

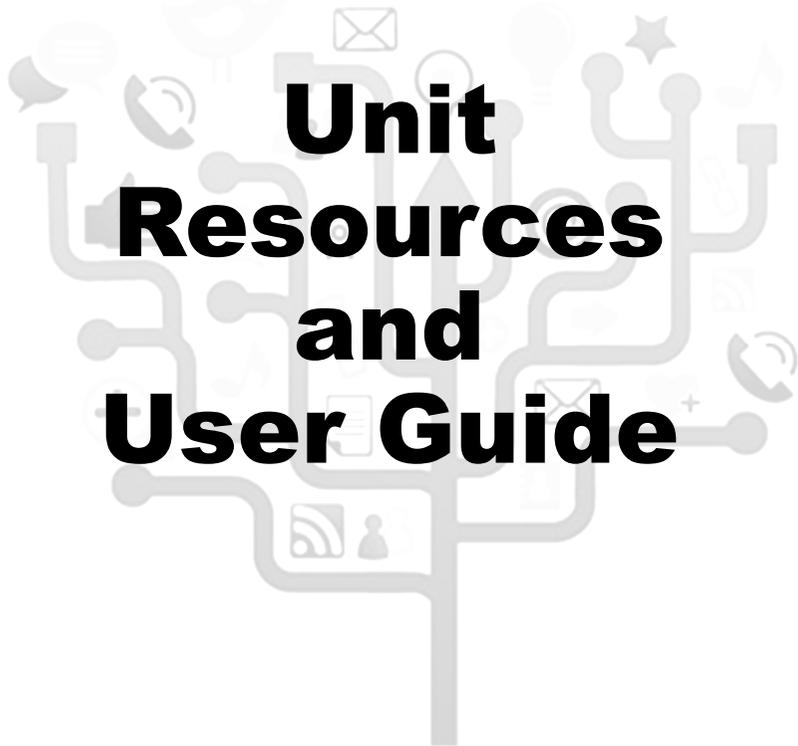
ICT - Information and Communications Technology

ICT20120

Certificate II in

Applied Digital Technologies

**Unit
Resources
and
User Guide**



PASSING

LANE

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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.

ICT20120

Certificate II in Applied Digital Technologies

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.



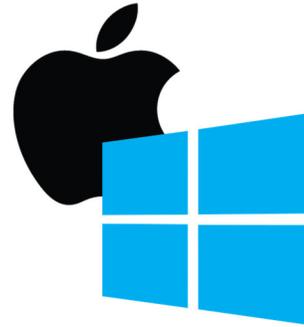
Adobe Acrobat Reader

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

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

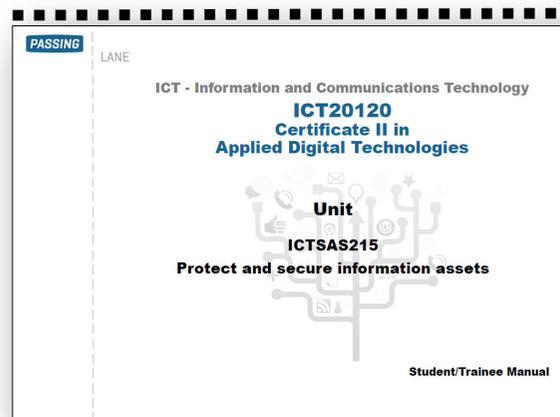
INTRODUCTION—CONT'D

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.

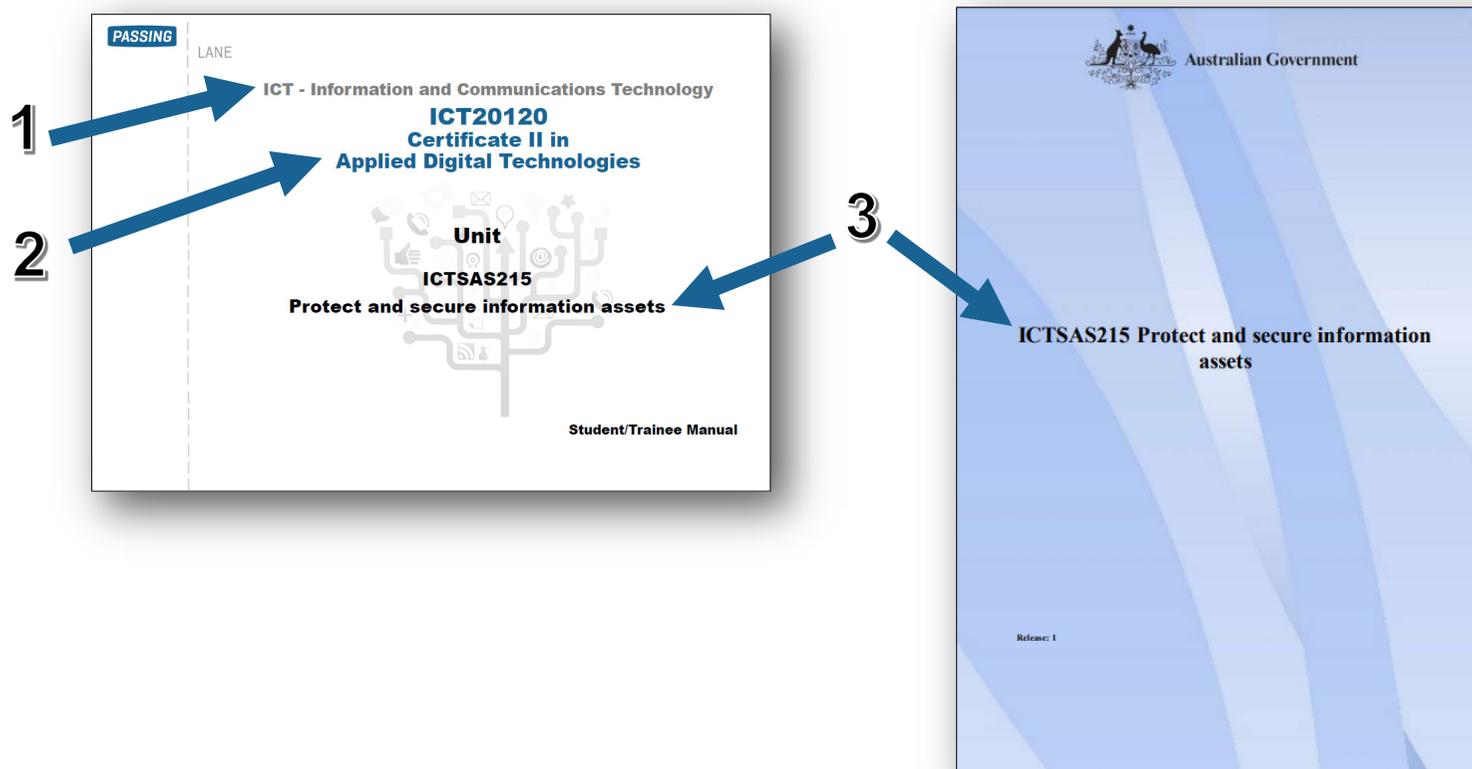


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MANUAL CONTENT

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.

PASSING

ICTSAS215 Protect and secure information assets
Page 8

LANE

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.

ICTSAS215 PROTECT AND SECURE INFORMATION ASSETS

ELEMENT	PERFORMANCE CRITERIA
1. Identify assets and threats	1.1 Identify information assets in the organisation 1.2 Identify and record mechanisms by which information assets are accessed, transmitted and stored 1.3 Identify nature of threats to information assets and determine threat impact according to organisational processes
2. Protect assets	2.1 Identify and confirm actions, mechanisms and strategies to protect information assets with required personnel 2.2 Secure assets according to organisational procedures 2.3 Report outcomes and escalate issues to required personnel
3. Mitigate or prevent damage to assets	3.1 Identify signs and evidence that information assets are threatened or undergoing loss or damage 3.2 Provide first level response to reduce effects, mitigate damage and protect evidence 3.3 Report incident, resulting effects and actions taken to required personnel
4. Document final condition of information assets	4.1 Finalise documentation outlining current state of information assets according to organisational procedures 4.2 Save, store and back up reports according to organisational procedures 4.3 Maintain records and reports of information assets according to organisational procedures

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

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ICTSAS215 Protect and secure information assets
Date this document was generated: 9 April 2021

ICTSAS215 Protect and secure information assets

Application

This unit describes the skills and knowledge required to ensure information assets are protected from improper access and to secure assets in the event that they are threatened. It applies to those who, while working under a level of supervision in a frontline technical support capacity, have the responsibility to exercise security measures on information assets in a small or large office environment. No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Systems administration and support

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. Identify assets and threats	1.1 Identify information assets in the organisation 1.2 Identify and record mechanisms by which information assets are accessed, transmitted and stored 1.3 Identify nature of threats to information assets and determine threat impact according to organisational processes
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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 manual, and the specific content page. A blue arrow points from the 'Section One' entry in the Table of Contents to the 'Application' section in the manual. Another blue arrow points from the 'Application' section in the manual to the 'Section One' page, which details the 'Identify Assets and Threats' element.

Table of Contents (Left Panel):

Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Identify assets and threats</i>	Page 10
Section Two <i>Protect assets</i>	Page 29
Section Three <i>Mitigate or prevent damage to assets</i>	Page 40
Section Four <i>Document final condition of information assets</i>	Page 5
Self Assessment	Page 63

Manual Page (Right Panel):

ICTSAS215 Protect and secure information assets Date this document was generated: 9 April 2021

ICTSAS215 Protect and secure information assets

Application

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1. Identify assets and threats	1.1 Identify information assets in the organisation 1.2 Identify and record mechanisms by which information assets are accessed, transmitted and stored 1.3 Identify nature of threats to information assets and determine threat impact according to organisational processes

Section One Page (Bottom Panel):

ICTSAS215 Protect and secure information assets Page 10

Section One

Identify Assets and Threats

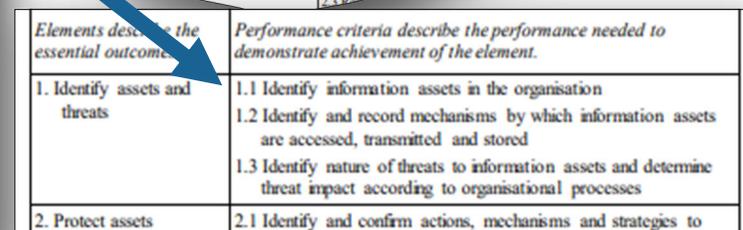
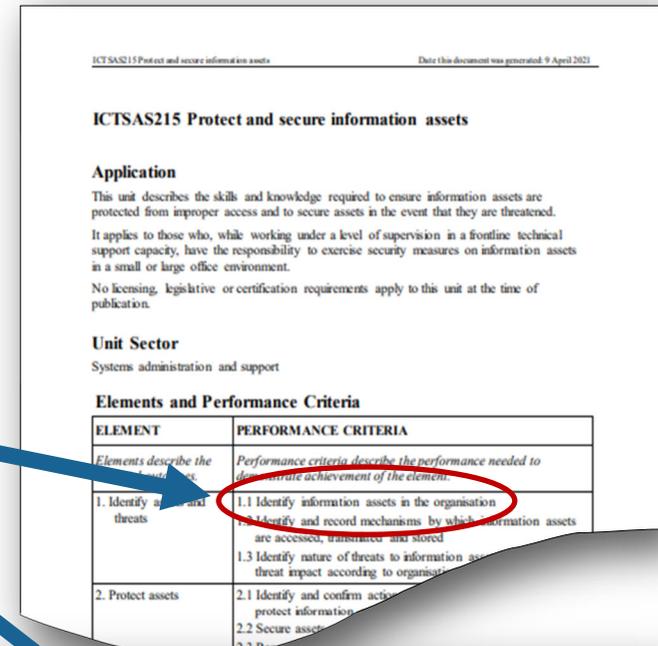
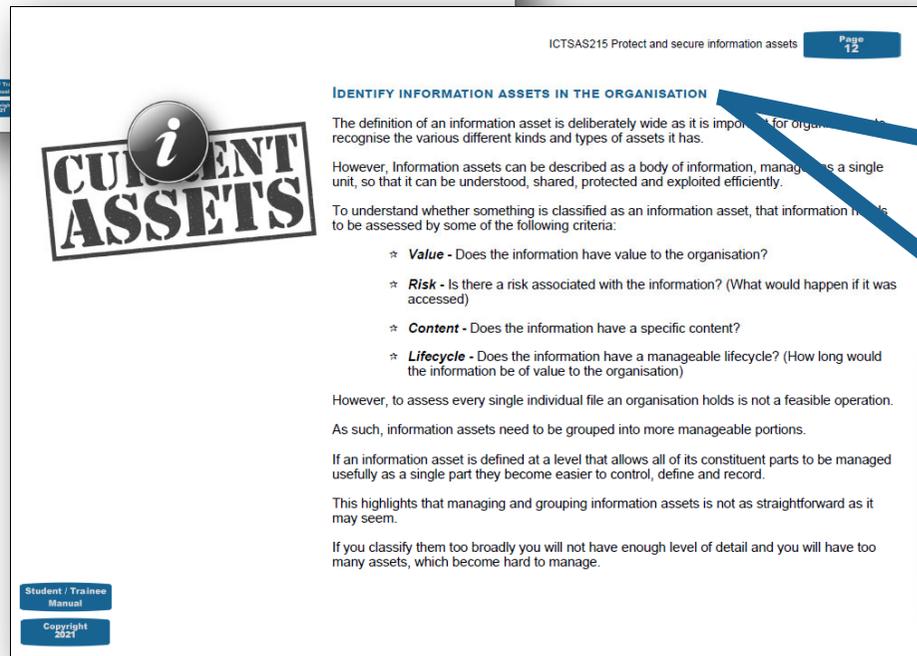
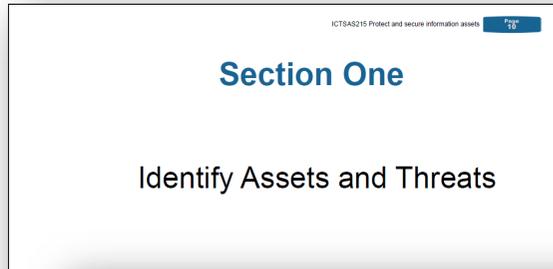
and confirm actions, mechanisms and strategies to information assets with required personnel assets according to organisational procedures outcomes and escalate issues to required personnel signs and evidence that information assets are not undergoing loss or damage first level response to reduce effects, mitigate damage collect evidence incident, resulting effects and actions taken to required documentation outlining current state of information according to organisational procedures store and back up reports according to organisational procedures in records and reports of information assets according to organisational procedures

Page 2 of 4
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Student Training Manual Copyright 2022

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

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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.

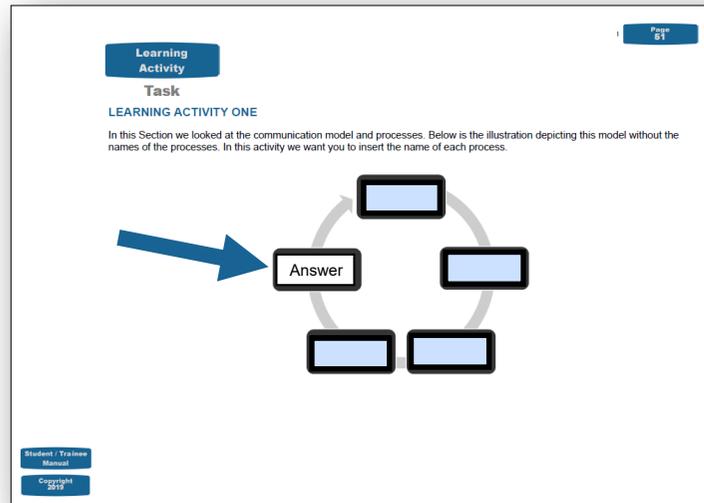
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

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.

ICTSAS215 Protect and secure information assets 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 reviewing on how to protect and secure information assets. After reviewing the information in Section One, are you confident that you understand and could:
 - 1) Identify information assets in the organisation?
 - 2) Identify and record mechanisms by which information assets are accessed, transmitted and stored?
 - 3) Identify nature of threats to information assets and determine threat impact according to organisational processes?
- ✦ After reviewing the information in Section Two, are you confident that you understand and could:
 - 1) Identify and confirm actions, mechanisms and strategies to protect information assets with required personnel?
 - 2) Secure assets according to organisational procedures?
 - 3) Report outcomes and escalate issues to required personnel?
- ✦ After reviewing the information in Section Three, are you confident that you understand and could:
 - 1) Identify signs and evidence that information assets are threatened or undergoing loss or damage?
 - 2) Provide first level response to reduce effects, mitigate damage and protect evidence?
 - 3) Report incident, resulting effects and actions taken to required personnel?
- ✦ After reviewing the information in Section Four, are you confident that you understand and could:
 - 1) Finalise documentation outlining current state of information assets according to organisational procedures?
 - 2) Save, store and back up reports according to organisational procedures?
 - 3) Maintain records and reports of information assets according to organisational procedures?

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.

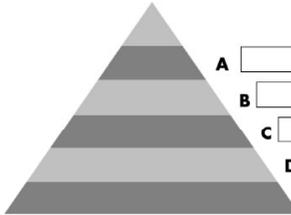
Learning Activity

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

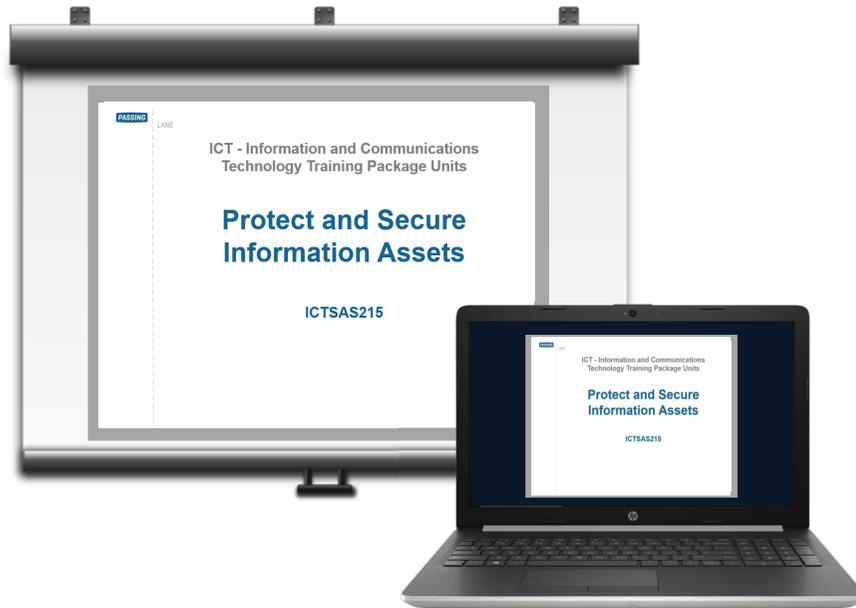
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TEACHER / TRAINER GUIDANCE NOTES



Hierarchy of Control





POWERPOINT SLIDE PRESENTATIONS

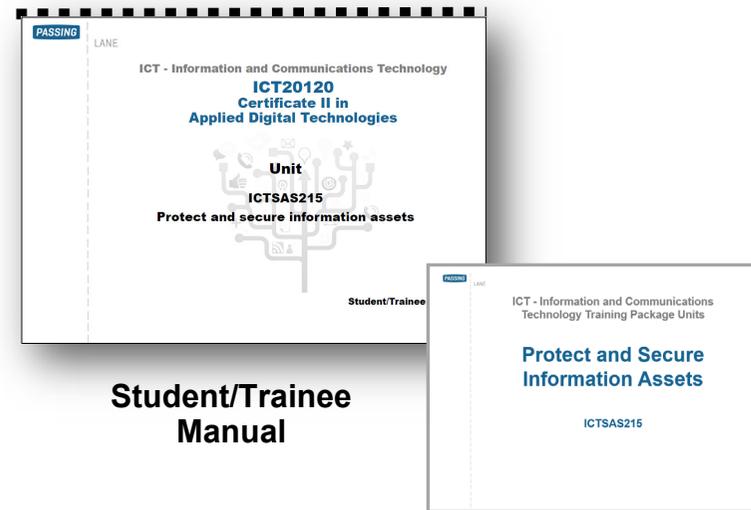
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

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		Section Three
04	Identify Information Assets	18	Signs & Evidence of Threats
05	Examples of Info Assets	19	Provide First Level Response
06	Information Asset Mechanisms	20	Levels of Response
07	Developing an Inventory	21	Reporting Security Incidents
08	Information Asset Process		Section Four
09	Identify Threat Nature & Impact	23	Finalise Documentation
10	Information Asset Vulnerabilities	24	Document State of Info Assets
	Section Two	25	Maintain Records & Reports
12	Physical	26	Uses Info Asset Incident Reports
13	Technological	27	Record & Report Maintenance
14	Human		End of Unit
15	Secure Assets		
	Report Outcomes		

Next ▶

PASSING LANE Protect and Secure Information Assets 2

Information Asset Mechanisms

Information assets can come in many forms.

Keeping an inventory of information assets is recommended.

Categories of assets can be classified as such:

- > People
- > Equipment
- > Environment
- > Software
- > Data
- > Organisation
- > Third parties



PASSING LANE Protect and Secure Information Assets 6

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.

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IDENTIFY AND RECORD MECHANISMS BY WHICH INFORMATION ASSETS ARE ACCESSED, TRANSMITTED AND STORED

Organisations differ greatly depending on their operations and industry, so the types of Information assets they have can come in many forms.

As such, the methods in which these information assets are accessed, used and stored can also vary too.

Regardless of these differences, each asset has some sort of 'carrier', be it paper, USB sticks, servers, cloud based storage, or portable devices such as laptops, tablets and handhelds.

With so many types of information assets and carriers for that information, keeping track of locations and type of information asset is not always the most straightforward task.

That is why it is always recommended to keep an inventory of information assets.

Categorising inventoried information assets helps establish an organised policy toward assets. Information assets and their 'metadata' need to be easy to find and grouping them by their categories.

Categories of assets can be classified as such:

- **People** - Information relating to a person or role
- **Equipment** - Information regarding specific machines or devices
- **Environment** - Information linked to geographical factors
- **Software** - Information on applications or systems
- **Data** - A stored collection of information, such as a database of clients
- **Organisation** - Information about the operational and processes of the organisation
- **Third parties** - Information on third parties or information managed by third parties

Student/Trainee Manual Copyright 2022

Student/Trainee Manual

Information Asset Mechanisms

Information assets can come in many forms.

Keeping an inventory of information assets is recommended.

Categories of assets can be classified as such:

- **People**
- **Equipment**
- **Environment**
- **Software**
- **Data**
- **Organisation**
- **Third parties**

Slide Presentation

Slide Presentation

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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 12	Slide Number 19	Page 46
Slide Number 5	Page 13	Slide Number 20	Page 47
Slide Number 6	Page 17	Slide Number 21	Page 48
Slide Number 7	Page 18	Slide Number 23	Page 53
Slide Number 8	Page 19	Slide Number 24	Page 54
Slide Number 9	Page 22	Slide Number 25	Page 57
Slide Number 10	Page 23	Slide Number 26	Page 58
Slide Number 12	Page 31	Slide Number 27	Page 59
Slide Number 13	Page 32		
Slide Number 14	Page 33		
Slide Number 15	Page 36		
Slide Number 16	Page 38		
Slide Number 18	Page 42		

Teacher/Trainer Manual Copyright 2022

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

Passing Lane Assessment Mapping Utility Document

ICTSAS215 Protect and secure information assets

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

1. Identify assets and threats - *Page 11*

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

- 1.1 Identify information assets in the organisation - *Page 12*
- 1.2 Identify and record mechanisms by which information assets are accessed, transmitted and stored - *Page 17*
- 1.3 Identify nature of threats to information assets and determine threat impact according to organisational processes - *Page 22*

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

2. Protect assets - *Page 30*

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

- 2.1 Identify and confirm actions, mechanisms and strategies to protect information assets with required personnel - *Page 31*
- 2.2 Secure assets according to organisational procedures - *Page 36*
- 2.3 Report outcomes and escalate issues to required personnel - *Page 38*

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

3. Mitigate or prevent damage to assets - *Page 41*

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:

- > protect and secure at least two different information assets types - **observation**

In the course of the above, the candidate must:

- > identify how information assets are
- > establish and analyse potential threats
- > secure, mitigate and prevent damage
- > discuss details of security threats and
- > document and report work issues -

NOTE

The Passing Lane training resources must 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 and present those questions as required to the student or trainee to assess their level of knowledge.

In some cases, Passing Lane content is not available and assessment would be through 'observation'.

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 procedures, including:
 - > asset security - **Pages 36-37**
 - > current state of information asset reporting - **Page 48**
 - > records and report of information asset maintenance - **Pages 59-61**
- > key sources of information assets - **Pages 12-15**
- > types of security responses available to secure assets - **Pages 18-19,22-23,36-38,42-43,46-48**
- > organisational information assets - **Page 13**
- > general Information and Communications Technology (ICT) hardware and security implications - **Pages 42-44**
- > security procedures relevant to organisational requirements - **Pages 53-56**

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

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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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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**

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Email info@passinglane.com.au

LANE

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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