

Training and assessment strategy

ICT10115 Certificate I in Information, Digital Media and Technology

Rosewood State High School

TAS version: **Version 1**

Delivery period: 2016 – 2020

QCAA template as at October 2015

Section 1 Program overview

1.1 National requirements			
School name	Rosewood State High School		
RTO ID	30347		
QCAA no.	131		
Qualification code	ICT10115		
Qualification title	Certificate I in Information, Digital Media and Technology		
Relevant standards	1.1–1.7, 1.8(a), 1.9–1.19, 1.26, 2.2, 5, 8.4		
Training package code	ICT		
Current release date	25 March 2015		
Training package title	Information and Communications Technology		
National register	http://training.gov.au/Training/Details/ICT10115		
Companion volume	http://companion_volumes.vetnet.education.gov.au/Pages/TrainingPackage.aspx?pid=18		
Qualification status	Current	<p>Note Standards 1.26b and 1.26a (extracts below).</p> <p>1.26 b) Where an AQF qualification is no longer current and has not been superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Register.</p> <p>1.26 a) Where a [qualification] on [the RTO's] scope of registration is superseded, all [students'] training and assessment is completed and the relevant AQF certification documentation is issued or [students] are transferred into its replacement, within a period of one year from the date the replacement [qualification] was released on the National Register.</p>	
Superseded, deleted, or no longer current date	N/A		
Latest date for student completion and AQF certification (Complete only if qualification status ≠ current)	N/A		
TAS development date	March 2016	TAS expiry date	December 2020
Date of latest industry engagement		Date of validation	2016 - 2017
Delivering and assessing information			
Developed for (Select one only)	Individual student/s <input type="checkbox"/>	If yes, name/s of student/s	
	OR Class cohort <input checked="" type="checkbox"/>	If yes, current number of students enrolled	90
Total number of assessment tools for this qualification	12	Delivery period Start End	January 2016 December 2016

1.2 Qualification		
Requirement	Packaging rules	Confirmed by RTOM
Qualification description and job roles	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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Packaging rules	Total number of units = 6 <ul style="list-style-type: none"> • 4 core units plus • 2 elective units 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Elective unit rules	The elective units consist of: <ul style="list-style-type: none"> • up to 2 from the elective units listed below • up to 1 from elsewhere in the ICT Information and Communications Technology Training Package or any other Training Package or accredited course at Certificate I or II level. The elective units chosen must be relevant to the work outcome and meet local industry needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Information on elective choices and mandatory requirements	The School RTO will be delivering the following electives: Elective units ICTICT105 Operate spreadsheet applications ICTICT106 Operate presentation packages	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Entry requirements	There are no formal qualification entry requirements. Entry requirements for this program include the student's agreement and ability to undertake the following: <ul style="list-style-type: none"> • Demonstrate evidence of language, literacy and numeracy skills at the requisite ACSF level. • Attend and participate in scheduled training and assessment. • Participate in workplace tasks to employer expectations. • Be able to work in an industry environment and handle industry standard equipment. • Comply with the RTO code of conduct requirements, directions on work, and health and safety matters. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Mode of delivery (Adjust as appropriate)	The mode of delivery includes any combination of the following: <ul style="list-style-type: none"> • face to face in a simulated workplace environment for required performance and knowledge evidence • work experience in commercial work site — third party report • online for some components of training for knowledge evidence • in a classroom ('off the job') for some components of training for knowledge evidence 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Delivery location	The delivery location is the principle place of business of the RTO which is Rosewood State High School 46 Lanefield Road ROSEWOOD QLD 4340	<i>If work experience is mandatory and travel to another location is required, this information must be included in Section 4.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment			
Requirement	Pre-enrolment information		Confirmed by RTOM
Program duration	Total program duration is 1 year of delivery and assessment. Students are allocated two 70 minute lessons a week for approximately 38 weeks	<i>School RTOs may only deliver to students enrolled in a Queensland school in Years 10–12.</i>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Amount of learning	<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 1 year</p> <p>This includes:</p> <ul style="list-style-type: none"> • 110 hours of scheduled training and assessment activity • one-on-one instruction as required • personal study time, either off the job or at home • additional language, literacy and numeracy training while enrolled and undertaking full-time school-based studies • online learning activities <p>Total amount of learning: 600–1200 hours</p>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Learning resources (Std 1.3)	<p>There are sufficient learning resources, equipment and facilities to:</p> <ul style="list-style-type: none"> • enable students to meet the requirements for each unit of competency • support the number of students undertaking the training and assessment. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Assessment resources	<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>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Evidence-gathering conditions	<ul style="list-style-type: none"> • Will be progressively gathered for groups of units simultaneously. • Methods will confirm consistency of performance over time and in a range of workplace-relevant contexts, rather than a single assessment event. • 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. • Will be done under the specific assessment conditions required by the units. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Work placement arrangements for students	Work placement arrangements are not a requirement of this qualification		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Third party arrangements	No services are delivered on behalf of the RTO.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Educational and support services	<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>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Early termination of program	<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"> • students will be issued with a statement of attainment for any successfully completed units of competency • any fees paid toward the program will be refunded on a pro rata basis. 		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.3 Delivery and assessment		
Requirement	Pre-enrolment information	Confirmed by RTOM
Transition	<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"> • 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 • 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. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		
Requirement	Description	Confirmed by RTOM
Certificates and Statements of Attainment	<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"> • an AQF certificate and record of results will be issued if the qualification in which the learner is enrolled is complete • a statement of attainment will be issued if the qualification in which the learner is enrolled is partially complete 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Credit arrangements	<p>Transitioning from an old version to a new version of a training product</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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>If a student already holds a unit of competency</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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Recognition of prior learning (RPL) arrangements	<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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
	<p>Students can refer to the VET student handbook which outlines additional information on the school's credit transfer and RPL processes.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Reissuing of Certificates and Statements of Attainment	<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><i>The Standards require compliance with the AQF Register and Issuance policies. All RTOs will:</i></p> <ul style="list-style-type: none"> • <i>Maintain an auditable-quality register of AQF qualifications issued (including Statements of Attainment), containing sufficient information to identify correctly</i> <ul style="list-style-type: none"> – the holder of the qualification – the AQF qualification by its full title – date of issue/award/conferral. • <i>have a policy that permits replacement of certification documentation.</i> • <i>be responsible for authentication and verification of any replacement certification documentation.</i> <p>http://www.aqf.edu.au/resources/aqf/</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>Students can refer to the VET student handbook for further information on procedures, fees and proof of identity requirements for requests to issue a reprint of a certificate or statement of attainment.</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Unique Student	<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>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.4 Certification		
Identifier (USI)	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: http://usi.gov.au/Students/pages/default.aspx	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

1.5 Reporting		
Requirement	Description	Confirmed by RTOM
Recording results	<ul style="list-style-type: none"> Evidence-gathering instruments are used as evidence of a student's progress toward competency. The interim outcome descriptors of 'Satisfactory' or 'Unsatisfactory' will be used on students' projects and evidence documents. Students may continue to submit evidence until they exit the program. 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. RTO management will record final outcomes (usually using the descriptors Competent, Not Competent, Credit Transfer or Withdrawn) in Student Data Capture System (SDCS). 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. RTO management reports student enrolment data to QCAA within the first term of the student's commencement of the VET program. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Student profiles	<ul style="list-style-type: none"> Student profiles are updated by the assessor and are accessible to students on request. Assessors update the profile to confirm an individual student's submission of evidence and record interim and final outcomes. RTO management uses final outcomes recorded in student profiles to update SDCS. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Projects and evidence-gathering instruments	<ul style="list-style-type: none"> All assessment activities, including projects and evidence-gathering tools, are identified by a code and listed in this document. A mapping document provides evidence of how assessment activities, projects and evidence-gathering tools meet the requirements for each unit of competency. 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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?
ICAICT101 Operate a personal computer http://training.gov.au/Training/Details/ICTICT101	Core Unit	<input type="checkbox"/>
ICAICT102 Operate word-processing applications http://training.gov.au/Training/Details/ICTICT102	Core Unit	<input type="checkbox"/>
ICAICT103 Use, communicate and search securely on the internet http://training.gov.au/Training/Details/ICTICT103	Core Unit	<input type="checkbox"/>
ICAICT104 Use digital media http://training.gov.au/Training/Details/ICTICT104	Core Unit	<input type="checkbox"/>
ICAICT105 Operate spreadsheet applications http://training.gov.au/Training/Details/ICTICT105	Listed Elective	<input type="checkbox"/>
ICAICT106 Operate presentation packages http://training.gov.au/Training/Details/ICTICT106	Listed Elective	<input type="checkbox"/>

Section 3 Program details

Learning and assessment are usually integrated, with assessment evidence being collected and feedback provided to the student throughout the learning and assessment process. Holistic training and assessment brings together a number of units of competency – relevant to the industry sector, workplace and job role – into a ‘cluster’ (group) that reflects actual workplace practices. Any units that relate to a job function can be combined, and assessment tools designed to gather evidence in an efficient and effective assessment process. Industry sees this realistic approach as essential for both delivery and assessment.

Developing assessment tools

Read through the units of competency making up the qualification to understand all their requirements.

Develop and document a series of assessment activities that reflect the various activities of a competent person in this industry. In the document describe the activities and include clear instructions to the trainer, assessor and student. A casual reader of the activity document should easily identify what has to be done, when, where and to what standard. Summarise these assessment activities in Section 3.

Develop a set of evidence-gathering tools for each assessment activity. Include instructions to the assessor and student on how they are to be used. All assessment techniques basically fall into the following categories: direct observations of student activity, questions (written, online or direct verbal), reviews of things students produce (project work, folios, artefacts, online materials, services). In addition there may be third party written reports. List these assessment tools aligned with the unit/s they will be assessing in Section 3. You will summarise them in Section 8.

Develop a mapping or benchmarking tool to establish validity. It will show the relationship between the requirements of the unit/s of competency and the activities and evidence gathered. Identify the mapping tool in Section 8.

Samples from the list of assessment tools will be used during the systematic validation.

Relevant standards: 1.1, 1.2, 1.3(c), 1.8, 2.1, 2.2, 5.2

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

Project 1					
ICT_PC_PROJ1 Computer Basics					
Estimated duration	2 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary)	Basic Computer Operation Project <i>A project involving the completion of a series of tasks relating to the basic set up and operation of a computer. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Completion of this project will result in the final outcome for this unit.</i>	ICTICT101 Operate a Personal Computer	Observation Checklist	✓	IDMT1OBS1
			Activity Sheets	✓	IDMT1ACT1
			Simulations	✓	IDMT1SIM1
			Quizzes	✓	IDMT1QUIZ1
Project 2					
ICT_WP_PROJ2 Word Processing Project					
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary)	Word Processing Project <i>A project involving the completion of a set of unrelated word processed documents that need to meet specific style requirements for design and formatting. The project also requires students to complete a contextualised document folio for a simulated business. Students will also be observed to ascertain whether they meet the OH&S requirements of the unit and quizzed about their general knowledge of document production. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Completion of this project will result in the final outcome for this unit.</i>	ICTICT102 Operate Word Processing Applications	Observation Checklist	<input type="checkbox"/>	
			Activity Sheets	✓	IDMT1ACT2
			Simulations	<input type="checkbox"/>	
			Quizzes	✓	IDMT1QUIZ2

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

Project 3 <i>ICT_SS_PROJ3 Spreadsheets Project</i>					
Estimated duration	10 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements, see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary) <i>Spreadsheet Project</i> A project involving the use of spreadsheet applications to create worksheets, format data, incorporate charts and objects and print workbooks. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Completion of this project will result in the final outcome for this unit.	<i>ICTICT105 Operate spreadsheet applications</i>		Observation checklist	<input type="checkbox"/>	
			Activity Sheet	<input checked="" type="checkbox"/>	IDMT1ACT3
			Simulations	<input type="checkbox"/>	
			Quizzes	<input checked="" type="checkbox"/>	IDMT1QUIZ2
Project 4 <i>ICT_MM_PROJ4 Multimedia Project</i>					
Estimated duration	10 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence to performance and knowledge requirements see Section 8.</i>	Evidence-gathering techniques used (More than one technique must be ticked for each unit or cluster of units)		Evidence-gathering tool code
Description (summary) <i>Multimedia Project</i> A project involving the use of digital devices and presentation packages to produce a multimedia presentation. Students will use digital devices to take photographs and/or video and use this within a series of presentations. Evidence is recorded in the student profile as 'satisfactory' or 'unsatisfactory'. Completion of this project will result in the final outcome for this unit.	<i>ICTICT104 Digital Devices ICTICT106 Operate Presentation Packages</i>		Observation Checklist	<input type="checkbox"/>	
			Activity Sheet	<input checked="" type="checkbox"/>	IDMTACT4
			Simulations	<input type="checkbox"/>	
			Quizzes	<input checked="" type="checkbox"/>	IDMTQUIZ3
Project 5 <i>ICT_I_PROJ5 The Internet Project</i>					
Estimated duration	8 weeks	Unit/s for which evidence will be gathered <i>Mapping tool aligns evidence</i>	Evidence-gathering techniques used (More than one technique must be		Evidence-gathering tool code

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

		<i>to performance and knowledge requirements, see Section 8.</i>	ticked for each unit or cluster of units)		
Description <i>(summary)</i>	The Internet <i>A project involving the use of the Internet to securely send and receive emails, search using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.</i>	<i>ICTICT103 Use, communicate and search securely on the Internet</i>	Observation Checklist	<input type="checkbox"/>	
			Activity Sheet	<input checked="" type="checkbox"/>	IDMT1ACT5
			Simulations	<input checked="" type="checkbox"/>	IDMT1SIM2
			Quizzes	<input type="checkbox"/>	

Section 4 Work experience

The student handbook, subject selection books and other advertising material should state whether the RTO requires students to undertake work experience. Under the legislation, a work experience arrangement must be in writing, and must be made before the student starts a work experience placement (*Education (Work Experience) Act 1996*, effective as of November 2014).

If work experience forms part of the course, are the following conditions met?

- Is there a written agreement between the work experience provider and the RTO?
- Will the work experience provider offer realistic workplace experience relevant to this program?
- Has the work experience provider agreed to complete written third party reports for each student?

Relevant standards: 1.1, 1.5, 1.6(a), 1.8, 2.1, 5.2, 8.5

On what basis is work experience provided?		Not provided (Go to Section 5.)	NA
VET program/course requirement	<input type="checkbox"/>	Student wants work experience	<input type="checkbox"/>
RTO requirement	<input type="checkbox"/>	Optional	<input type="checkbox"/>

Business, company, or industry providing work experience opportunities for students			
Details of arrangements			
File location	Enter the pathway/s for the drive/folder location of the electronic copies of the work experience arrangements.		
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>
Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			
Business name			
Contact name		Written agreement	<input type="checkbox"/>

Position		Realistic workplace experience	<input type="checkbox"/>
Phone/Mobile		Third party report	<input type="checkbox"/>
Email			

Section 5 Trainers and assessors

Summarise the verifiable information from the staff profiles of your trainers and assessors. They must have equivalent vocational competency, relevant current industry skills, current knowledge and skills in vocational teaching and learning, and hold the required training and assessment qualification. The RTO must hold verifiable evidence that each of its trainers and assessors meet the requirements. At the end of Section 5, detail how any supervision arrangements are implemented and systematically monitored.

Relevant standards: 1.3(a), 1.6(b), 1.13, 1.14, 1.17–1.20 & Schedule 1

Trainers and assessors						
<p><i>The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).</i></p>		Individual deliverers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Equivalent vocational competencies held for each unit	Relevant industry currency held
Unit of competency code and title	Trainers/Assessors names					
ICTICT101 Operate a personal computer	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ICTICT102 Operate word processing applications	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ICTICT103 Use, communicate and search securely on the internet	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ICTICT104 Use digital devices	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Trainers and assessors

The RTO is required to have 'evidence to demonstrate that each trainer and assessor has the necessary [TAE] training and assessment competencies and the relevant vocational [industry] competency for each VET ... unit of competency that they deliver and assess' — F2013L00160 Data provisions Requirements 2012 legislative instrument, part 3, DPR 5 under 5.1 (m).

Unit of competency code and title	Trainers/Assessors names	Individual delivers under supervision *	Holds TAE40110	Trainer/Assessor currency held	Equivalent vocational competencies held for each unit	Relevant industry currency held
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ICTICT105 Operate spreadsheet applications	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ICTICT106 Operate presentation packages	Tonia Stocker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Melinda Marshall	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Vicki Cull	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Angela Postawski	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Level of supervision and monitoring arrangements

* Must be completed if 'Individual delivers under supervision' has been selected

Melinda Marshall and Tonia Stocker are assessors. Weekly meetings are held to cover content and ensure validity across course material. Collaboration and team teaching, with regular observations. Student's assessments are ratified and moderated by Melinda Marshall and Tonia Stocker.

Only an individual with vocational competency and industry currency is permitted to deliver training under the supervision of a person who also holds competency, currency and formal trainer qualifications.