

BSB - Business Services Training Package

BSB30120—Certificate III in Business



**Unit
Resources
and
User Guide**

PASSING

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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.

BSB30120—Certificate III in Business

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

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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.



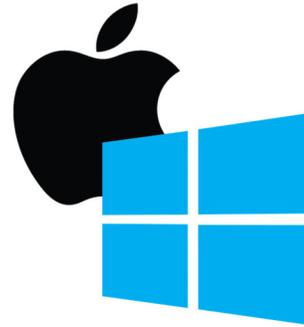
Adobe Acrobat Reader

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.



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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.

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BSBCRT311 Apply critical thinking skills in a team environment
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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.

BSBCRT311 APPLY CRITICAL THINKING SKILLS IN A TEAM ENVIRONMENT

ELEMENT	PERFORMANCE CRITERIA
<p><i>1. Prepare to address workplace problem</i></p>	<p>1.1 Identify and select workplace problem to address within scope of job role of team members 1.2 Identify organisational and legislative frameworks applicable to selected problem 1.3 Develop questions to identify key issues and challenges of selected problem 1.4 Consult key stakeholders using questions to gather information on selected problem</p>
<p><i>2. Evaluate solutions for workplace problem</i></p>	<p>2.1 Identify a range of critical thinking techniques to generate solutions to selected problem 2.2 Develop solutions using knowledge and experience of team members 2.3 Explain development process for individual solutions generated to team members 2.4 Apply agreed criteria for selecting most suitable option in consultation with team members 2.5 Critically evaluate solutions generated and select solution to be implemented</p>
<p><i>3. Finalise and review solution development process</i></p>	<p>3.1 Present solution to relevant stakeholders with explanation of critical thinking processes involved 3.2 Respond to challenges and questions from stakeholders 3.3 Evaluate critical thinking processes with team members and using feedback received 3.4 Identify critical thinking learnings to apply to individual and team situations</p>

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Date this document was generated: 19 October 2020

BSBCRT311 Apply critical thinking skills in a team environment

Unit Sector

Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<p><i>Elements describe the essential outcomes.</i></p>	<p><i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i></p>
<p>1. Prepare to address workplace problem</p>	<p>1.1 Identify and select workplace problem to address within scope of job role of team members 1.2 Identify organisational and legislative frameworks applicable to selected problem 1.3 Develop questions to identify key issues and challenges of selected problem 1.4 Consult key stakeholders using questions to gather information on selected problem</p>
<p>2. Evaluate solutions for workplace problem</p>	<p>2.1 Identify a range of critical thinking techniques to generate solutions to selected problem 2.2 Develop solutions using knowledge and experience of team members 2.3 Explain development process for individual solutions generated to team members 2.4 Apply agreed criteria for selecting most suitable option in consultation with team members 2.5 Critically evaluate solutions generated and select solution to be implemented</p>
<p>3. Finalise and review solution development process</p>	<p>3.1 Present solution to relevant stakeholders with explanation of critical thinking processes involved 3.2 Respond to challenges and questions from stakeholders 3.3 Evaluate critical thinking processes with team members and using feedback received 3.4 Identify critical thinking learnings to apply to individual and team situations</p>

Approved

Page 2 of 4

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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'**.

The diagram illustrates the alignment between the Table of Contents, the Unit of Competency document, and the manual section. The Table of Contents lists the sections and their page numbers. The Unit of Competency document lists the Elements and Performance Criteria. The manual section provides detailed information for the selected Element.

Table of Contents (Left Panel):

TABLE OF CONTENTS	
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Prepare to address workplace problem</i>	Page 9
Section Two <i>Evaluate solutions for workplace problem</i>	Page 33
Section Three <i>Finalise and review solution development process</i>	Page 48
Self Assessment	Page 6

Unit of Competency Document (Right Panel):

BSBCRT311 Apply critical thinking skills in a team environment

Unit Sector
Critical Thinking & Problem Solving – Critical Thinking

Elements and Performance Criteria

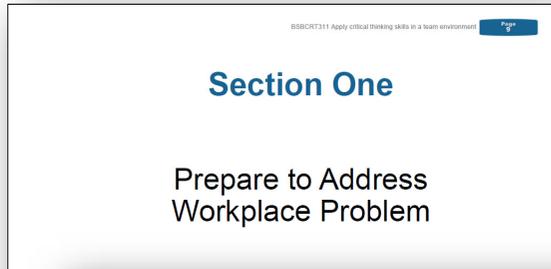
ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to address workplace problem	1.1 Identify and select workplace problem to address within scope of job role of team members 1.2 Identify organisational and legislative frameworks applicable to selected problem 1.3 Develop questions to identify key issues and challenges of selected problem 1.4 Consult key stakeholders using questions to gather information on selected problem
	2.1 Identify a range of critical thinking techniques to generate solutions to selected problem 2.2 Develop solutions using knowledge and experience of team 2.3 Explain development process for individual solutions generated to team members 2.4 Apply agreed criteria for selecting most suitable option in consultation with team members 2.5 Critically evaluate solutions generated and select solution to be implemented
	3.1 Present solution to relevant stakeholders with explanation of critical thinking processes involved 3.2 Respond to challenges and questions from stakeholders 3.3 Evaluate critical thinking processes with team members and using feedback received 3.4 Identify critical thinking learnings to apply to individual and team situations

Manual Section (Bottom Panel):

Section One
Prepare to Address Workplace Problem

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'**.



BSBCRT311 Apply critical thinking skills in a team environment Page 11



IDENTIFY AND SELECT WORKPLACE PROBLEM TO ADDRESS WITHIN SCOPE OF JOB ROLE OF TEAM MEMBERS

In almost all workplaces where there are a number of employees, employees will work as a team.
A team is a set or group of people working together with a common goal, or purpose.

In a workplace environment, it is likely those goals are focussed on implementing policies, procedures or practices within the workplace.

Workplace teams can be formed to create a specific task, or to have an involvement in a particular project. Examples of some activities that teams could be involved with are:

- ✦ Working towards lower operational costs
- ✦ Design products or technology projects
- ✦ Increasing customer service levels
- ✦ Creating and staging training sessions
- ✦ Workplace safety committees
- ✦ Environmental or recycling projects

...just to name a few.

This team will in many cases be confronted with a workplace problem and would require, as a team, to address and identify a solution.

So what is the definition of a problem?

A problem is defined as 'a matter or situation regarded as *unwelcome or harmful and needing to be dealt with and overcome*' (Oxford Languages).

We will at times hear related words such as *difficulty, predicament, dilemma, quandary, trouble and issue* to describe a problematic situation.

Regardless of the words used to describe a 'situation which has to be dealt with', it is the team's and each team member's problem solving skills and processes which have to be activated to meet the challenge of resolving/solving the problem.

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BSBCRT311 Apply critical thinking skills in a team environment Date this document was generated: 19 October 2020

BSBCRT311 Apply critical thinking skills in a team environment
Unit Sector
Critical Thinking & Problem Solving – Critical Thinking

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>
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<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to address workplace problem	1.1 Identify and select workplace problem to address within scope of job role of team members 1.2 Identify organisational and legislative frameworks applicable to selected problem 1.3 Develop questions to identify key issues and challenges of selected problem 1.4 Consult key stakeholders using questions to gather information on selected problem

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 51

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.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]; E --> A;
```

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.

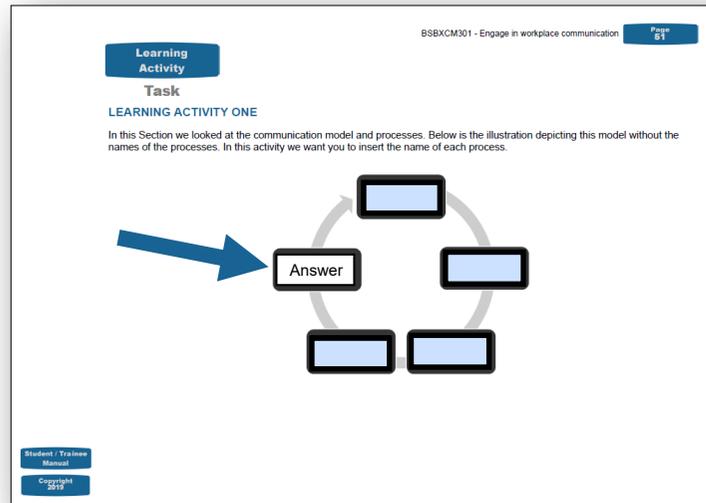
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

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.

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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 three sections each with information on critical thinking in the workplace. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify and select workplace problem to address within scope of job role of team members?
 - 2) Identify organisational and legislative frameworks applicable to selected problem?
 - 3) Develop questions to identify key issues and challenges of selected problem?
 - 4) Consult key stakeholders using questions to gather information on selected problem?
- ⇒ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Identify a range of critical thinking techniques to generate solutions to selected problem?
 - 2) Develop solutions using knowledge and experience of team members?
 - 3) Explain development process for individual solutions generated to team members?
 - 4) Apply agreed criteria for selecting most suitable option in consultation with team members?
 - 5) Critically evaluate solutions generated and select solution to be implemented?
- ⇒ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Present solution to relevant stakeholders with explanation of critical thinking processes involved?
 - 2) Respond to challenges and questions from stakeholders?
 - 3) Evaluate critical thinking processes with team members and using feedback received?
 - 4) Identify critical thinking learnings to apply to individual and team situations?

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.

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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

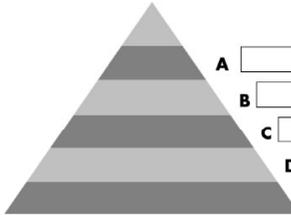
BSBWHS311 Assist with maintaining workplace safety

Page 54

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

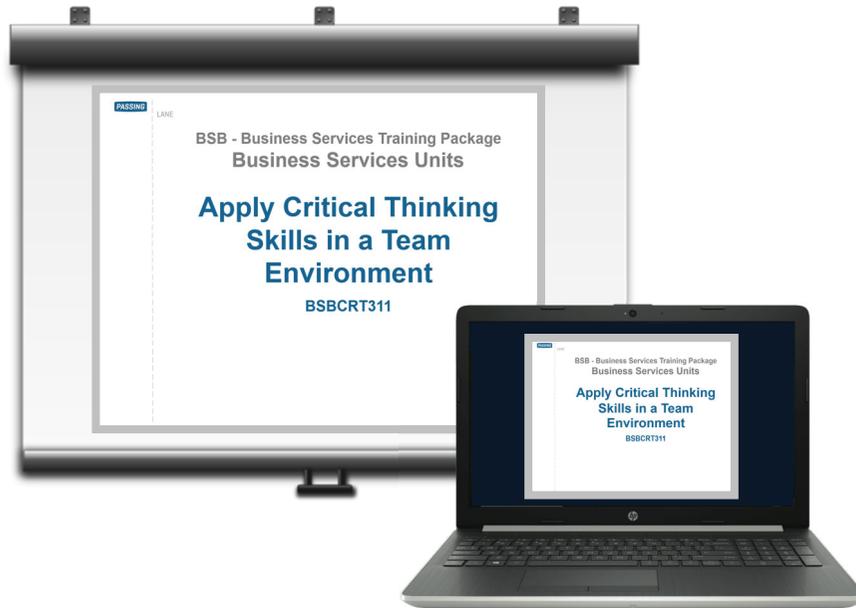
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TEACHER / TRAINER GUIDANCE NOTES



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.



**Student/Trainee
Manual**

Slide Presentation

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 & Select Problems
05	Scope of Team Members
06	Features of Problem Solving
07	Critical Thinking
08	Identify Applicable Frameworks
09	Applicable Legislation
10	Organisational Frameworks
11	Issues & Challenges
12	Use Questioning Skills
13	Questioning Techniques
14	Developing Questions
15	Consult Key Stakeholders
16	Questioning Key Stakeholders
Section Two	
18	Critical Thinking Techniques
19	Creative Thinking
20	Explain & Develop Solution
21	Solution Development Process
22	Apply & Evaluate Solutions
23	Evaluate & Select Solution
Section Three	
25	Present Solutions
26	Presenting Processes
27	Respond to Stakeholders
28	Critical Thinking Process
29	Evaluating Processes
End of Unit	

Next ▶

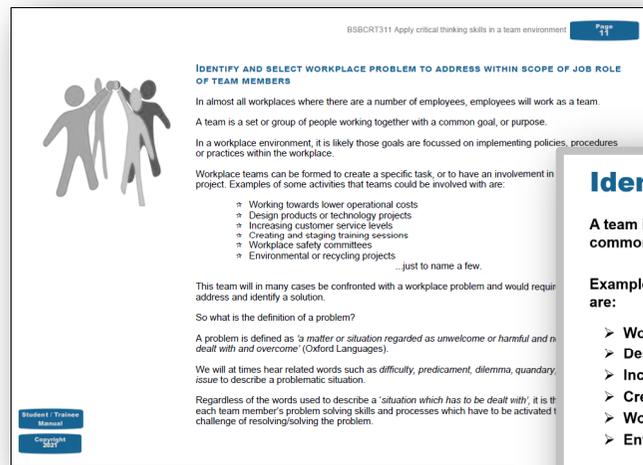
Applicable Legislation

You will likely need to access and use information as part of the problem-solving activities.

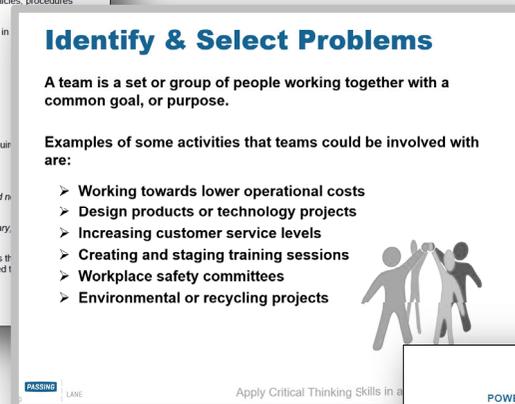
- The Privacy Act 1988 (Privacy Act)
- Commonwealth Copyright Act 1968 (Copyright Act)
- The Patent Act 1990
- Competition and Consumer Act 2010
- Age Discrimination Act 2004, Australian Human Rights Commission Act 1986, Disability Discrimination Act 1992, Racial Discrimination Act 1975, Sex Discrimination Act 1984
- The Fair Work Act 2009
- Safe Work Australia

POWERPOINT SLIDE PRESENTATIONS—CONT'D

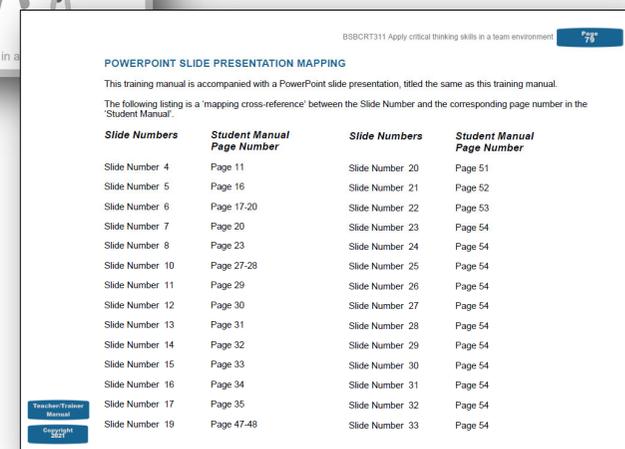
Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.



Student/Trainee Manual



Slide Presentation



Teacher/Trainer Manual

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

BSBCRT311 Apply critical thinking skills in a team environment

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

1. Prepare to address workplace problem - *Page 9*

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

1.1 Identify and select workplace problem to address within scope of job role of team members - *Page 11*
1.2 Identify organisational and legislative frameworks applicable to selected problem - *Page 20*
1.3 Develop questions to identify key issues and challenges of selected problem - *Page 24*
1.4 Consult key stakeholders using questions to gather information on selected problem - *Page 29*

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

2. Evaluate solutions for workplace problem - *Page 33*

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

2.1 Identify a range of critical thinking techniques to generate solutions to selected problem - *Page 35*
2.2 Develop solutions using knowledge and experience of team members - *Page 39*
2.3 Explain development process for individual solutions generated to team members - *Page 39*
2.4 Apply agreed criteria for selecting most suitable option in consultation with team members - *Page 44*
2.5 Critically evaluate solutions generated and select solution to be implemented - *Page 44*

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:

- > generate and present solutions to a workplace problem on at least two occasions - **observation**

In the course of the above, the candidate must:

- > identify and analyse workplace issues
- > develop questions on key changes
- > consult relevant stakeholders
- > use a range of creative thinking techniques
- > use critical thinking processes
- > present to relevant stakeholders
- > assess feedback to identify improvements

NOTE

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

There will be content in the Passing Lane training resources that address the Unit of Competency's assessment requirements.

In some cases, Passing Lane training resources may not address the Unit of Competency's assessment requirements and the assessment would be through other means.

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:

- > organisational and legislative frameworks - **Page 20-22-23**
- > advantages of different perspectives when asking questions - **Page 25-27**
- > critical thinking techniques - **Page 35-37**
- > applicable criteria to assess potential solutions to workplace issue - **Page 44**
- > boundaries to be considered when generating ideas and responses - **Page 44-45**
- > methods to develop individual critical and creative thinking skills - **Page 57**

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.

Blue arrows indicate the mapping from the 'Performance Evidence' box to the 'Knowledge Evidence' box.

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.

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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.

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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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