



NATIONALLY RECOGNISED  
TRAINING

# Training and assessment strategy

ICT20115 Certificate II in Information, Digital Media & Technology -  
4 QCE points CORE

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 22/07/2019

# 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>	ICT20115
<b>Qualification title</b>	Certificate II in Information, Digital Media & Technology

## 1.2 Qualification

Requirement	Packaging rules
<b>Qualification description and job roles</b>	This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.
<b>Packaging rules</b>	<p><b>Total number of units = 14</b>  <b>7 core units plus 7 elective units</b></p> <p><a href="http://training.gov.au/Training/Details/ICT20115">http://training.gov.au/Training/Details/ICT20115</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>	The delivery location is the principle place of business of the RTO.
<b>Program duration</b>	Total program duration is 1 years of delivery and assessment.

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<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>□ 1 year</b></p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• <b>□ 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>□ 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>	<p><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></p>
<b>Third party arrangements</b> (Adjust as appropriate)	<p>No services are delivered on behalf of the RTO.</p>
<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>Full details on accessing additional support are contained in the student handbook.</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>

## 1.3 Delivery and assessment

Requirement	Pre-enrolment information
<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.</p> <p>Students are advised of the opportunity to apply for RPL and, if requested, will be provided with an RPL document allowing them to provide verifiable details of prior learning. The evidence will be assessed for currency and against requirements of the units of competency, and an amended program strategy will be prepared, taking into account the student's prior learning.</p>
<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>
<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?
BSBWHS201 Contribute to health and safety of self and others	Core	<input type="checkbox"/>
BSBSUS201 Participate in environmentally sustainable work practices	Core	<input type="checkbox"/>
ICTICT201 Use computer operating systems and hardware	Core	<input type="checkbox"/>
ICTICT202 Work and communicate effectively in an ICT environment	Core	<input type="checkbox"/>
ICTICT203 Operate application software packages	Core	<input type="checkbox"/>
ICTICT204 Operate a digital media technology package	Core	<input type="checkbox"/>
ICTWEB201 Use social media for collaboration and engagement	Core	<input type="checkbox"/>
ICTICT205 Design basic organisational documents using computer packages	Elective	<input type="checkbox"/>
ICTICT210 Operate database applications	Elective	<input type="checkbox"/>
ICPDMT321 Capture a digital image	Elective	<input type="checkbox"/>
ICTICT207 Integrate commercial computing packages	Elective	<input type="checkbox"/>
ICTICT209 Interact with ICT clients	Elective	<input type="checkbox"/>
ICTSAS204 Record client support requirements	Elective	<input type="checkbox"/>
ICTICT206 Install software applications	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.*



## Section 3 Program details

Assessment project / activity / task (All codes and names must match Section 8)					
<b>Project 1</b>	<b>WORKPLACE HEALTH &amp; SAFETY</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 are taken through WH & S requirements of SJC and documents. Students are observed participating in Lockdown and Fire Evacuation drills.  Students complete student workbook on W.H & S	• BSBWHS201	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICTSOBS00
			<b>Short answer Response</b>	<input checked="" type="checkbox"/>	ICT2SA1 – WHS short answer
			<b>Open Book Exam</b>	<input type="checkbox"/>	ICT2SA2 – WHS short answer
			<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 2</b>	<b>DATABASES</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 are given guided tasks to create a functional working database. They manipulate data to return desired results.  Students are questioned on how they link DB to other applications eg excel, web based.	• ICTICT210	<b>Observation checklist</b>	<input type="checkbox"/>	
			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	ICT2SA3
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA1
			<b>Review folio of work against specifications</b>	<input type="checkbox"/>	

Assessment project / activity / task (All codes and names must match Section 8)					
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
<b>Project 3</b>	<b>NETWORKING</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 assist in the physical management of the Colleges Network.  Design and explain a presentation to induct a person's knowledge to networks	<ul style="list-style-type: none"> <li>• ICTICT201</li> <li>• ICTICT202</li> <li>• ICTICT203</li> <li>• ICTICT204</li> <li>• ICTICT205</li> <li>• ICTICT207</li> <li>• BSBSUS201</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01 ICT2OBS03
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA2
			<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>HARDWARE/SOFTWARE</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>	Observed using and working with Hardware and Software as part of the maintenance program of the college. Teacher guided questioning on elements of the schools Hardware and software.	<ul style="list-style-type: none"> <li>• ICTICT206</li> <li>• ICTICT201</li> <li>• BSBSUS201</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01 ICT2OBS02
			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	ICTSQC1
			<b>Review of product /service against specifications</b>	<input type="checkbox"/>	

Assessment project / activity / task (All codes and names must match Section 8)					
	Creates an interactive task with questions and answers to be used by jnr school to assess knowledge.		<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>PHOTOSHOP</b>				
<b>Estimated duration</b>	3 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>	Using PhotoShop make the suggested changes to the image files listed. You can use any technique to achieve the desired result.  A <b>minimum of 10</b> images need to be taken by the college camera you will be provided with. Remaining images can be found in the Project images folder.	<ul style="list-style-type: none"> <li>ICPDMT321</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS04
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA3
			<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 6</b>	<b>DREAMWEAVER</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 are to create a website for an actual real client. Students will be required to demonstrate continued communication with the client	<ul style="list-style-type: none"> <li>ICTICT201</li> <li>ICTICT202</li> <li>ICTICT203</li> <li>ICTICT204</li> <li>ICTICT205</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01
			<b>Questions checklist</b>	<input checked="" type="checkbox"/>	ICT2QC2
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA4

Assessment project / activity / task (All codes and names must match Section 8)																						
	<p>on the requirement for the development of a website. They will also need to produce records of communication between the client on stages of the project. Record any complaints and solutions. Students will be required to demonstrate the designing, developing and evaluating stages of this project. Final product to be presented to the client and explained how it functions and how it can then be published to the web.</p>	<ul style="list-style-type: none"> <li>• ICTICT207</li> <li>• ICTICT209</li> <li>• ICTICT204</li> <li>• BSBSUS201</li> </ul>	<table border="1"> <tr> <td><b>Review folio of work against specifications</b></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><b>Third party report</b></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><b>Safety induction checklist</b></td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<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>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 7</b>	<b>AROUND AUSTRALIA</b>																					
<b>Estimated duration</b>	3 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>	Organise a 30-day tour of Australia for yourself. In the 30 days you must visit a minimum of 5 places. The date you leave Brisbane is 1 <sup>st</sup> November and return on 30 <sup>th</sup> November. For each day of November, you must record what activities you will be doing, flights details, accommodation. You must record the cost to you of all accommodation, flights and tours / activities which you plan to undertake.	<ul style="list-style-type: none"> <li>• ICTICT202</li> <li>• ICTICT203</li> <li>• ICTICT205</li> <li>• BSBSUS201</li> </ul>	<table border="1"> <tr> <td><b>Observation checklist</b></td> <td><input checked="" type="checkbox"/></td> <td>ICT2OBS01 ICT2OBS05</td> </tr> <tr> <td><b>Questions checklist</b></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><b>Review of product /service against specifications</b></td> <td><input checked="" type="checkbox"/></td> <td>ICT2PA5</td> </tr> <tr> <td><b>Review folio of work against specifications</b></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><b>Third party report</b></td> <td><input type="checkbox"/></td> <td></td> </tr> <tr> <td><b>Safety induction checklist</b></td> <td><input type="checkbox"/></td> <td></td> </tr> </table>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01 ICT2OBS05	<b>Questions checklist</b>	<input type="checkbox"/>		<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA5	<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>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01 ICT2OBS05																				
<b>Questions checklist</b>	<input type="checkbox"/>																					
<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA5																				
<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"/>																					

Assessment project / activity / task (All codes and names must match Section 8)					
<b>Project 8</b>	<b>INTERGRATED PACKAGES</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>	Your business organises conferences for groups who are wishing to host a conference but do not have the necessary skills. You are to organise each aspect of the conference which will require you are responsible for the creation of the various resources.	<ul style="list-style-type: none"> <li>• ICTICT205</li> <li>• ICTICT207</li> <li>• BSBSUS201</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OBS01 ICT2OBS06
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Open book Exam</b>	<input type="checkbox"/>	
			<b>Review folio of work against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA06
			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	
<b>Project 9</b>	<b>SOCIAL MEDIA</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 interact in Team based use of Ms Teams. Create an online presentation of the use of social media in social and business environments.	<ul style="list-style-type: none"> <li>• ICTWEB201</li> </ul>	<b>Observation checklist</b>	<input checked="" type="checkbox"/>	ICT2OB07
			<b>Questions checklist</b>	<input type="checkbox"/>	
			<b>Review of product /service against specifications</b>	<input checked="" type="checkbox"/>	ICT2PA07
			<b>Review folio of work against specifications</b>	<input type="checkbox"/>	

**Assessment project / activity / task** (All codes and names must match Section 8)

			<b>Third party report</b>	<input type="checkbox"/>	
			<b>Safety induction checklist</b>	<input type="checkbox"/>	

