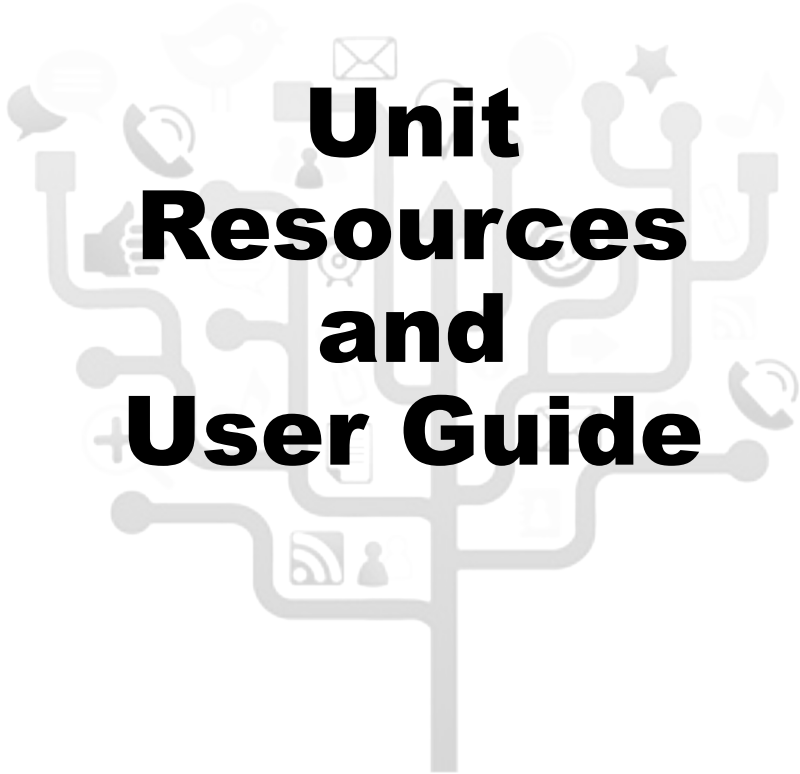


ICT - Information and Communications Technology

ICT20115

Cert. II in Information, Digital Media and Technology



Unit Resources and User Guide



LANE

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MATERIALS PUBLISHED IN AUSTRALIA

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TABLE OF CONTENTS

Introduction	Page 4
Materials Content	Page 7
Licence Overview	Page 15
Material Modifications	Page 17
Updates and Upgrades	Page 18

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.

At the end of this document there is a list of what unit resources are available from Passing Lane Pty Ltd in the following qualification:

ICT20115— Cert. II in Information, Digital Media and Technology

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.

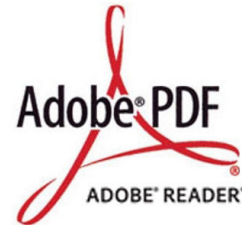
This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

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.



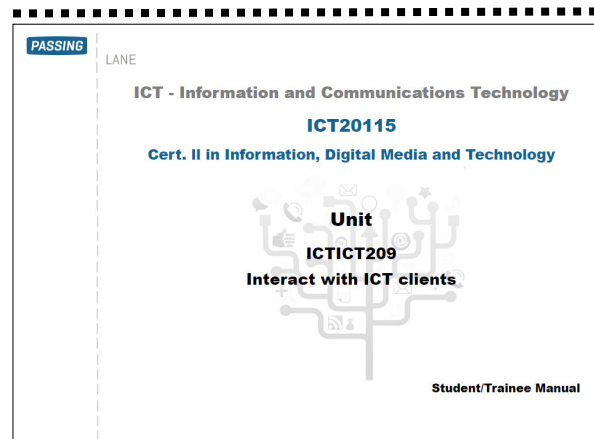
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

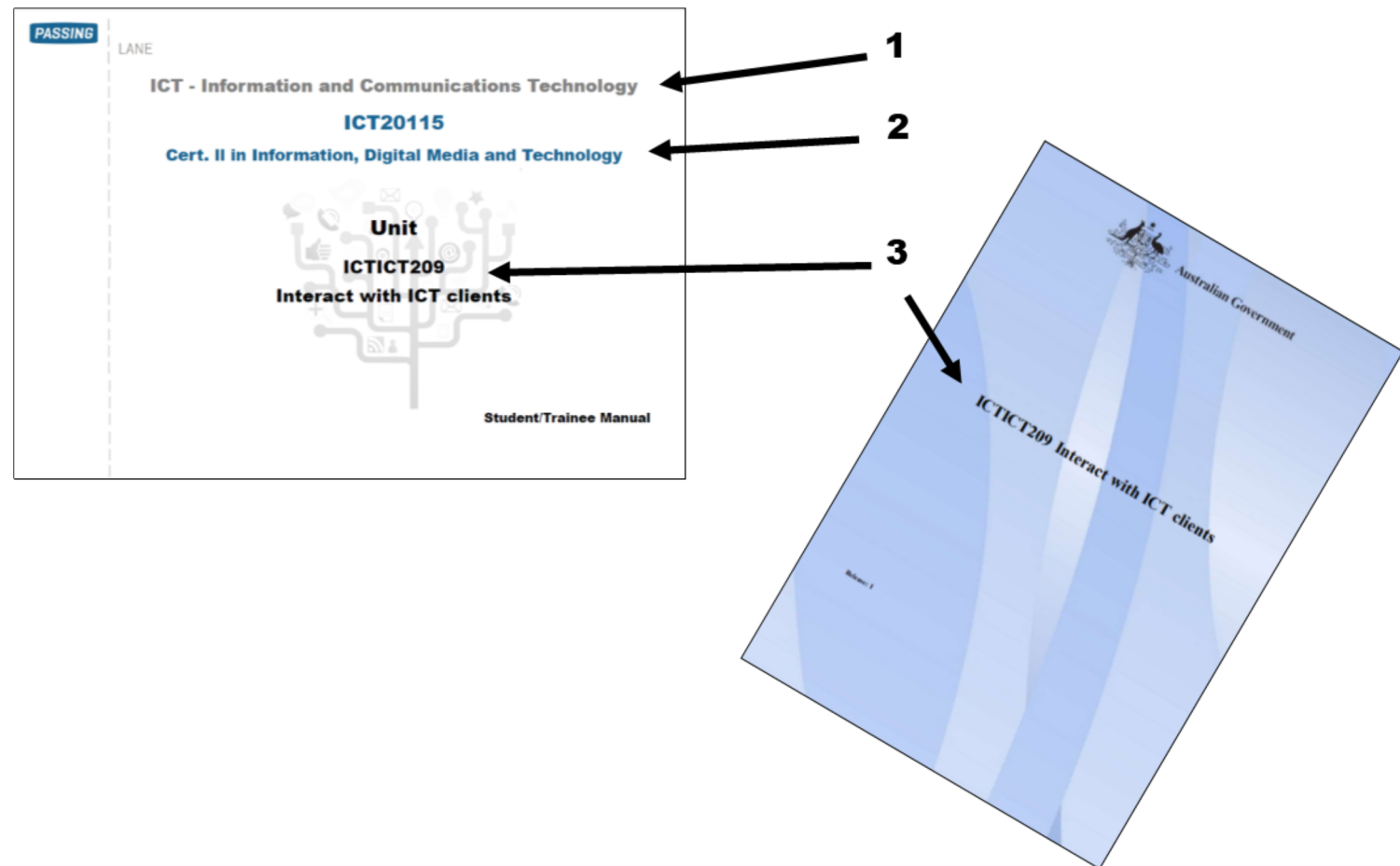
Generally, the materials are easily exported to most learning platforms.

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 1) 'Unit of Competency Overview' page, 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 LANE ICTICT209 - Interact with ICT clients 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.

ICTICT209 - INTERACT WITH ICT CLIENTS

ELEMENT	PERFORMANCE CRITERIA
1. Deliver support to ICT clients	1.1 Provide support for ICT clients in a courteous and professional manner according to organisational policy 1.2 Establish and confirm nature of client's ICT concerns using active listening and questioning 1.3 Maintain client contact and provide progress information until the problem is resolved
2. Respond to ICT client complaints	2.1 Conduct testing of industry specific technologies 2.2 Use features and functions of industry specific technologies within an organisational context 2.3 Demonstrate depth of knowledge of enabling technologies to an accepted industry standard 2.4 Access and use sources of information relating to the industry specific technologies
3. Evaluate received ICT client complaints	3.1 Analyse recent ICT register 3.2 Propose proactive training to appropriate person

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.

Student / Trainee Manual
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Date this document was generated 21 February 2019

ICTICT209 Interact with ICT clients

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

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. Deliver support to ICT clients	1.1 Provide support for ICT clients in a courteous and professional manner according to organisational policy 1.2 Establish and confirm nature of client's ICT concerns using active listening and questioning 1.3 Maintain client contact and provide progress information until the problem is resolved
2. Respond to ICT client complaints	2.1 Respond to ICT client's concerns and issues, demonstrating a positive, sensitive and helpful attitude 2.2 Escalate and refer client concerns to support person if required, explaining the nature of issues involved 2.3 Resolve ICT client complaint using recommendations from the support person 2.4 Document and record ICT client concerns and solutions, according to organisational guidelines
3. Evaluate received ICT client complaints	3.1 Analyse recent ICT register 3.2 Propose proactive training to appropriate person

Approved

Page 2 of 4

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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 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

The diagram illustrates the relationship between different parts of the training materials. It shows three main components:

- Table of Contents (Top):** A page titled 'TABLE OF CONTENTS' with a 'PASSING' status. It lists sections and their corresponding page numbers:

Introduction	Page 5
Unit of Competency Overview	Page 8
Section One Deliver support to ICT clients	Page 9
Section Two Respond to ICT client complaints	Page 23
Section Three Evaluate received ICT client complaints	Page 45
Self Assessment	Page 52
- Section One Manual Page (Middle Left):** A page titled 'Section One' with the subtitle 'Deliver Support to ICT Clients'. It includes a 'PASSING' status and a 'Page 9' indicator.
- Manual Page (Bottom Right):** A page titled 'ICTICT209 Interact with ICT clients' with a date '21 February 2019'. It contains a 'Modification History' table and an 'Elements and Performance Criteria' table.

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

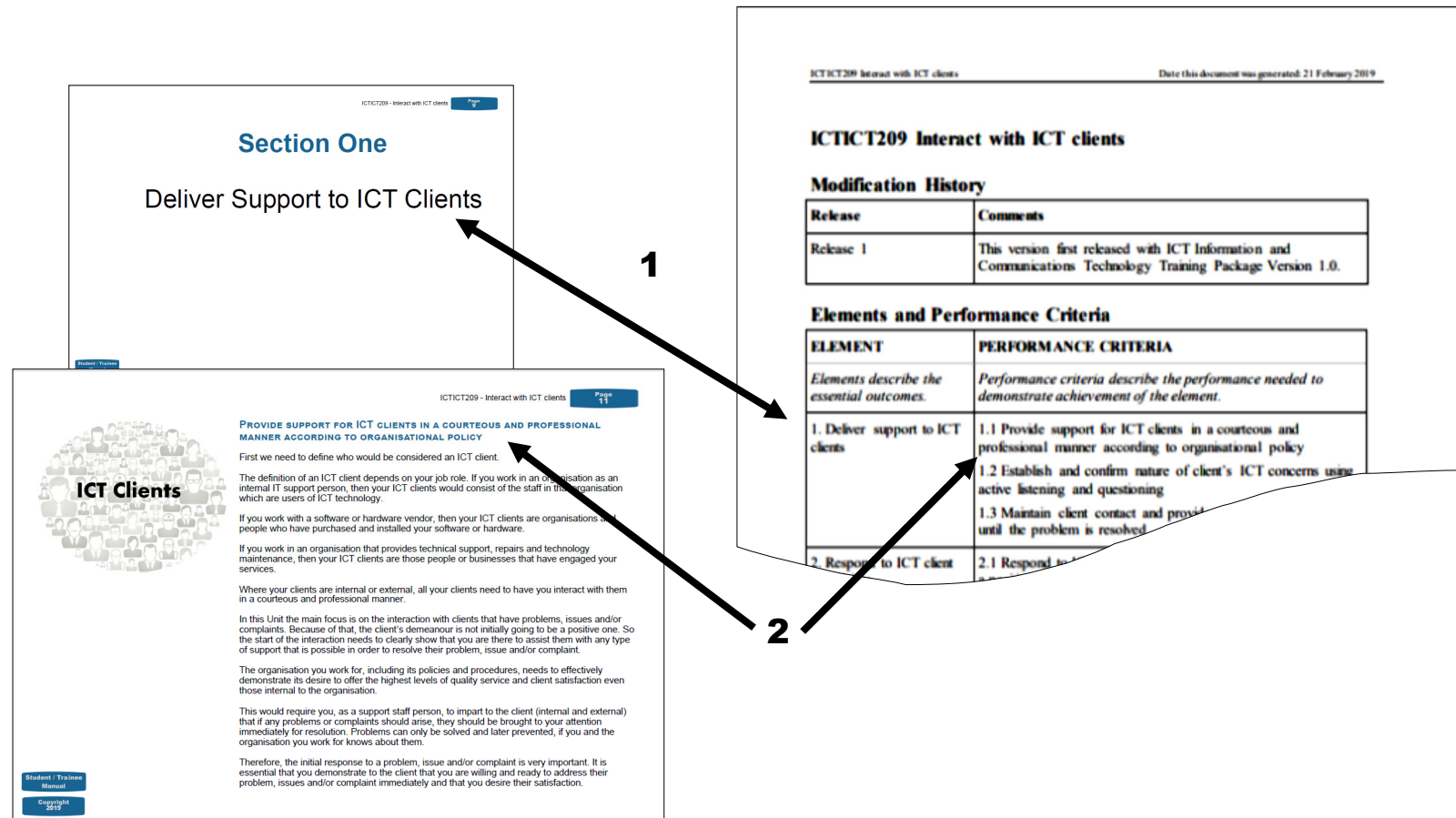
ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Deliver support to ICT clients	1.1 Provide support for ICT clients in a courteous and professional manner according to organisational policy 1.2 Establish and confirm nature of client's ICT concerns using active listening and questioning 1.3 Maintain client contact and provide updates until the problem is resolved.
2. Respond to ICT client	2.1 Respond to ICT client

Arrows labeled '1' and '2' indicate the flow of information:

- Arrow 1 points from the 'TABLE OF CONTENTS' to the 'Section One' manual page.
- Arrow 2 points from the 'Section One' manual page to the 'Elements and Performance Criteria' table in the manual page.

MATERIALS CONTENT—CONT'D

In each section 1) the content is broken down into sub-sections and the titles for each sub-section is the same as the 2) 'Element's' 'Performance Criteria'.



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

ICTSAS203 - Connect hardware peripherals Page 60

Learning Activity
Task
LEARNING ACTIVITY NINE

Below are pictures of different types of cables. Tell us what each cable is used for.



1 2 3 4 5

1 2
3 4
5

Student / Trainee Manual
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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 'LEARNING ACTIVITY NINE'. At the top, it says 'Learning Activity Task' and 'LEARNING ACTIVITY NINE'. Below this, it states: 'Below are pictures of different types of cables. Tell us what each cable is used for.' There are five numbered images of cables: 1. A USB-A to USB-B cable. 2. A USB-A to FireWire cable. 3. A USB-A to SATA cable. 4. A USB-A to eSATA cable. 5. A USB-A to FireWire cable. Below each image is a text input field. A black arrow points to the first field, which contains the text 'External hard drive plug and cable'. The other fields are empty. At the bottom left, there are buttons for 'Student / Trainee Manual' and 'Copyright 2019'. At the top right, there is a small text 'ICTSAS203 - Connect hardware peripherals' and a 'Page 60' label.

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.

Learning Activity
Task
LEARNING ACTIVITY NINE

Below are pictures of different types of cables. Tell us what each cable is used for.



1 _____ 2 _____
3 _____ 4 _____
5 _____

TEACHER / TRAINER GUIDANCE NOTES

- 1—External hard drive cable
- 2—VGA cable for monitors and digital projectors
- 3—Printer cable
- 4—Digital download cable
- 5—PC speaker cables

Teacher/Trainer Manual
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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.