

TRAINING AND ASSESSMENT STRATEGY

NSW Department of Education-90333

TRAINING AND ASSESSMENT STRATEGY (TAS)

RTO Name:	NSW Department of Education - 90333		
Qualification	ICT30120 Certificate III in Information Technology		
Training Package	Information and Communications Technology		
Delivery Site	Concord High School		
Name/s of VET Trainers	Durad Zarkoivic		
Course Commencement Program Overview	31/01/2025	Course Completion	25/09/2026
	<p>The ICT30120 Certificate III in Information Technology provides essential skills and knowledge for entry into the IT industry. Students enhance critical thinking, problem-solving, and communication skills for working with clients and colleagues. The program emphasises the importance of security and privacy, teaching how to securely manage sensitive information and navigate IP, ethics, and privacy policies within ICT environments. Learners gain hands-on experience in applying introductory programming techniques, troubleshooting software and hardware and using software applications, building a strong foundation in IT. Students will learn to collaborate and work effectively within a team, ensuring working safely is a priority.</p>		
	<p>This qualification reflects the role of individuals who are competent in a range of Information and Communications Technology (ICT) roles, including basic cyber awareness, digital media skills, generalist IT support services, programming, systems and web development.</p>		
	<p>Individuals who work in these fields apply broad sets of skills, including foundational knowledge in critical thinking and customer service skills, to support a range of technologies, processes, procedures, policies, people and clients in a variety of work contexts.</p>		
	<p>No licensing, legislative or certification requirements apply to this qualification at the time of publication.</p> <p>To view further information about this training product, please visit training.gov.au.</p>		

Packaging rules	<p>To achieve the full qualification, 12 units must be completed:</p> <ul style="list-style-type: none"> 6 Core units and 6 Elective units consisting of: <ul style="list-style-type: none"> at least 4 units must be selected from the elective units up to 2 units may be selected from the remaining listed elective units or from this or any other currently endorsed training package qualification or accredited course at Australian Qualifications Framework (AQF) Level 2, 3 or 4. <p>All electives chosen must contribute to a valid, industry-supported vocational outcome. training.gov.au/Training/Details/ICT30120</p>		
NESA Course Code	27311 Information and Digital Technology	Pattern of study	2 Units x 2 Years
NESA Exam Code	27398	Mandatory Work Placement hours	70

Course Specific Entry Requirements	<p>This course has no specific entry requirements. However, students interested in enrolling in the ICT30120 Certificate III in Information Technology should have a genuine interest in the information technology industry. They should demonstrate the ability to use a variety of tools and equipment, work well in a team environment, and possess good communication skills. Prior to enrolment, students will receive individual guidance to assess the suitability of the course for their needs.</p>
Student Enrolment	<p>The RTO's VET enrolment process is supported by the LLN Robot, an online tool assessing language, literacy, and numeracy skills. The LLN Robot evaluates students using the Australian Core Skills Framework (ACSF) across five core areas: learning, reading, writing, oral communication, and numeracy.</p> <p>The quiz is designed to assess students at ACSF Level 3. If a student's assessment results fall below the required level for the qualification, the trainer provides additional support to help them complete the course. This assessment is the first step in identifying the learner's support needs</p>
Target Audience	<p>Participants in this program are all enrolled in NSW public schools, studying the NSW Higher School Certificate (HSC) and/or Record of School Achievement (ROSA) and can include:</p> <ul style="list-style-type: none"> students completing year 10, 11 or 12 school based apprentices and trainees isolated and rural students

	<ul style="list-style-type: none"> • students from non-English speaking backgrounds • refugees • students with physical abilities that may impede the ability to complete particular elements of units of competencies <ul style="list-style-type: none"> – reasonable adjustments are discussed prior to enrolment
Delivery Strategy	<p>The course utilises a blended learning approach, combining face-to-face instruction, online modules, and practical sessions. This multimodal delivery allows learners to engage with materials in different formats, accommodating diverse learning styles and enhancing skill development. Technologies such as Learning Management Systems (LMS), virtual simulations, and interactive activities play a key role in the delivery.</p> <p>Clustered units offer the opportunity for a holistic and more effective integration of knowledge and skills particularly where contextual commonalities occur. As a result, 12 units of competency are being delivered in 6 assessment tasks. This mode of delivery has led to a reduced amount of training hours.</p> <p>Weekly timetabling ensures students who study Information and Digital Technology have regular training on an ongoing basis. This enables skills and knowledge to be built and consolidated both in and out of timetabled classes as resources are available on site and on-line and feedback from the trainer is always available and accessible during the school year.</p> <p>Training and assessment arrangements in both the classroom and workplace are outlined in the Assessment Plan and Scope and Sequence.</p>
Volume of Learning	<p>The Australian Qualifications Framework (AQF) provides a guide to the volume of learning (see 'AQF volume of learning indicators' table), which describes how long a learner who does not hold any of the competencies identified in the relevant units of competency or modules would take to develop all the required skills and knowledge.</p> <p>The volume of learning stipulated for a certificate III level qualification is 1200-2400. The volume of learning hours has been calculated as 1200 hours.</p>
Amount of Training	<p>The course is delivered over 2 years, including a total of 240 face to face training hours. The amount of training has been tailored to suit the students' prior knowledge, including general capabilities from NESA syllabuses and information technology-specific competencies all of which contribute to the volume of learning.</p> <p>As part of school requirements, students are expected to complete homework, research, and revision for assignments, assessments, and exams, alongside self-directed activities. Learning for mandated NESA content complements and</p>

	<p>reinforces students' understanding and application of VET course knowledge. Students are also expected to dedicate 2-4 hours per week to unstructured learning activities.</p> <p>Mandatory participation in Mathematics and English from Years 7-10 helps students build a strong foundation in literacy, numeracy, problem solving, and scientific skills, preparing them for the ICT30120 Certificate III in Information Technology. Throughout these years, students also engage in teamwork, use technology, plan and organise activities, apply problem-solving techniques, and develop skills in collecting, analysing, and communicating information across various subjects all of which develop skills critical for VET qualifications.</p> <p>During Years 7 – 10 students may study Technology (Mandatory) where they learn a broad knowledge of digital technology and computational thinking skills, covering concepts of digital literacy, cyber security, software applications and basic programming techniques.</p> <p>During Years 9 and 10 students have studied 200 hours of English, Mathematics, Science and 100 hours of Human Society and Its Environment. In the school environment there is a very strong emphasis on Work Health and Safety of self and others within and outside the classroom.</p> <p>All students complete a work readiness program and engage with the Go2workplacement on-line program. Other learning activities may include excursions to local businesses.</p> <p>Students in Year 10 may complete work experience of an entrepreneurial nature and pursue extra-curricular activities.</p> <p>Based on the training package requirements, the RTO has structured delivery to ensure students acquire the necessary skills and knowledge to successfully complete the qualification.</p> <p>The amount of training has been tailored to suit the cohort, considering:</p> <ul style="list-style-type: none"> • The general capabilities embedded in the NESA syllabuses • Training package entry requirements • Mode of delivery • The clustered delivery model
Assessment Methods	<p><u>1. Questioning:</u></p> <ul style="list-style-type: none"> • written or oral related to knowledge eg quizzes or interviews <p><u>2. Product based:</u></p>

	<ul style="list-style-type: none"> structured activities eg role plays, presentations and reports <p><u>3. Direct observation:</u></p> <ul style="list-style-type: none"> observations of practical skills during real time simulated or work environment <p>Specific evidence gathering techniques for each unit of competency is detailed in the course assessment plan. Assessment is conducted throughout the course guided by the course scope and sequence and the student cohort.</p>	
Learner Support	<p>The NSW Education Standards Authority (NESA) provide documentation to support students with special needs in Vocational Education and Training courses. Specific information and examples of adjustments can be found in NESA at VET courses and students with disability</p> <p>Trainers have access to a student's evidence of adjustments to teaching and learning. For example, Learning and Support Plan (LSP), personalised learning plan (ILP or PLP) or other evidence of additional support for the student. This may include:</p> <ul style="list-style-type: none"> accessible classrooms extended time for training additional support, both off the job and in the workplace. note-taking support course material in alternate formats — electronic, large print, braille use of assistive technology extra time or extensions for homework and formal assessments modified assessment tasks for accessibility an Auslan interpreter, or other adjustments as required 	
Reasonable Adjustments	<p>Students with identified learning needs requiring reasonable adjustment beyond differentiation for learning and assessment:</p> <p>Students with identified learning needs may require adjustments to both learning and assessment strategies, as well as additional time or support, to demonstrate the required level of competence in both off classroom and workplace settings. These adjustments should be tailored to the individual student's needs and abilities.</p>	<p>Are there students with special needs in the class?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>NB: Trainer to ensure they have access to all relevant information</p>

	Reasonable modifications to delivery and assessment are allowed, as long as they comply with the industry competency standards outlined in the Training Package and adhere to the Disability Standards and Guidelines .	
Differentiation	<p>Students requiring differentiation for learning:</p> <p>Effective differentiation occurs when trainers modify content, processes, products, and the learning environment to align with each student's readiness, interests, and learning profile. The specific adjustments trainers make depend on the unique needs of the students in the class.</p> <p>Under DoE policy, trainers must ensure all students' needs are met, and differentiation is implemented in their classrooms, including those without a formal diagnosis of learning needs.</p> <p>Various strategies for supporting differentiated learning can be found at: Strategies for Differentiation</p>	<p>Are there students who require differentiation in the class?</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>NB: Trainer to ensure they have access to all relevant information</p>
SBATS	<p>SBAT work requirements</p> <p>Students enrolled in the ICT30120 Certificate III in Information Technology as part of a School Based Apprenticeship or Traineeship (SBAT) are required to complete a minimum of 100 days (7 hours per day) of paid workplace learning. This provides them practical experience, allowing them to apply course knowledge in a real-world environment.</p>	<p>Is there a School Based Trainee in this cohort</p> <p><input type="checkbox"/> NO <input type="checkbox"/> YES</p> <p>Teacher to follow appropriate SBAT procedure.</p>
Trainer and Assessor Competency	<p>The NSW Department of Education has verified the qualifications of each VET trainer delivering AQF qualifications. They are required to hold the TAE40116 Certificate IV in Training and Assessment or the TAESS00019 Assessor Skill Set. The Authority to Deliver (ATD) for each site, developed by the RTO and acknowledged by the Site Manager (Principal) or their delegate ensures trainers have current industry skills and knowledge relevant to the training product and provides authorisation for them to deliver qualifications within the scope of registration.</p> <p>The RTO facilitates various opportunities for VET trainers to maintain relevant industry competencies, experience and knowledge as well as a practical understanding of current industry practices. The RTO's document management system</p>	

	<p>contains data for each VET trainer, including records of qualifications, experience and currency in both course content and training and assessment competence.</p> <p>All newly trained VET trainers in the RTO attend an orientation program. If a trainer is not fully accredited in training and assessment, the RTO will implement a Supervised Delivery Plan (SDP) detailing arrangements and identifying a mentor who is an accredited trainer and assessor to provide interim support.</p>
National Recognition and Advance Standing	<p>Students may apply for Recognition of Prior Learning (RPL) on enrolment. RPL is an assessment process and students may be asked to complete a skills assessment and provide evidence of prior learning. Evidence will be submitted and stored.</p> <p>Credit Transfer is based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript. Evidence will be submitted and stored.</p>
Facilities, Resources and Equipment	<p>The RTO ensures all students have access to the necessary facilities and equipment required for the delivery and assessment of ICT30120 Certificate III in Information Technology. This information is outlined in the course information guide (CIG)</p> <p>Each site manager (Principal) ensures provision of the necessary equipment for course delivery and assessment as required by the Training Package.</p> <p>The RTO provides training and assessment materials and tools, version-controlled documentation and links to relevant websites on the document/learning management systems. NSW Education Standards Authority (NESA) syllabus documents and support package that provides information on resources and support for students with differentiated learning requirements</p>
Validation Plan	<p>A systematic approach to the review and validation of assessment tools is implemented. NSW Department of Education has developed a support document and checklist to facilitate this process. Stakeholders involved in the assessment validation process include RTO management staff, supervisors, trainers and where possible, industry representatives.</p>
Industry Engagement	<p>This TAS has been created through a collaborative process involving Curriculum Development Team (CDT), the Industry Training Advisory Body (ITAB) and experienced and qualified trainers. Information is gathered from a variety of sources to report on strategies, practices and industry skills of trainers. This occurs:</p> <ul style="list-style-type: none"> • in the development of the syllabus from the training package. NSW Education Standards Authority (NESA) have considerable consultation with industry bodies and trainers • when trainers consult with employers before, during and/or at the completion of work placement

- as part of the validation process when industry representatives provide advice on the quality of delivery and assessment strategies

when feedback is obtained from employer surveys.

Course Plan	Unit Status	Unit Code	Unit Title	Pre/Co requisite	NESA indicative hours	NESA HSC group
	Units of Competency					
	Core	BSBCRT301	Develop and extend critical and creative thinking skills	Nil	20	Mandatory
	Core	ICTSAS305	Provide ICT advice to clients	Nil	30	Mandatory
	Core	BSBXCS303	Securely manage personally identifiable information and workplace information	Nil	20	Mandatory
	Core	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	Nil	20	Mandatory
	Core	ICTPRG302	Apply introductory programming techniques	Nil	40	Mandatory
	Core	BSBXTW301	Work in a team	Nil	15	Mandatory
	Imported Elective	BSBWHS311	Assist with maintaining workplace safety	Nil	20	Mandatory
	Elective Group J	ICTWEB305	Produce digital images for the web	Nil	20	Elective
	Elective Group J	ICTWEB304	Build simple web pages	Nil	30	Elective
	Elective Group E	ICTSAS308	Run standard diagnostic tests	Nil	10	Elective
	Elective Group I	ICTICT214	Operate application software packages	Nil	20	Elective
	Elective Group J	ICTWEB306	Develop web presence using social media.##	Nil	15	Elective

(UOC ICTWEB306 is an optional unit. This UOC is required for students to obtain the full Certificate III in Information Technology)

Course Assessment Plan	Unit codes	Unit names	Questioning – written or oral related to knowledge e.g quizzes , interviews	Product based – structured activities e.g. role plays, presentations, reports	Direct observation – real time simulated environment
Task 1 - Safe digital work	BSBWHS311	Assist with maintaining workplace safety	X	X	
	ICTWEB305	Produce digital images for the web	X	X	
Task 2 – Team web	BSBXTW301	Work in a team	X	X	X
	ICTWEB304	Build simple web pages	X	X	X
Task 3 – Security	BSBXCS303	Securely manage personally identifiable information and workplace information	X	X	
	ICTICT313	Identify IP, ethics and privacy policies in ICT environments	X	X	
Task 4 – Run tests provide advice	ICTSAS305	Provide ICT advice to clients	X	X	X
	ICTSAS308	Run standard diagnostic tests	X	X	
Task 5 - Programming	ICTPRG302	Apply introductory programming techniques	X	X	
	BSBCRT301	Develop and extend critical and creative thinking skills	X	X	X
	ICTICT214	Operate application software packages	X	X	X
Task 6 – Social media	ICTWEB306	Develop web presence using social media_##	X	X	

(UOC ICTWEB306 is an optional unit. This UOC is required for students to obtain the full Certificate III in Information Technology)

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years Commencing 2025

Term 1 - Year 11 (Preliminary) year of study

This scope and sequence outline the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.

Weeks

Term 1		1	2	3	4	5	6	7	8	9	10	11
VET Course Induction		No Students										
Task 1: Safe Digital Work (40 Hours)												
BSBWHS311	Assist with maintaining workplace safety	No Students										
ICTWEB305	Produce digital images for the web											

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2025

Term 2 - Year 11 (Preliminary) year of study											
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 2	1	2	3	4	5	6	7	8	9	10	11
Task 1: Safe Digital Work (40 Hours)											
BSBWHS311	Assist with maintaining workplace safety										
ICTWEB305	Produce digital images for the web										
Task 2: Team Web (45 Hours)											
BSBXTW301	Work in a team										
ICTWEB304	Build simple web pages										

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2025

Term 3 - Year 11 (Preliminary) year of study													
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.													
Weeks													
Term 3	1	2	3	4	5	6	7	8	9	10	11		
Task 2: Team Web (45 Hours)													
BSBXTW301	Work in a team											N/A	
ICTWEB304	Build simple web pages												
Task 3: Security (40 Hours)													
BSBXCS303	Securely manage personally identifiable information and workplace information												
ICTICT313	Identify IP, ethics and privacy policies in ICT environments												

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2025

Term 4 - Year 12 HSC year of study												
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 4	1	2	3	4	5	6	7	8	9	10	11	
Task 3: Security (40 Hours)												
BSBXCS303	Securely manage personally identifiable information and workplace information											N/A
ICTICT313	Identify IP, ethics and privacy policies in ICT environments											
Task 4: ICT Advice (40 Hours)												
ICTSAS305	Provide ICT advice to clients											
ICTSAS308	Run standard diagnostic tests											

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2026

Term 1 - Year 12 HSC year of study											
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 1	1	2	3	4	5	6	7	8	9	10	11
Task 4: ICT Advice (40 Hours)											
ICTSAS305	Provide ICT advice to clients										
ICTSAS308	Run standard diagnostic tests										
Task 5: Programming (80 Hours)											
ICTPRG302	Apply introductory programming techniques										
BSBCRT301	Develop and extend critical and creative thinking skills										
ICTICT214	Operate application software packages										

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2026

Term 2 - Year 12 HSC year of study												
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.												
Weeks												
Term 2	1	2	3	4	5	6	7	8	9	10	11	
Task 5: Programming (80 Hours)												
ICTSAS305	Provide ICT advice to clients											N/A
ICTSAS308	Run standard diagnostic tests											
ICTICT214	Operate application software packages											

Scope and Sequence Schedule - Information and Digital Technology 2 Units x 2 Years

2026

Term 3 - Year 12 HSC year of study											
This scope and sequence outlines the delivery period. Assessments can be conducted at any point. The student and trainer should agree that the student is ready to be assessed. Variations to delivery and the assessment must be noted on this schedule. Skills can be taught and practiced anytime throughout the course.											
Weeks											
Term 3	1	2	3	4	5	6	7	8	9	10	11
Task 5: Programming (80 Hours)											
ICTSAS305	Provide ICT advice to clients										N/A
ICTSAS308	Run standard diagnostic tests										
ICTICT214	Operate application software packages										
Task 6: Social Media (15 Hours)											
ICTICT214	Operate application software packages										

NSW Education Standards Authority (NESA) Schools Online entries for the qualification: Information and Digital Technology

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide. Enter all units of competency in the HSC year of study.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. Stage 6 (including Early Commencement) Students must have completed all my own work.

Refer to [NESA key dates](#)

NESA Course Number: 27311 2 Units x 2 Years

Year 11 (Preliminary) year of study Enter only the units of competency below in Year 11		Year 12 (HSC) year of study Enter the units of competency below AND all Year 11 (Preliminary) units	
BSBWHS311	Assist with maintaining workplace safety	ICTSAS305	Provide ICT advice to clients
ICTWEB305	Produce digital images for the web	ICTSAS308	Run standard diagnostic tests
BSBXTW301	Work in a team	ICTPRG302	Apply introductory programming techniques
ICTWEB304	Build simple web pages	BSBCRT301	Develop and extend critical and creative thinking skills
		ICTICT214	Operate application software packages
		ICTWEB306	Develop web presence using social media
		BSBXCS303	Securely manage personally identifiable information and workplace information
		ICTICT313	Identify IP, ethics and privacy policies in ICT environments

NSW Department of Education - 90333 ensures students receive their AQF certification documentation upon completion of their training program, having engaged NESA to issue the credentials within 30 days of course completion. Students must download an electronic copy of their qualification and transcript from their Students Online account available at [NESA students online](#) prior to 30 June of the following year. After this, students can contact [NESA](#) for additional copies of their transcript.

Cohort 2025 – 2026 Stage 6 Information and Digital Technology ICT30120 Certificate III in Information Technology Information and Communications Technology Release 8.1

Training and Assessment Strategy Review

When there is a change to the training package the Curriculum Implementation Committee will review the TAS. Organisational resources, industry and student needs are considered in this review. These changes could include risk factors including:

- a significant issue notified by the relevant department/agency or by ASQA
- significant changes in identified cohort and or client needs
- delivery mode/s
- assessment methods
- electives
- resources/availability
- or as a result of planned reviews, such as internal reviews/audits validation outcomes
- and/or feedback received from stakeholders precipitating review action.

A record of relevant data, feedback or changes contributing to the review and its approval will be maintained. The RTO complies with the Australian Quality Standards Authority (ASQA) [General Direction: Learner Transition](#).

Trainer Sign-off:

Trainer Name:		School:	
Trainer Signature:		Date:	

TAS Authorisation:

Authorised by:	Heather White	Position:	VET Curriculum and RTO Quality Coordinator
Authorised Signature:	<i>Heather White</i>	Next Review Date:	September 2025