b> of scheduled training and assessment activity</li> <li>• one-on-one instruction as required</li> <li>• personal study time, either off the job or at home</li> <li>• additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies</li> <li>• online learning activities</li> </ul> <p>Total amount of learning: <b>R 600–1200 hours</b></p>
<b>Learning resources</b> (Std 1.3)	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> <li>• enable students to meet the requirements for each unit of competency</li> <li>• support the number of students undertaking the training and assessment.</li> </ul>
<b>Assessment resources</b>	<p>Assessments will be formative and conducted on the job, where skills, knowledge and understanding may be demonstrated in the simulated workplace environment.</p> <p>Projects/tasks and work evidence will be progressively gathered by the assessor for units of competency until sufficient valid evidence is gathered to make assessment decisions on competency. Submission of written work is based on the requirements of the units of competency. Evidence of skills and knowledge will be gathered simultaneously.</p>
<b>Evidence-gathering conditions</b>	<ul style="list-style-type: none"> <li>• Will be progressively gathered for groups of units simultaneously.</li> <li>• Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event.</li> <li>• Will be by observation of relevant tasks with questioning on underpinning knowledge and, where applicable, training journals and reviews of work products/folios and third party reports.</li> <li>• Will be done under the specific assessment conditions required by the units.</li> </ul>
<b>Work placement arrangements for students</b>	<i>Work placement is not a requirement of the course, however students do have the opportunity within the 2 years to undertake Structured work place learning. Evidence of this can be submitted to trainers to work towards competency.</i>
<b>Third party arrangements</b> (Adjust as appropriate)	No services are delivered on behalf of the RTO.

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<b>Educational and support services</b>	<p>Learners in this cohort are school students.</p> <p>The RTO will schedule supervised training and assessment sessions based on the timetable. Students may negotiate support in addition to scheduled hours, to develop the required skills and knowledge.</p> <p>The RTO has a Learning Enhancement unit which assists and guides students with Identified Learning Difficulties.</p> <p>Full details on accessing additional support are contained in the student handbook.  <a href="R:\Vocational Education\Voc Ed\HANDBOOKS- MAGAZINE\Student Handbook\VET Student Information Handbook 2018 v15.doc">R:\Vocational Education\Voc Ed\HANDBOOKS- MAGAZINE\Student Handbook\VET Student Information Handbook 2018 v15.doc</a></p>
<b>Early termination of program</b>	<p>In the event that the RTO loses suitably qualified trainers and assessors and is unable to deliver this program:</p> <ul style="list-style-type: none"> <li>• students will be issued with a statement of attainment for any successfully completed units of competency</li> <li>• any fees paid toward the program will be refunded on a pro rata basis.</li> </ul> <p>Full details of RTO's refund policy are contained in Student Handbook.</p> <p><b>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Financial management 9.doc</b></p>
<b>Transition</b>	<p>This qualification's status on TGA is current at the time of this strategy's expected start date.</p> <p>If this qualification is superseded with a new version before the end of the expected duration of the program then:</p> <ul style="list-style-type: none"> <li>• if practical, students will complete training and assessment and receive any appropriate certificates in the old qualification within 12 months of the release of the new version</li> <li>• if this is not practical, students will transition to the new qualification within 12 months and complete their training and assessment in the new version within the expected duration of the program. Credit will be arranged for units completed and deemed as equivalent.</li> </ul>

## 1.4 Certification

Requirement	Description
<b>Certificates and Statements of Attainment</b>	<p>If a student is assessed as meeting the requirements of the qualification, and all agreed fees the student owes to the RTO have been paid, then within 30 calendar days of all conditions being met:</p> <ul style="list-style-type: none"> <li>• an <b>AQF certificate and record of results</b> will be issued if the qualification in which the learner is enrolled is complete</li> <li>• a <b>statement of attainment</b> will be issued if the qualification in which the learner is enrolled is partially complete</li> </ul>
<b>Credit arrangements</b>	<p><b>Transitioning from an old version to a new version of a training product</b></p> <p>If the national register (training.gov.au) deems a superseded unit of competency to be equivalent to its new replacement, students may claim credit for a successfully completed superseded unit.</p> <p><b>If a student already holds a unit of competency</b></p> <p>If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program, the student may make a claim for a credit transfer.</p>
<b>Recognition of prior learning (RPL) arrangements</b>	<p>Students may request recognition of prior learning (RPL) assessment. Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p> <p>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Assessment 9.doc</p>
<b>Reissuing of Certificates and Statements of Attainment</b>	<p>The RTO maintains an auditable-quality register of all AQF qualifications (including statements of attainment) issued and authorised to issue. The register contains sufficient information to identify correctly the holder of the qualification, the AQF qualification by its full title, and date of issue/award/conferral.</p> <p>The RTO has a policy that permits the replacement of certification documentation, and maintains responsibility for authentication and verification of any replacement certification documentation.</p> <p>R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Administrative &amp; records management procedures11.doc</p>
<b>Unique Student Identifier (USI)</b>	<p>The school RTO will not issue an AQF certificate, record of results or statement of attainment to a student without having a verified USI for that individual.</p> <p>A student may access their training records and results (transcript) by accessing their USI account online from a computer, tablet or smart phone. For more information, see: <a href="http://usi.gov.au/Students/pages/default.aspx">http://usi.gov.au/Students/pages/default.aspx</a></p>

Requirement	Description
<b>Recording results</b>	<ul style="list-style-type: none"> <li>• Evidence-gathering instruments are used as evidence of a student's progress toward competency.</li> <li>• The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents.</li> <li>• Students may continue to submit evidence until they exit the program.</li> <li>• Assessor may determine final outcomes for units of competency at any time, but only after sufficient valid evidence has been gathered and assessed and any pre-requisite units have been successfully completed.</li> </ul>

	<ul style="list-style-type: none"> <li>• RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer or Withdrawn) in Student Data Capture System (SDCS).</li> <li>• All final outcomes must be entered into SDCS before the end of the last term of the VET program or immediately after a student exits the program.</li> <li>• RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program.</li> </ul>
<b>Student profiles</b>	<ul style="list-style-type: none"> <li>• Student profiles are updated by the assessor and are accessible to students on request.</li> <li>• Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes.</li> <li>• RTO management uses final outcomes recorded in student profiles to update SDCS.</li> </ul>
<b>Projects and evidence-gathering instruments</b>	<ul style="list-style-type: none"> <li>• All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document.</li> <li>• A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency.</li> </ul>

## Section 2 Core and elective components

List the units that are going to be delivered and assessed as part of this strategy.

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

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

Core and elective units being offered	Unit type	Pre-requisite unit required?
ICTICT101 Operate a personal computer	CORE	<input type="checkbox"/>
ICTICT102 Operate word processing applications	CORE	<input type="checkbox"/>
ICTICT103 Use, Communicate and search securely on the internet	CORE	<input type="checkbox"/>
ICTICT104 Use Digital Devices	CORE	<input type="checkbox"/>
ICTICT105 Operate spread sheet applications	ELECTIVE	<input type="checkbox"/>
ICTICT106 Operate presentation packages	ELECTIVE	<input type="checkbox"/>

### Optional units and flexibility

*Electives were chosen to meet Training package requirements. They also aim to equip the students with work ready skills for industry. These electives also match the Trainer/Assessor skill set.*

- There are **no** options regarding choice of electives.
- The selection of electives made by the RTO have be guided by the job outcomes sought, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification.
- If a student has a statement of attainment for a unit of competency and it has the same code as a unit of competency making up this program (or has been superseded), the student may make a claim for a credit transfer.
- Students may request recognition of prior learning (RPL) assessment.
- Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.

*RTO's RPL policy is in page 5 of Assessment Policy. Students are given further information on request.*

*R:\Vocational Education\VQF\VET Policies and Procedures\Policies and Procedures\Assessment 9.doc*

## Section 3 Program details

Assessment project / activity / task (All codes and names must match Section 8)				
<b>Project 1</b>	<b>ICT1WP01</b>			
<b>Estimated duration</b>	2 weeks	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units.)	
<b>Description (summary)</b>	Students complete 3 Word Processing tasks which include: <ul style="list-style-type: none"> <li>Editing documents, changing margins, fonts, paragraphs.</li> <li>Inserting images</li> </ul> Students are questioned and observed on process.	<ul style="list-style-type: none"> <li>ICTICT102 Operate word processing applications</li> <li>ICTICT101 Operate a personal computer</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/> ICT1OBS00 ICT1OBS01
			<b>Questions checklist</b>	<input checked="" type="checkbox"/> ICT1QC01
			<b>Review of product /service against specifications</b>	<input type="checkbox"/>
			<b>Review folio of work against specifications – Practical Assessment</b>	<input checked="" type="checkbox"/> ICT1PA01
			<b>Third party report</b>	<input type="checkbox"/>
			<b>Safety induction checklist</b>	<input type="checkbox"/>
<b>Project 2</b>	<b>ICT1INT01</b>			
<b>Estimated duration</b>	2 weeks	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)	
<b>Description (summary)</b>	Students complete a table filling in all sections – from Internet searching. Students then email this completed document to teachers email via webmail. Students also complete a	<ul style="list-style-type: none"> <li>ICTICT103 Use, Communicate and search securely on the internet</li> <li>ICTICT101 Operate a personal computer</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/> ICT1OBS00 ICT1OBS02
			<b>Questions checklist</b>	<input checked="" type="checkbox"/> ICT1QC01 ICT1QC02
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/> ICT1PA02

Assessment project / activity / task (All codes and names must match Section 8)					
	300-word essay on Using Search Engines.		<b>Review folio of work against specifications</b>	<input type="checkbox"/>	
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
<b>Project 3</b>	<b>ICT1DD01</b>				
<b>Estimated duration</b>	2 weeks	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)		<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	Students create a multimedia presentation using the software package Windows Movie Maker.  The presentation must include the following features: <ul style="list-style-type: none"> <li>• An introduction slide</li> <li>• Images and/or text to complement the song.</li> <li>• A slide concluding the presentation.</li> </ul>	ICTICT104 Use Digital Devices	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT1OBS03
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT1PA03
			<b>Review folio of work against specifications</b>	<input type="checkbox"/>	
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
<b>Project 4</b>	<b>ICT1SS01</b>				
<b>Estimated duration</b>	4 Weeks	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)		<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	Students complete Part A and Part B of a Practical Assessment using Microsoft Excel. Students need to:	ICTICT105 Operate spread sheet applications	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT1OBS04
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT1PA05

Assessment project / activity / task (All codes and names must match Section 8)					
	<ul style="list-style-type: none"> <li>Create and format spreadsheets</li> <li>Add images</li> <li>Print documents</li> </ul>		<b>Review folio of work against specifications</b>	<input type="checkbox"/>	
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
<b>Project 5</b>	<b>ICT1PP01</b>				
<b>Estimated duration</b>	6 Weeks	<b>Unit/s for which evidence will be gathered</b> <i>Mapping tool aligns evidence to performance and knowledge requirements see Section 8.</i>	<b>Evidence-gathering techniques used</b> (More than one technique must be ticked for each unit or cluster of units)		<b>Evidence-gathering tool code</b>
<b>Description (summary)</b>	Students create a hyperlinked presentation that can be used to teach Geometry. This will involve a slide for each of the mathematical formulas. As part of creating presentation students will: <ul style="list-style-type: none"> <li>Customise basic settings</li> <li>Format presentations</li> <li>Add slide show effects</li> <li>Print presentation and notes</li> </ul>	ICTICT106 Operate presentation packages	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT1OBS05
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input type="checkbox"/>	
			<b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	ICT1PA06
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	

