

**BSB - Business Services Training Package**

**BSB20120—Certificate II 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.

## **BSB20120—Certificate II 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](mailto:info@passinglane.com.au)**

**Web [www.passinglane.com.au](http://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.



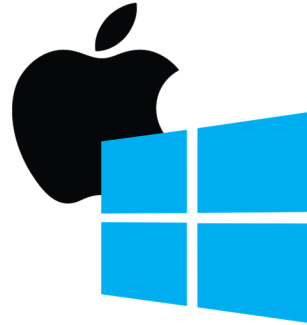
**Adobe Acrobat Reader**

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).

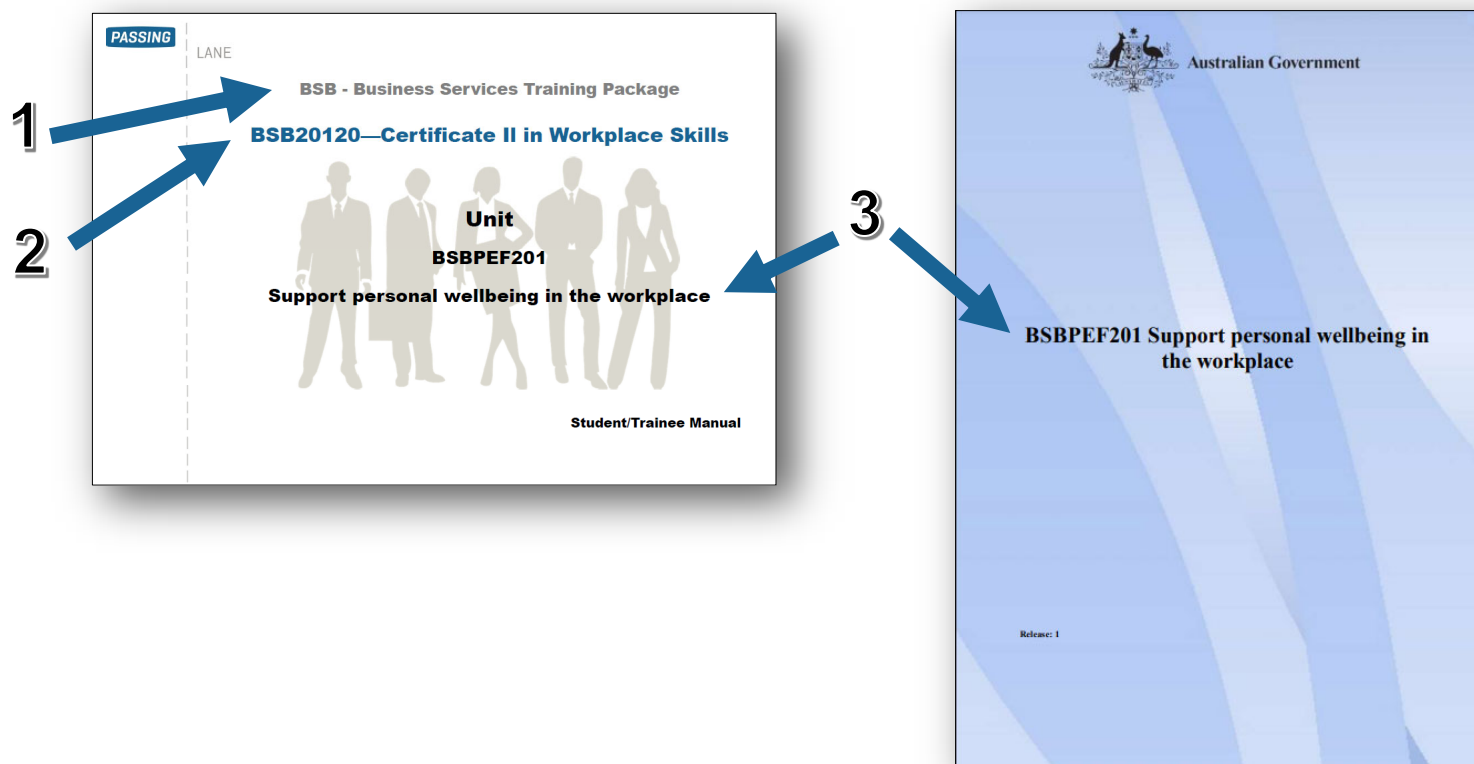
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



## 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

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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

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.

#### 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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Student / Trainee Manual

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BSBPEF201 Support personal wellbeing in the workplace

Date this document was generated: 9 July 2021

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 PasC'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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### TABLE OF CONTENTS

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

**Section One**

Recognise Factors that Impact Personal Wellbeing

BSBPEF201 Support personal wellbeing in the workplace "pg" 9

**BSBPEF201 Support personal wellbeing in the workplace** Date this document was generated: 9 July 2021

**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
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## 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 Financial Security

**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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**Unit Sector**

Critical Thinking & Problem Solving – Personal Effectiveness

**Elements and Performance Criteria**

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the intended 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
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

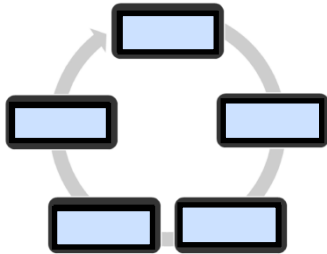
Page 61

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.

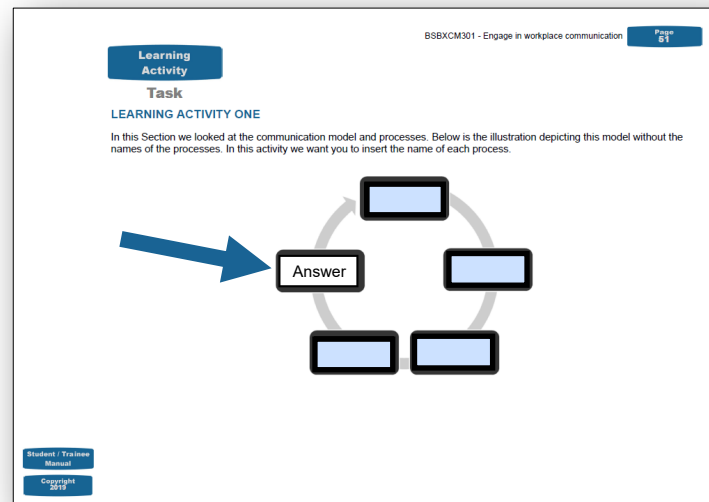
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## 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 78

**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

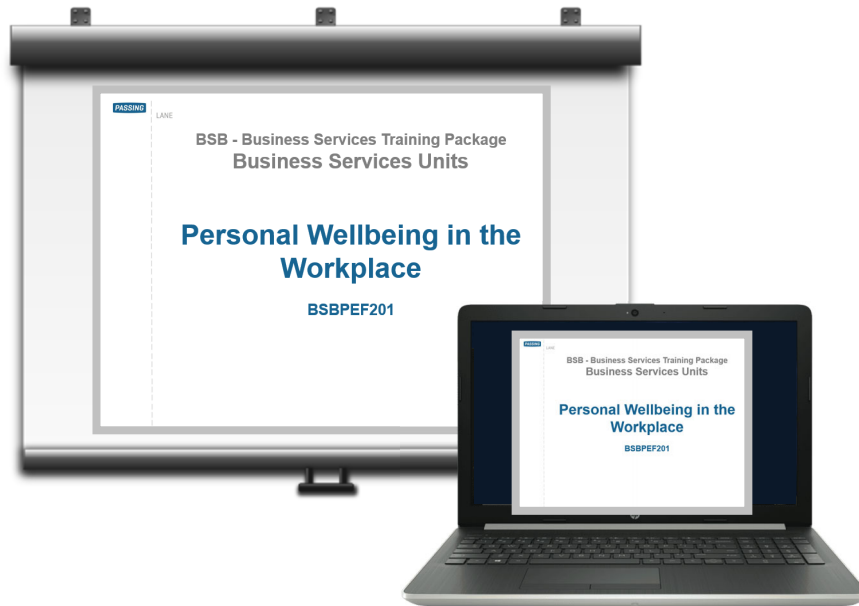
B

C

D

E

Hierarchy of Control



## POWERPOINT SLIDE PRESENTATIONS

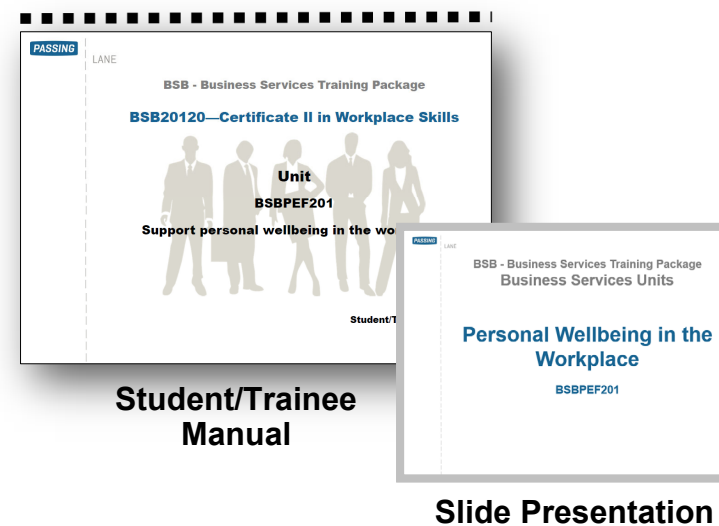
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

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.

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

Next ►


Personal Wellbeing in the Workplace 2

## Selecting Wellbeing Resources

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

Some of the common workplace initiatives include:

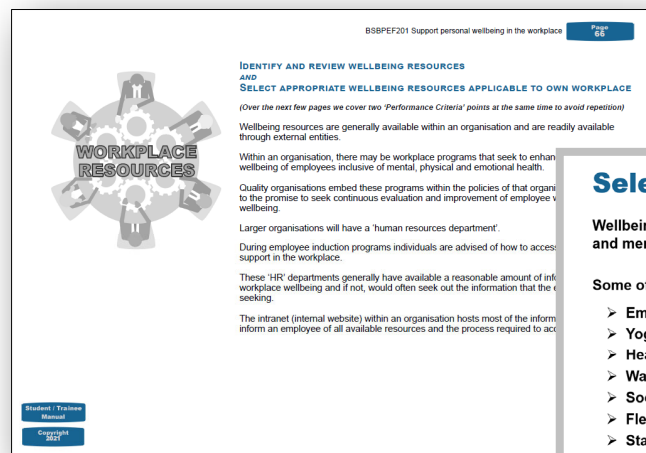
- Employee Assistance Program
- Yoga/meditation classes
- Healthy eating programs
- Walking or running groups
- Social clubs and functions
- Flexible working arrangements
- Stand up meetings



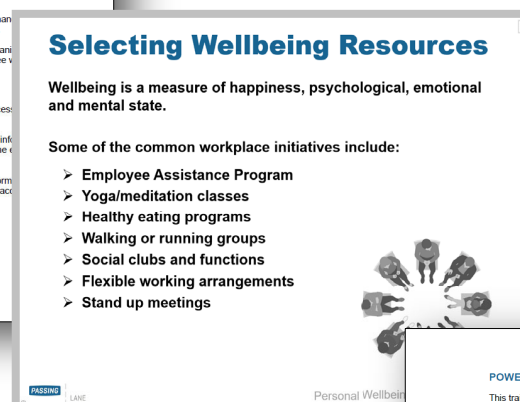
Personal Wellbeing in the Workplace 26

## 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		
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Slide Number 16	Page 50		
Slide Number 17	Page 51		
Slide Number 18	Page 54		
Slide Number 19	Page 55		

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Teacher/Trainer Manual  
Slide Mapping

## LANE

## 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.

All Passing Lane materials are protected under the Australian “Copyright Act of 1968” (*including any amendments and subsequent amendments*).

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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PO Box 975  
COWES VICTORIA 3922**

**Telephone 1 300 64 98 63**

**Email [info@passinglane.com.au](mailto: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.

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**Email [info@passinglane.com.au](mailto:info@passinglane.com.au)**

## 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  
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**Email [info@passinglane.com.au](mailto:info@passinglane.com.au)**