

**SIT - Tourism, Travel and Hospitality Training Package**

# **SIT20421**

## **Certificate II in Cookery**



**UNIT RESOURCES INFORMATION  
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.

**SIT20421 - Certificate II in Cookery**

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

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

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.



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.

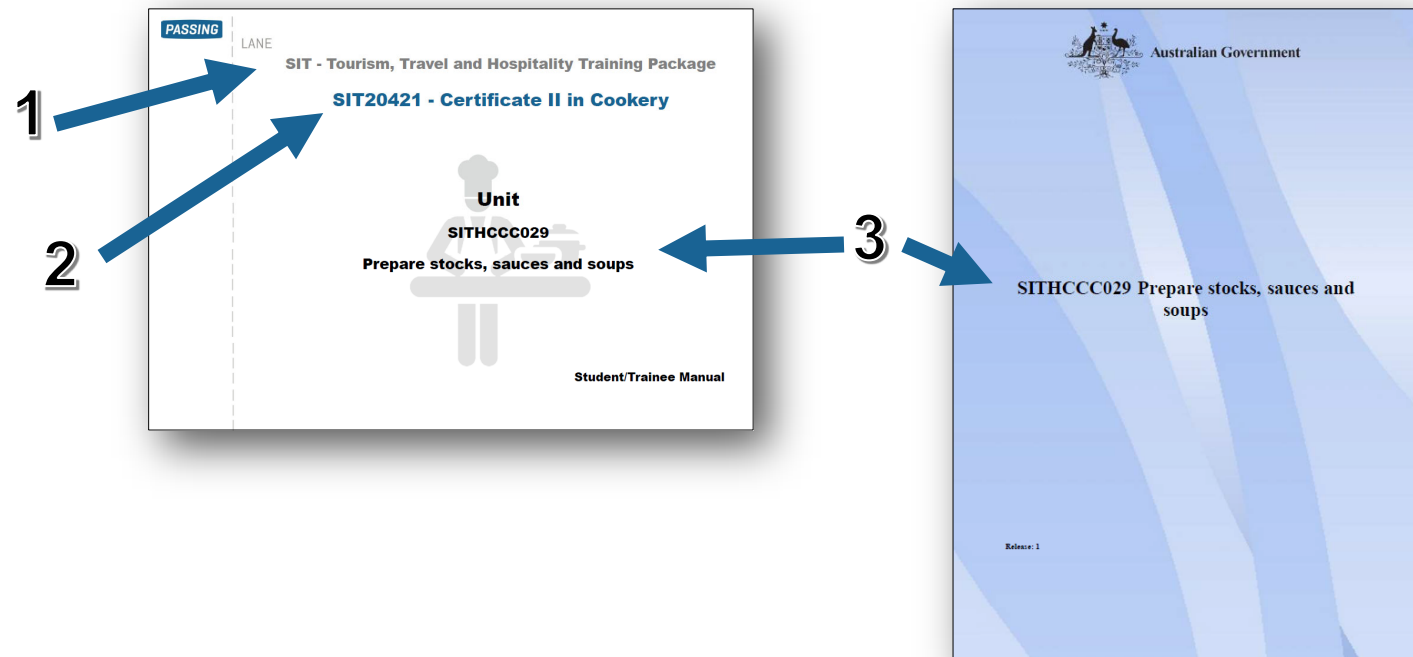
Generally, the materials are easily exported to most learning platforms.

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



## MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



## MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 'Unit of Competency Overview' page, which aligns directly (mirrors) 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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SITHCCC029 Prepare stocks, sauces and soups Page 8

### 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.

#### SITHCCC029 PREPARE STOCKS, SAUCES AND SOUPS

ELEMENT	PERFORMANCE CRITERIA
1. Select ingredients	1.1 Confirm food production requirements from standard recipes 1.2 Calculate ingredient amounts according to requirements 1.3 Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements 1.4 Check perishable supplies for spoilage or contamination prior to preparation
2. Select, prepare and use equipment	2.1 Select type and size of equipment suitable to requirements 2.2 Safely assemble and ensure cleanliness of equipment before use 2.3 Use equipment safely and hygienically according to manufacturer instructions
3. Portion and prepare ingredients	3.1 Sort and assemble ingredients according to food production sequencing 3.2 Weigh and measure ingredients according to recipe 3.3 Clean and cut ingredients as required using basic culinary cuts according to culinary standards 3.4 Minimise waste to maximise profitability of food items prepared
4. Prepare stocks, sauces and soups	4.1 Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups 4.2 Use flavouring agents according to standard recipes 4.3 Use clarifying agents according to standard recipes 4.4 Use thickening agents and convenience products appropriately 4.5 Make derivations from basic sauces, both hot and cold where required 4.6 Make food quality adjustments within scope of responsibility
5. Present and store stocks, sauces and soups	5.1 Reconstitute or re-thermalise stocks, sauces and soups to required consistencies 5.2 Present soups and sauces attractively on appropriate service-ware using garnishes according to standard recipes 5.3 Visually evaluate dish and adjust presentation 5.4 Store prepared food items in appropriate environmental conditions 5.5 Clean work area and dispose of or store surplus and reusable by-products according to organisational procedures, environmental considerations, and cost reduction initiatives

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Student / Trainee Manual  
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SITHCCC029 Prepare stocks, sauces and soups Date this document was generated: 2 March 2023

### SITHCCC029 Prepare stocks, sauces and soups

#### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Select ingredients.	1.1. Confirm food production requirements from standard recipes. 1.2. Calculate ingredient amounts according to requirements. 1.3. Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements. 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.	2.1. Select type and size of equipment suitable to requirements. 2.2. Safely assemble and ensure cleanliness of equipment before use. 2.3. Use equipment safely and hygienically according to manufacturer instructions.
3. Portion and prepare ingredients.	3.1. Sort and assemble ingredients according to food production sequencing. 3.2. Weigh and measure ingredients according to recipe. 3.3. Clean and cut ingredients as required using basic culinary cuts according to culinary standards. 3.4. Minimise waste to maximise profitability of food items prepared.
4. Prepare stocks, sauces and soups.	4.1. Follow standard recipes, select and use cookery methods to prepare stocks, sauces and soups. 4.2. Use flavouring agents according to standard recipes. 4.3. Use clarifying techniques according to standard recipes. 4.4. Use thickening agents and convenience products according to standard recipes. 4.5. Make derivations from basic sauces, both hot and cold where required. 4.6. Make food quality adjustments within scope of responsibility.
5. Present and store stocks, sauces and soups.	5.1. Reconstitute or re-thermalise stocks, sauces and soups to required consistencies. 5.2. Present soups and sauces attractively on appropriate service-ware, using garnishes according to standard recipes. 5.3. Visually evaluate dish and adjust presentation. 5.4. Store prepared food items in appropriate environmental conditions. 5.5. Clean work area and dispose of or store surplus and reusable by-products according to organisational procedures, environmental considerations, and cost reduction initiatives.

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SITHQ



## MATERIALS 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' for both manuals show that each section title is the 'Unit of Competency' 'Element'.

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### TABLE OF CONTENTS

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Unit of Competency Overview	Page 8
<b>Section One</b> <i>Select ingredients</i>	Page 11
<b>Section Two</b> <i>Select, prepare and use equipment</i>	Page 47
<b>Section Three</b> <i>Portion and prepare ingredients</i>	Page 64
<b>Section Four</b> <i>Prepare stocks, sauces and soups</i>	Page 127
<b>Section Five</b> <i>Present and store stocks, sauces and soups</i>	Page 151
Self Assessment	

**Section One**  
Select Ingredients

SIHCCC029 Prepare stocks, sauces and soups

### Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
1. Select ingredients.	1.1. Confirm food production requirements from standard recipes. 1.2. Calculate ingredient amounts according to requirements. 1.3. Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements. 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.	2.1. Select type and size of equipment suitable to requirements. 2.2. Safely assemble and ensure cleanliness of equipment before use. 2.3. Use equipment safely and hygienically according to manufacturer instructions.
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Page 2 of 4  
SkillIQ

## MATERIALS 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**  
Select Ingredients

SITHCCC029 Prepare stocks, sauces and soups Page 13

**CONFIRM FOOD PRODUCTION REQUIREMENTS FROM STANDARD RECIPES**

All dishes, including sauces and soups, cooked in a restaurant, café or in a catering operation start with a recipe card.

Chefs spend a significant amount of time creating dishes and then recording them onto recipe cards that are also used to control portion sizes.

We will later take a look at 'portion control', as well as why it is so important.

Recipe cards hold all the information a cook will need. It will show the ingredients of the dish, the amounts of each ingredient, preparation methods and cooking methods.

In a larger operation, a traditionally busy food and beverage operation, or most catering operations, the chefs will develop preparation lists, or better known as 'prep lists'.

'Prep lists' are completely based on the operation's menu.

Each menu item will have a recipe with ingredients that need to first be prepared and many of the ingredients can be prepared in advance.

In a café or restaurant the prep list will show what foods need to be prepared and in what quantities, based on either a slow day or traditionally busy day.

In a catering operation the prep list will show what foods need to be prepared, based on the number of guests being served.

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**SITHCCC029 Prepare stocks, sauces and soups**

**Elements and Performance Criteria**

ELEMENTS	PERFORMANCE CRITERIA
1. Select ingredients.	1.1. Confirm food production requirements from standard recipes. 1.2. Obtain ingredients according to requirements. 1.3. Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements. 1.4. Check perishable supplies for spoilage or contamination prior to preparation.
2. Select, prepare and use equipment.	2.1. Select type and size of equipment. 2.2. Safely assemble and use equipment.

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

## MATERIALS 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.

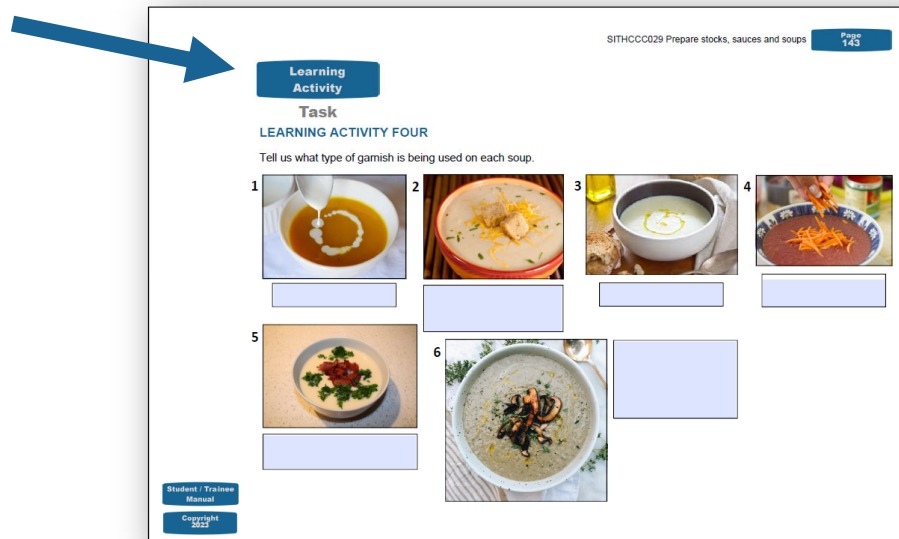
### STUDENT/TRAINEE MANUAL

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 the following icon.



**Learning  
Activity**

## MATERIALS 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.

## MATERIALS CONTENT—CONTID

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 .

The screenshot shows a digital form for a learning activity. At the top, it says 'Learning Activity' and 'Task'. Below that, it says 'LEARNING ACTIVITY FOUR' and 'Tell us what type of garnish is being used on each soup.' There are six numbered images of soups, each with an empty text box below it for the answer. A blue arrow points to the text box for image 6, which has a tooltip that says 'This is where the student or trainee would type in their answer on line using their keyboard'. The form also has a 'Student - Trainee Manual' button at the bottom left and a 'Page 143' indicator at the top right.

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.

## MATERIALS 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.

### 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.


SITHCCC029 Prepare stocks, sauces and soups Page 163


**Learning Activity**


**Task**


**LEARNING ACTIVITY FOUR**


Tell us what type of garnish is being used on each soup.


1 

2 

3 

4 

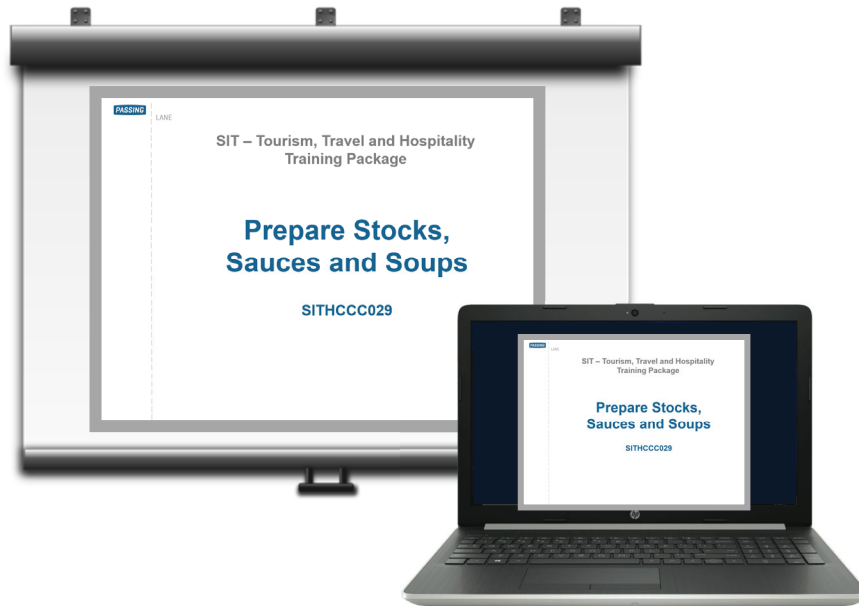
5 

6 

**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Cream
- 2) Cheese, croutons and chives
- 3) Oil
- 4) Shredded carrot
- 5) Bacon and parsley
- 6) Mushroom, thyme and oil

Teacher/Trainer Manual Copyright 2023



## POWERPOINT SLIDE PRESENTATIONS

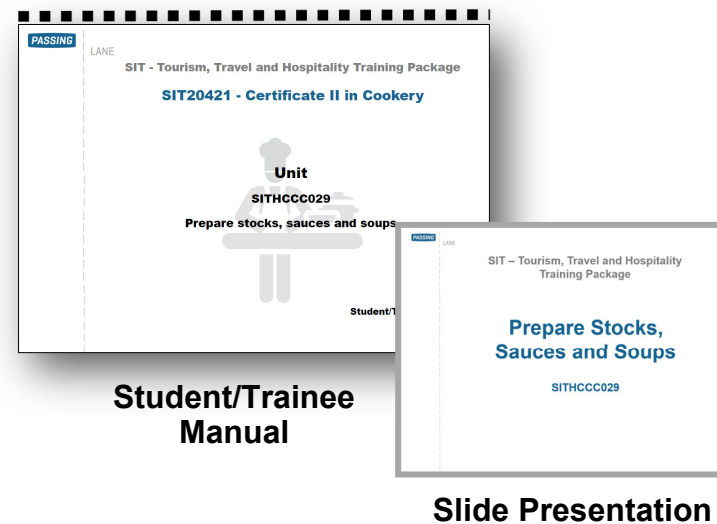
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

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

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

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

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



## POWERPOINT SLIDE PRESENTATIONS—CONT'D

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

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

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

### Table of Contents


Slide		Slide	
	<b>Section One</b>	19	Sauce Ingredients
05	Food Production Requirements	21	<b>Section Two</b>
06	Mise en Place and Prep Lists	22	Common Prep Appliances
07	Recipe Cards	23	Cooking Equipment
08	Ingredient Calculations	24	Cookware
09	Select Ingredients	25	Utensils
10	Ingredients Freshness and Rotation	26	Knives
11	Checking Perishables		Appliance, Equipment and Utensil Cleanliness
12	Stock Essential Elements	28	<b>Section Three</b>
13	Vegetable Stock Ingredients	29	Food Production Sequencing
14	Beef Stock Ingredients	30	Weighing and Measuring
15	Chicken Stock Ingredients	31	Portion Control
16	Fish Stock Ingredients	32	Culinary Cuts
17	Clear Soup Ingredients		Minimising Waste
18	Chicken Soup Ingredients		

Next ▶

### Beef Stock Ingredients

Beef stocks are generally made from roasted beef bones placed in cold water and brought to a boil with the following ingredients:

- Carrots
- Celery
- Onions
- Garlic
- Parsley



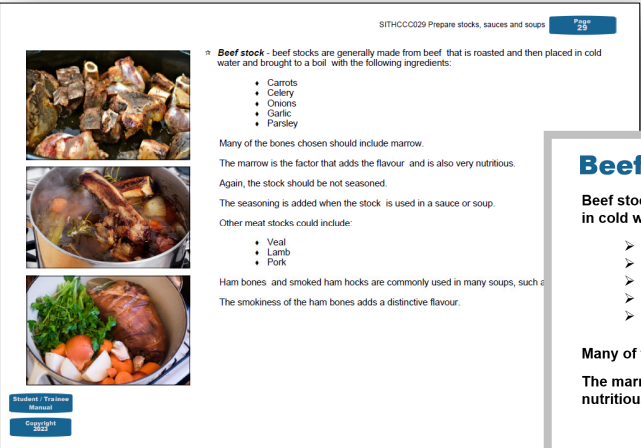
Many of the bones chosen should include marrow.

The marrow is the factor that adds the flavour and is also very nutritious.

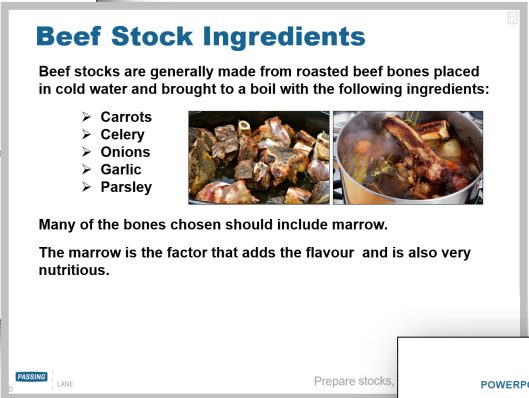


POWERPOINT SLIDE PRESENTATIONS—CONT'D

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

SITHCCC029 Prepare stocks, sauces and soups Page 176

**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 5	Page 13	Slide Number 19	Page 36-40
Slide Number 6	Page 13-16	Slide Number 21	Page 50
Slide Number 7	Page 17	Slide Number 22	Page 51
Slide Number 8	Page 18-19	Slide Number 23	Page 52
Slide Number 9	Page 24	Slide Number 24	Page 53-54
Slide Number 10	Page 25-26	Slide Number 25	Page 55
Slide Number 11	Page 26	Slide Number 26	Page 56-59
Slide Number 12	Page 27	Slide Number 28	Page 66
Slide Number 13	Page 28	Slide Number 29	Page 71-73
Slide Number 14	Page 29	Slide Number 30	Page 74-76
Slide Number 15	Page 30	Slide Number 31	Page 78
Slide Number 16	Page 31	Slide Number 32	Page 80
Slide Number 17	Page 32	Slide Number 34	Page 87-92
Slide Number 18	Page 33-35	Slide Number 35	Page 92-106

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Teacher/Trainer Manual Slide Mapping

## ASSESSMENT MAPPING UTILITIES

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

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

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

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### Passing Lane Assessment Mapping Utility Document

**SITHCCC029 Prepare stocks, sauces and soups**

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

1. Select ingredients - **Page 12**

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

1.1 Confirm food production requirements from standard recipes - **Page 13**  
1.2 Calculate ingredient amounts according to requirements - **Page 13**  
1.3 Identify and select ingredients for stocks, sauces and soups from stores according to recipe, quality, freshness and stock rotation requirements - **Page 24**  
1.4 Check perishable supplies for spoilage or contamination prior to preparation - **Page 24**

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

2. Select, prepare and use equipment - **Page 46**

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

2.1 Select type and size of equipment suitable to requirements - **Page 49**  
2.2 Safely assemble and ensure cleanliness of equipment before use - **Page 49**

## 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**

*Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:*

- > follow standard recipes to prepare each of the following stocks:
  - > brown beef stock
  - > brown chicken stock
  - > white chicken stock
  - > fish stock
  - > vegetable stock
- > prepare the above five stocks
  - > within commercial kitchen
  - > reflecting required standards
  - > following procedures
- > follow standard recipes to prepare
  - > béchamel sauce

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

*Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:*

- > culinary terms and trade names for ingredients commonly used in the production of different stocks, sauces and soups relating to:
  - > convenience products - **Page 107**
  - > thickening agents - **Pages 87-106**
- > contents of date codes and rotation labels for stock - **Pages 24-25 and; To be questioned by teacher/trainer**
- > characteristics of sauces and soups listed in the performance evidence:
  - > appearance and presentation - **Section 5 and; To be questioned by teacher/trainer**
  - > classical and contemporary variations - **To be questioned by teacher/trainer**
  - > dishes to which they are matched - **To be questioned by teacher/trainer**
  - > freshness and other quality indicators - **Pages 24-27 and ; To be questioned by teacher/trainer**
  - > preparation methods and techniques - **Page 13 and; To be questioned by teacher/trainer**
  - > production and cooking durations
  - > service style - **Pages 136-137**
  - > taste - **Page 123**
  - > texture - **Page 123**

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



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**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)**

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

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.



## UPDATES AND UPGRADES

On occasions the training packages will be updated and 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 upgrading fee charged to those schools or institutions wanting to upgrade their materials.