

BSB - Business Services Training Package

BSB10120
Certificate I in Workplace Skills

**Unit
Resources
and
User Guide**





LANE

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

BSB10120—Certificate I in Workplace Skills

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922**

Telephone 1 300 64 98 63

Email info@passinglane.com.au

Web www.passinglane.com.au

INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages.

Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



Adobe Acrobat Reader

The latest Acrobat Reader software is available at no charge from the website:

<http://get.adobe.com/reader/>

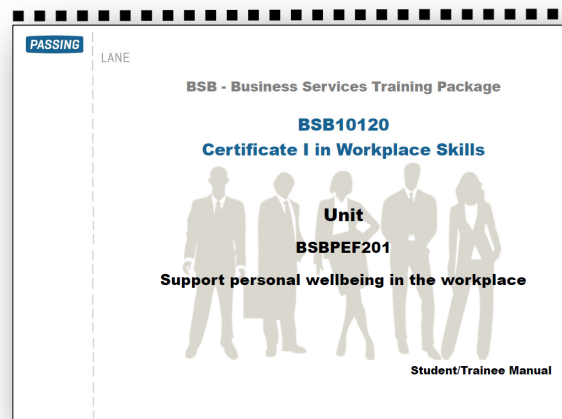
INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.



Generally, the materials are easily exported online learning platforms (LMS).

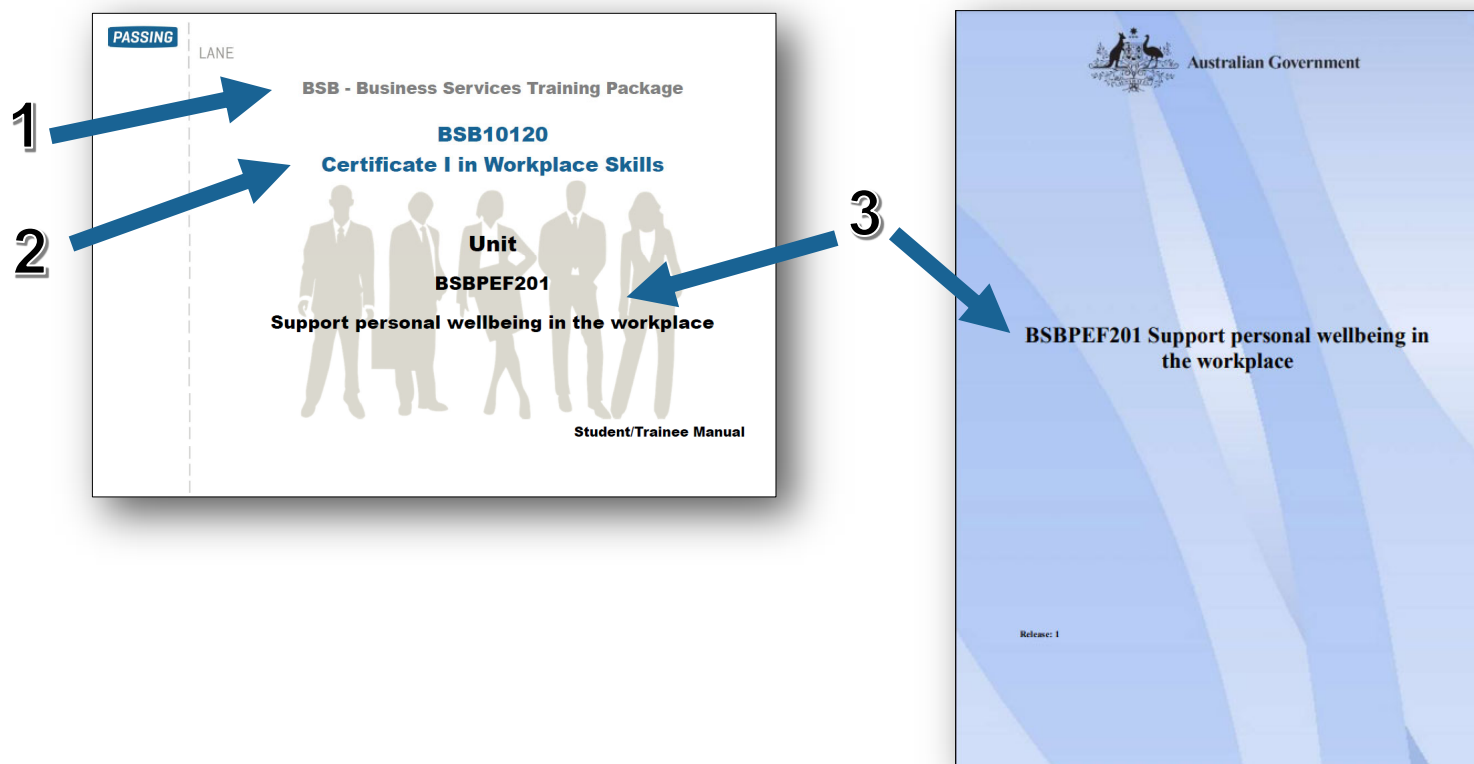
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MANUAL CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify:

- 1) The training package
- 2) The qualification
- 3) The specific 'Unit of Competency' the content is addressing



MANUAL CONTENT—CONT'D

The beginning of the Passing Lane manuals is the Unit of Competency Overview page(s), which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING

Page
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UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

BSBPEF201 SUPPORT PERSONAL WELLBEING IN THE WORKPLACE

ELEMENT	PERFORMANCE CRITERIA
1. Recognise factors that impact personal wellbeing	1.1 Identify personal factors that may impact on wellbeing 1.2 Identify workplace factors that may impact on wellbeing 1.3 Recognise relationship between personal wellbeing and identified workplace factors relevant to own role
2. Plan communication with supervisor	2.1 Select appropriate communication approach 2.2 Identify appropriate method for communication about wellbeing 2.3 Plan relevant content for communication including strategy for dealing with a negative response
3. Communicate with supervisor	3.1 Arrange communication with supervisor 3.2 Conduct communication according to developed plan 3.3 Review effectiveness of communication
4. Investigate available wellbeing resources	4.1 Identify and review wellbeing resources 4.2 Select appropriate wellbeing resources applicable to own workplace 4.3 Document method for accessing selected resources

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Student / Trainee Manual

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BSBPEF201 Support personal wellbeing in the workplace

Date this document was generated: 9 July 2021

BSBPEF201 Support personal wellbeing in the workplace

Application

This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively.

The unit applies to those in a range of industry and workplace contexts, who work under direct supervision. It may also apply to learners who are preparing to enter the workforce.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Critical Thinking & Problem Solving – Personal Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Recognise factors that impact personal wellbeing	1.1 Identify personal factors that may impact on wellbeing 1.2 Identify workplace factors that may impact on wellbeing 1.3 Recognise relationship between personal wellbeing and identified workplace factors relevant to own role
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Approval

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Page 2 of 3

FoC's Skills for Australia

MANUAL CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the **'Unit of Competency'** and the unit's **'Elements'** and **'Performance Criteria'**.

The **Table of Contents** show that each section title is the actually the same as the Unit of Competency's **'Element'**.

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Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Recognise factors that impact personal wellbeing</i>	Page 9
Section Two <i>Plan communication with supervisor</i>	Page 30
Section Three <i>Communicate with supervisor</i>	Page 48
Section Four <i>Investigate available wellbeing resources</i>	Page 64
Self Assessment	Page 78

Section One

Recognise Factors that Impact Personal Wellbeing

BSBPEF201 Support personal wellbeing in the workplace

BSBPEF201 Support personal wellbeing in the workplace

Application

This unit describes the skills and knowledge required to advocate for and feel empowered about personal wellbeing in the workplace. It involves developing and applying basic knowledge of factors that may influence wellbeing, both positively and negatively. The unit applies to those in a range of industry and workplace contexts, who work under direct supervision. It may also apply to learners who are preparing to enter the workforce. No licensing, legislative or certification requirements apply to this unit at the time of publication.

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Page 2 of 3
PwC's Skills for Australia

MANUAL CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the Element's '**Performance Criteria**'.

Section One

Prepare to Address Workplace Problem

BSBPEF201 Support personal wellbeing in the workplace Page 11

WELLBEING

Emotional Social networks Physical health Work education Choice Security Financial

IDENTIFY PERSONAL FACTORS THAT MAY IMPACT ON WELLBEING

Wellbeing is defined as 'the state of being comfortable, healthy or happy'.

In reality wellbeing is much more than this description and must be extended to a whole of life experience inclusive of a sense of purpose (our why), satisfaction with a balance between work, education and recreational activity and a feeling of having a level of control over most aspects of day to day living.

Personal wellbeing is impacted primarily within the following mental and physical categories:

- ✧ Physical health
- ✧ Self-awareness
- ✧ Financial support and security
- ✧ Emotional support (at home and in the workplace)
- ✧ Social networks (friends and associates)
- ✧ Work and education
- ✧ Choice and control
- ✧ Respect and dignity

BSBPEF201 Support personal wellbeing in the workplace

Application

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1. Recognise factors that impact personal wellbeing	1.1 Identify personal factors that may impact on wellbeing 1.2 Identify workplace factors that may impact on wellbeing 1.3 Recognise relationship between personal wellbeing and identified workplace factors relevant to own role
2. Plan communication with supervisor	2.1 Select appropriate communication approach 2.2 Identify appropriate method

Enlarged

The manual's information is supported with graphics, charts, tables, photos and drawings.

MANUAL CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of **Student/Trainee** and the **Teacher/Trainer** manuals.

We will go through each in more detail.

STUDENT/TRAINEE MANUAL

The '**Student/Trainee Manual**' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with an icon.

Learning Activity

BSBXC301 - Engage in workplace communication

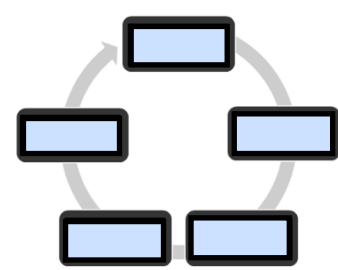
Page 61

Learning Activity

Task

LEARNING ACTIVITY ONE

In this Section we looked at the communication model and processes. Below is the illustration depicting this model without the names of the processes. In this activity we want you to insert the name of each process.



Student / Trainee Manual

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MANUAL CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.



Learning
Activity

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

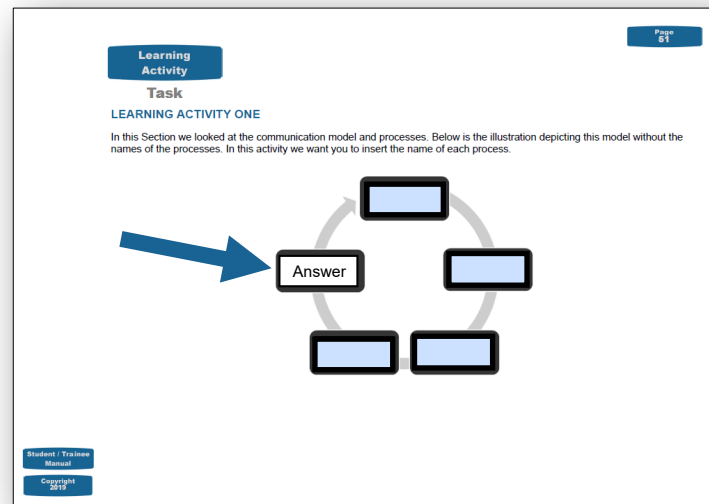
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MANUAL CONTENT—CONT'D

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MANUAL CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

BSBPEF201 Support personal wellbeing in the workplace Page
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SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities.

This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on. This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ✧ This training unit had four sections each focussing on areas relating to workplace wellbeing. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify personal factors that may impact on wellbeing?
 - 2) Identify workplace factors that may impact on wellbeing?
 - 3) Recognise relationship between personal wellbeing and identified workplace factors relevant to own role?
- ✧ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Select appropriate communication approach?
 - 2) Identify appropriate method for communication about wellbeing?
 - 3) Plan relevant content for communication including strategy for dealing with a negative response?
- ✧ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Arrange communication with supervisor?
 - 2) Conduct communication according to developed plan?
 - 3) Review effectiveness of communication?
- ✧ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Identify and review wellbeing resources?
 - 2) Select appropriate wellbeing resources applicable to own workplace?
 - 3) Document method for accessing selected resources?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

Student / Trainee
Manual

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MANUAL CONTENT—CONT'D

TEACHER/TRAINER MANUAL

The '**Teacher/Trainer**' manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are '**Teacher/Trainer Guidance Notes**'.

These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

Learning Activity

Task

LEARNING ACTIVITY FIVE

Tell us each step in the 'Hierarchy of Control' pyramid.

A

B

C

D

E

Hierarchy of Control

Teacher/Trainer Manual

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TEACHER / TRAINER GUIDANCE NOTES

Elimination

Substitution

Engineering controls

Administrative controls

Personal protective equipment

A

B

C

D

E

Hierarchy of Control



POWERPOINT SLIDE PRESENTATIONS

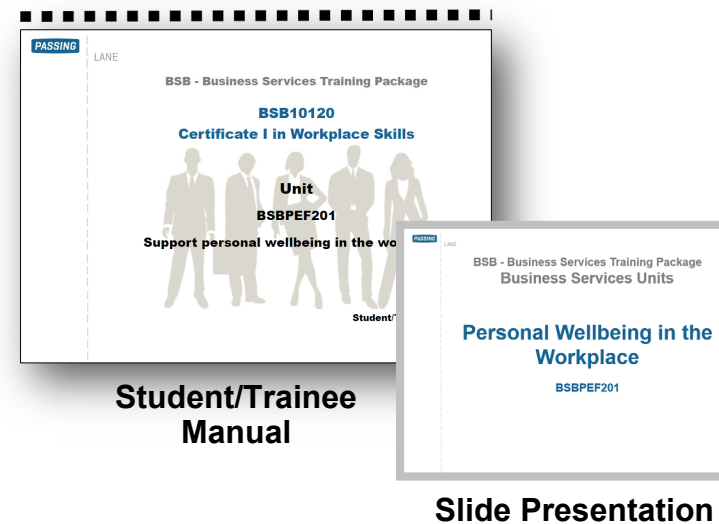
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



POWERPOINT SLIDE PRESENTATIONS—CONT'D

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

Table of Contents

Slide	Slide
Section One	
04 Identify Personal Factors	16 Section Three
05 Identify Workplace Factors	17 Arrange Communication
06 Workplace Characteristics	18 Organising One-to-One Meeting
07 Recognise Relationships	19 Communication According to Plan
08 Clarify Needs for Support	20 Assertive Style Communication
09 Regulatory Responsibilities	21 Listening & Questioning Skills
Section Two	
11 Appropriate Communication	23 Review Effectiveness
12 Identifying Appropriate Method	Section Four
13 Plan Relevant Content	24 Wellbeing Resources
14 Negative Response or Feedback	25 Employee Assistance Programs
	26 External Resources
	27 Selecting Wellbeing Resources
	28 Accessing Selected Resources
	29 End of Unit

Next ►

Selecting Wellbeing Resources

Wellbeing is a measure of happiness, psychological, emotional and mental state.

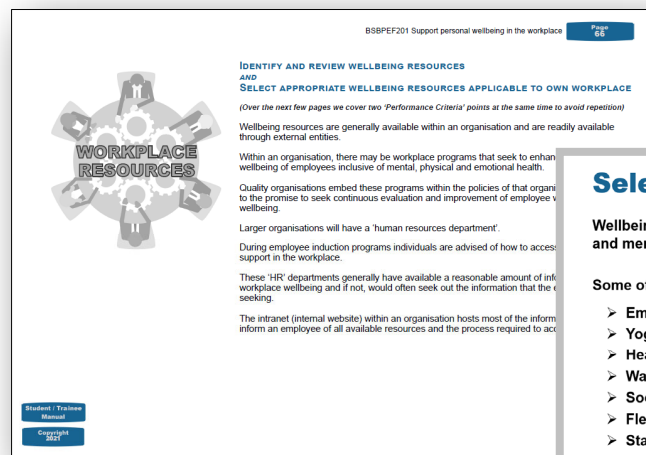
Some of the common workplace initiatives include:

- Employee Assistance Program
- Yoga/meditation classes
- Healthy eating programs
- Walking or running groups
- Social clubs and functions
- Flexible working arrangements
- Stand up meetings

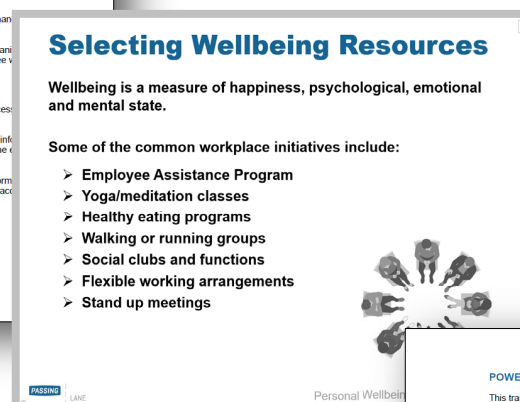
Personal Wellbeing in the Workplace 26

POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.



Student/Trainee Manual



Slide Presentation

BSPPEF201 Support personal wellbeing in the workplace Page 68

POWERPOINT SLIDE PRESENTATION MAPPING

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual.

The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 4	Page 11-12	Slide Number 20	Page 56
Slide Number 5	Page 15	Slide Number 21	Page 61
Slide Number 6	Page 16	Slide Number 23	Page 66
Slide Number 7	Page 22	Slide Number 24	Page 67
Slide Number 8	Page 23-24	Slide Number 25	Page 68
Slide Number 9	Page 25	Slide Number 26	Page 69
Slide Number 11	Page 32	Slide Number 27	Page 76
Slide Number 12	Page 33		
Slide Number 13	Page 39		
Slide Number 14	Page 40		
Slide Number 16	Page 50		
Slide Number 17	Page 51		
Slide Number 18	Page 54		
Slide Number 19	Page 55		

Teacher/Trainer Manual Copyright 2022

Teacher/Trainer Manual
Slide Mapping

ASSESSMENT MAPPING UTILITIES

Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

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Passing Lane Assessment Mapping Utility Document

BSBPEF201 Support personal wellbeing in the workplace

Unit of Competency (1) Element - Student/Trainee Manual Page Number

1. Recognise factors that impact personal wellbeing - **Page 9**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

1.1 Identify personal factors that may impact on wellbeing - **Page 11**
1.2 Identify workplace factors that may impact on wellbeing - **Page 15**
1.3 Recognise relationship between personal wellbeing and identified workplace factors relevant to own role - **Page 22**

Unit of Competency (2) Element - Student/Trainee Manual Page Number

2. Plan communication with supervisor - **Page 30**

Unit of Competency Performance Criteria - Student/Trainee Manual Page Number

2.1 Select appropriate communication approach - **Page 32**
2.2 Identify appropriate method for communication about wellbeing - **Page 32**
2.3 Plan relevant content for communication including strategy for dealing with a negative response - **Page 39**

Unit of Competency (3) Element - Student/Trainee Manual Page Number

3. Communicate with supervisor - **Page 48**

ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

Unit of Competency Performance Evidence - Student/Trainee Manual Page Number

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- > develop a plan for communication with supervisor
- > identify and access one formal and one informal wellbeing resource.

In the course of the above, the candidate must:

- > develop a plan to communicate with supervisor, including:
 - > factors that may
 - > appropriate style
 - > appropriate meth
 - > strategy to deal v

NOTE

The Passing Lane training reso

There will be content in the Pas

the Unit of Competency's asse

In some cases, Passing Lane c

assessment would be through

Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:

- > common personal and workplace factors that may impact on wellbeing - **Pages 11-12**
- > advantages and disadvantages of different communication styles, including:
 - > passive - **Page 55**
 - > assertive - **Page 55**
 - > aggressive - **Page 55**
- > methods for communicating with a supervisor - **Page 22-50-51**
- > key features of Employee Assistance Programs (EAPs) - **Page 67**
- > common workplace resources for addressing wellbeing - **Page 66**

NOTE

The Passing Lane's training resources address the required '**Knowledge Evidence**' in the content narrative in most cases and where possible.

However, in some cases the Teacher or Trainer and/or the Assessor may need to develop additional questions to address the Unit of Competency's assessment requirements and present those questions as required to the student or trainee to assess their level of knowledge.

LICENCE OVERVIEW

The Passing Lane licence agreement frees the school, TAFE, and other training organisations of the burden of copyright restrictions.

Under the Passing Lane licence agreement the materials may be 'loaded' on to secure school/institution networks, secure web servers, learning platforms (LMSs) and/or teacher notebook computers and have **'no restrictions as to the number of students'** accessing and using the materials.

Also, there is 'no restriction' to the licenced school/institution as to how many 'printed copies' can be made of the materials.

DVD or CD copies of the materials may not be done under any circumstances.

All materials purchased are registered in the name of the institution purchasing the materials as a single **'site license'**.

For multiple 'campuses' Passing Lane offers a discount **'multi site' license'**. Contact Passing for a quote on a multi site' license.

The resources are not transferable without written consent by Passing Lane.

All materials have a three year expiry date from date of purchase after which this licence will expire.

All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



LICENCE OVERVIEW—CONT'D

Passing Lane will send out a notice to the school/institution informing them of the pending expiry of the licence and the cost of renewing the licence.

Should the school/institution not renew the licence, the materials must not be used and all materials removed from websites, networks and learning platforms.

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Should your school or institution have any further questions or require any additional information about the licensing arrangements do not hesitate to contact Passing Lane.

**Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922**

Telephone 1 300 64 98 63

Email info@passinglane.com.au

CONTENT MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

The modifications are the responsibility of the school, TAFE or RTO.

Graphics, pictures or illustrations in the original materials can be removed ,but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.

For more information contact Passing Lane.

**Passing Lane Pty Ltd
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COWES VICTORIA 3922**

Telephone 1 300 64 98 63

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UPDATES AND UPGRADES

The vocational education and training 'framework' regularly changes and these changes can be minor unit code changes to complete qualification modifications.

Passing Lane is informed of pending changes and strives to ensure that these changes are completed before the 'implementation' deadlines as set by 'training.gov.au'.

If the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small updating fee charged to those schools or institutions wanting to upgrade their materials.

For more information contact Passing Lane.

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PO Box 975
COWES VICTORIA 3922**

Telephone 1 300 64 98 63

Email info@passinglane.com.au