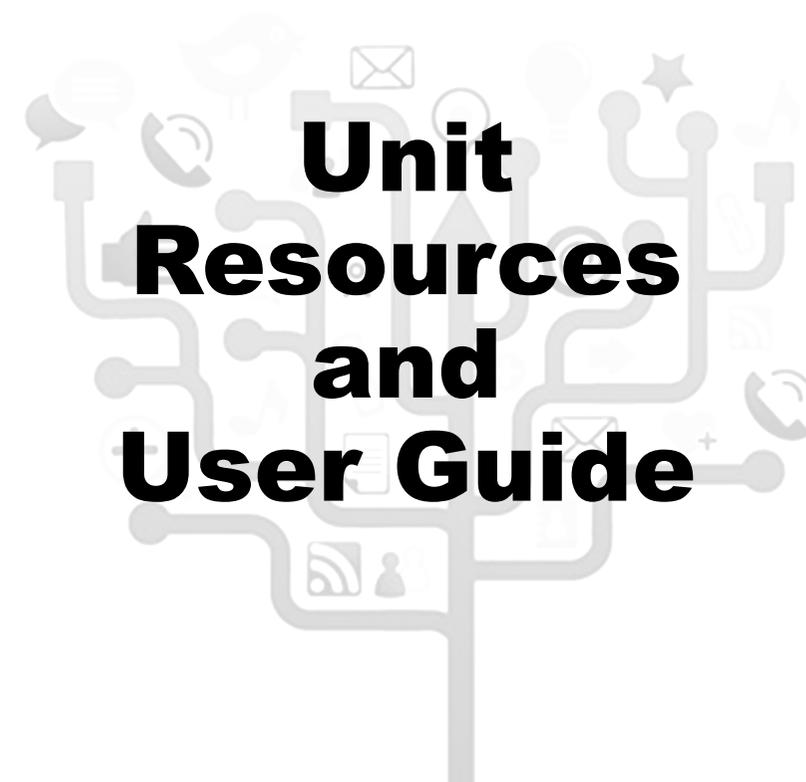**ICT - Information and Communications Technology**

ICT30120
Certificate III in Information Technology

Unit
Resources
and
User Guide

Passing Lane Pty Ltd
PO Box 975
COWES VICTORIA 3922

PASSING
LANE

TABLE OF CONTENTS

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.

ICT30120
Certificate III in Information and Communication Technology

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

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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.
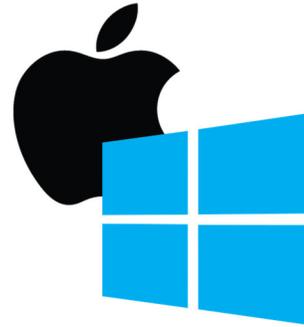

Adobe Acrobat Reader

The latest Acrobat Reader software is available at no charge from the website:
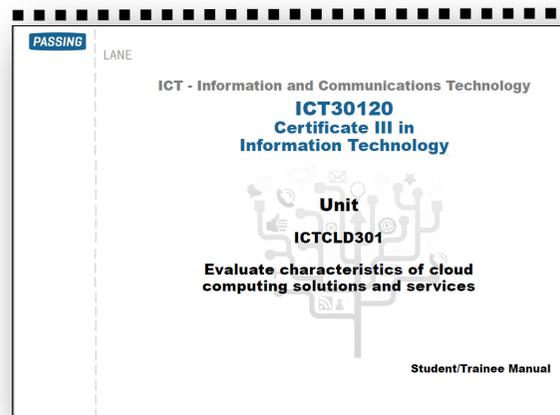
http://get.adobe.com/reader/

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.
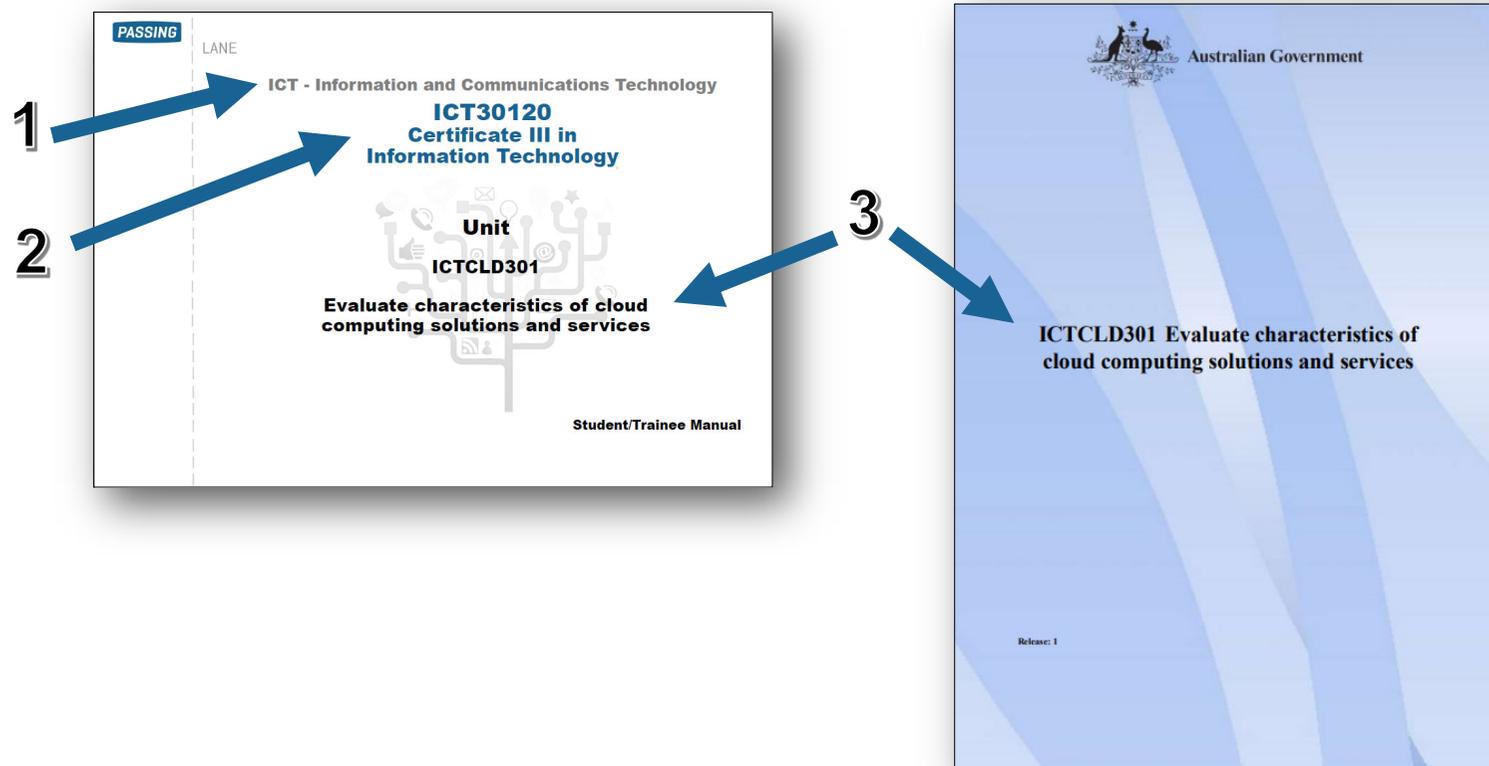
MANUAL CONTENT

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.

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'*.

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'*.
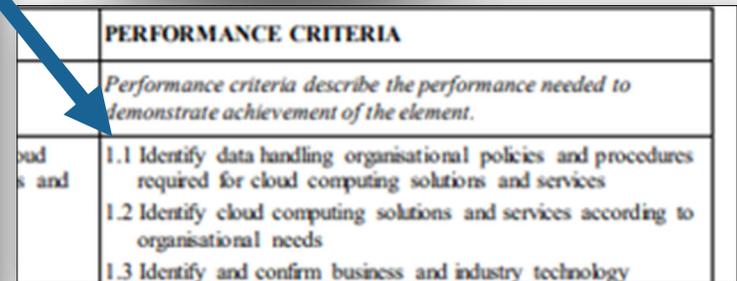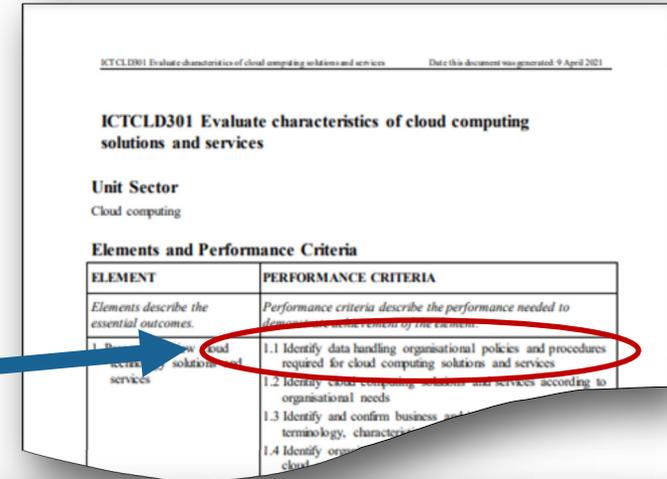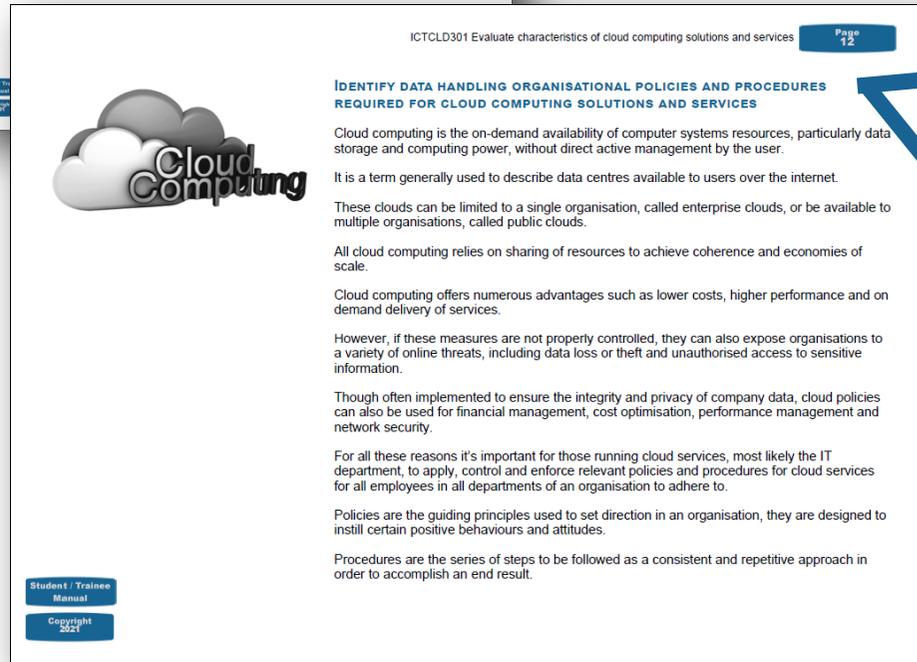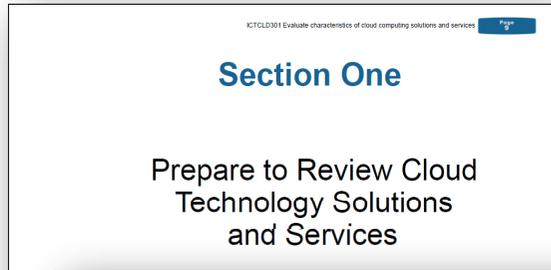
Enlarged

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

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.

Student / Trainee Manual

Copyright 2019

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.

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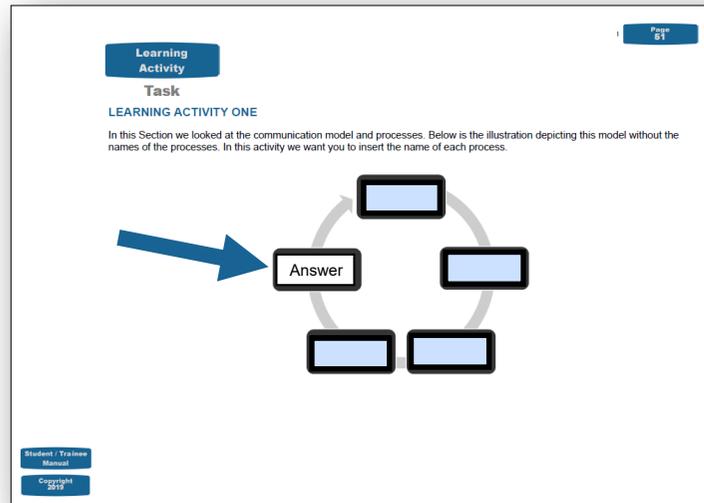
When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

<u>**IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.**</u>

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.

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.
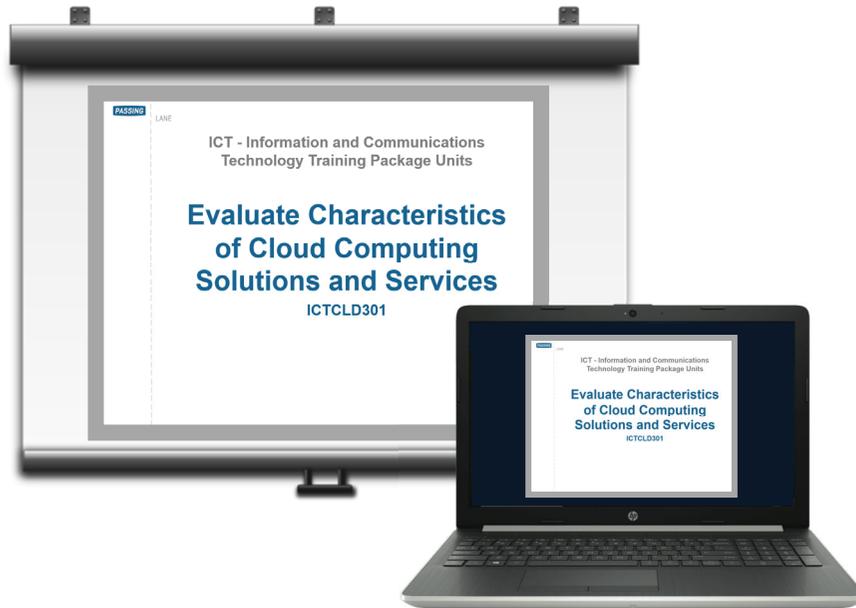
POWERPOINT SLIDE PRESENTATIONS

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
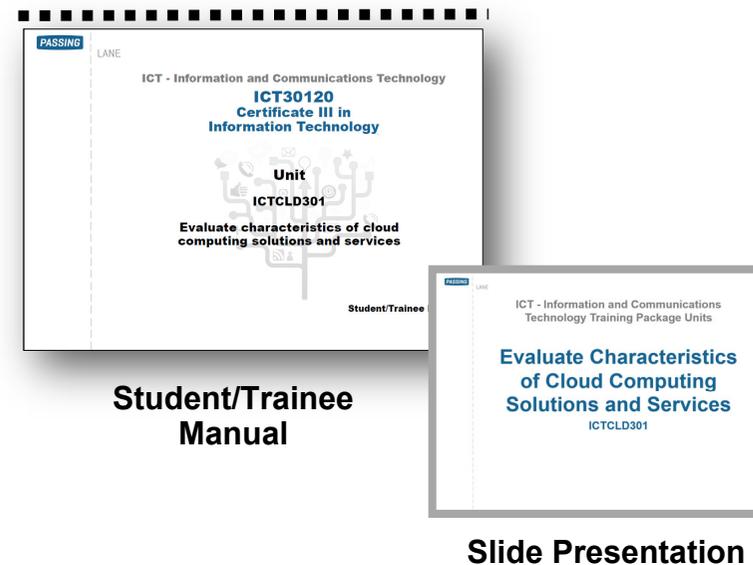
POWERPOINT SLIDE PRESENTATIONS—CONT'D

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	20	**Software as a Service** (SaaS)
04	**Data Handling Procedures**	21	**Platform as a Service** (PaaS)
05	**Cloud Computing Policies**	22	**Infrastructure at a Service** (IaaS)
06	**Cloud Computing Procedures**	23	**Emerging Deployment Models**
07	**Cloud Computing Solutions**	24	**Differences in Cloud Cost**
08	**Terminology & Concepts**	25	**Fixed Price Models**
09	**Public Cloud**	26	**Dynamic Pricing Models**
10	**Private Cloud**	27	**Overview (Pricing)**
11	**Hybrid Cloud**	28	**Most ... able Cloud Service**
12	**Community Cloud**		*Section Three*
13	**Roles Affected**	30	**...nefits & Challenges**
14	**Transferring to Cloud Solutions**	31	**Challenges of Adopting Solutions**
15	**Infrastructure at a Service** (IaaS)		**Finalise Cloud Solutions**
16	**Platform as a Service** (PaaS)	33	**Communicate Outcomes**
17	**Software as a Service** (Sa...	34	**Save & Lodge Evaluation**
	Section Two		*End of Unit*
19	**Different Cloud Ser...es**		*Next ▶*

Evaluate Characteristics of Cloud Computing Solutions and Services   2

Dynamic Pricing Models

Dynamic pricing models are designed to be flexible

The pricing is calculated as per the request.

Dynamic pricing models can be based on the following:

➢ **Cost based**
➢ **Value based**
➢ **Competition based**
➢ **Customer based**

Cost based

Value based

Competition based

Customer based

Evaluate Characteristics of Cloud Computing Solutions and Services   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.
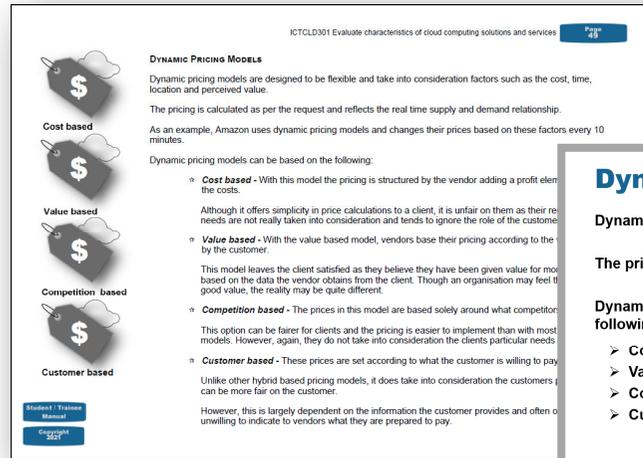
Student/Trainee Manual
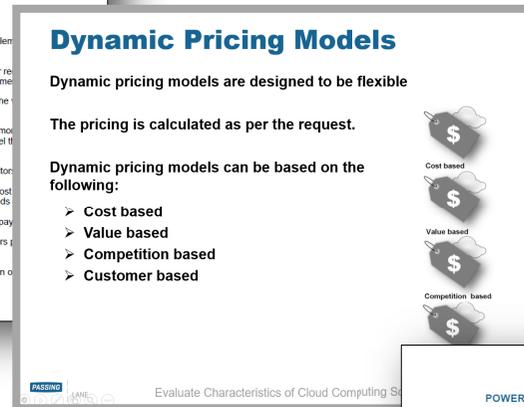
Slide Presentation
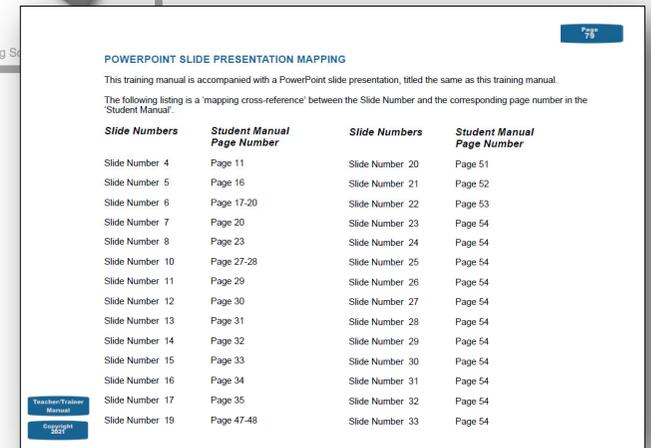
Teacher/Trainer Manual

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).

Passing Lane Assessment Mapping Utility Document

ICTCLD301 Evaluate characteristics of cloud computing solutions and services

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

1. Prepare to review cloud technology solutions and services - *Page 11*

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

1.1 Identify data handling organisational policies and procedures required for cloud computing solutions and services - *Page 12*
1.2 Identify cloud computing solutions and services according to organisational needs - *Page 18*
1.3 Identify and confirm business and industry technology terminology, characteristics and concepts - *Page 22*
1.4 Identify organisational roles affected by implementation of cloud services and solutions and their impact on cloud computing solutions and services - *Page 27*
1.5 Identify requirements to transferring to cloud computing solutions and services according to organisational policies and procedures - *Page 31*

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

2. Review cloud delivery and deployment models - *Page 37*

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

2.1 Identify and review capability and characteristics of different cloud service platforms and delivery models against business requirements - *Page 38*

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:

> determine at least one suitable cloud computing solution and associated services according to business needs - *observation*

In the course of the above, the candidate must:

> collate information on the business
> articulate total cost of ownership fo
> document finalised evaluation findi

NOTE

The Passing Lane training resources mu

There will be content in the Passing Lan
the Unit of Competency's assessment re

In some cases, Passing Lane content is
assessment would be through *'observat*

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:

> technology trends in cloud computing - *Pages 11,21*
> industry technology standards used in cloud computing solutions and services - *Page 18*
> functions and features of cloud computing solutions and services vendor products - *Pages 10-11,27,31-32,47,55*
> principles and functions of cloud computing solutions, models and technologies, including:
>> Infrastructure as a Service (IaaS) - *Page 22*
>> Platforms as a Service (PaaS) - *Page 22*
>> Software as a Service (SaaS) - *Page 22*
> industry standard hardware and software products, their general features, capabilities and application - *Pages 31-33,42,55*
> different cost models and cloud economic theories as they apply to different cloud services, and benefits to each - *Pages 37,47,55,60*
> uses and different features of private, hybrid and public cloud deployment models - *Pages 44-47*

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.

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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

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The use of Passing Lane materials without a valid licence breaches the copyright laws and Passing Lane retains the right to seek any compensation available under the copyright law.

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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