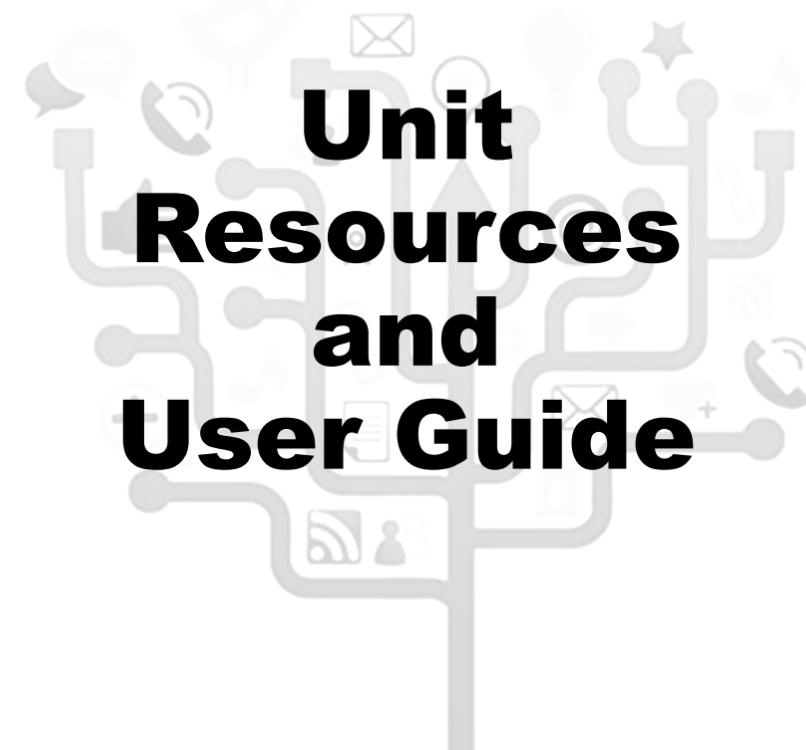


**ICT - Information and Communications Technology**

**ICT20120**

**Certificate II in  
Applied Digital Technologies**



**Unit  
Resources  
and  
User Guide**



LANE

**Passing Lane Pty Ltd**  
**PO Box 975**  
**COWES VICTORIA 3922**

***Copyright 2022***

All rights reserved.

All Passing Lane materials are provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at [www.passinglane.com.au](http://www.passinglane.com.au).

The use of any Passing Lane materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

## **MATERIALS PUBLISHED IN AUSTRALIA**

### ***Disclaimer***

*The information in this document has been developed using information and reference sources considered to be reliable.*

*Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of an kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.*

# TABLE OF CONTENTS

<b>Introduction</b>	Page 4
<b>Manual Content</b>	Page 7
<b>PowerPoint Slide Presentations</b>	Page 16
<b>Assessment Mapping Utilities</b>	Page 19
<b>Licence Overview</b>	Page 21
<b>Content Modifications</b>	Page 23
<b>Updates and Upgrades</b>	Page 24



## **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.

**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/>***

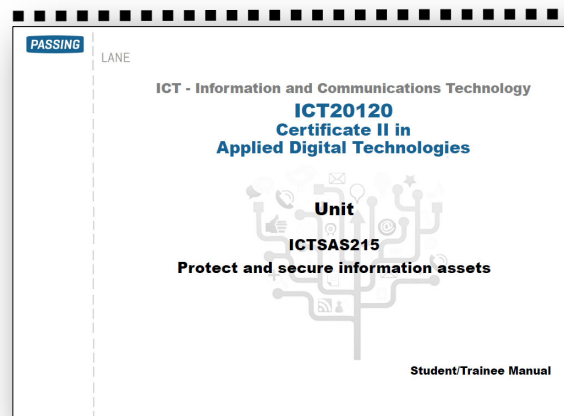
## INTRODUCTION—CONT'D

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).

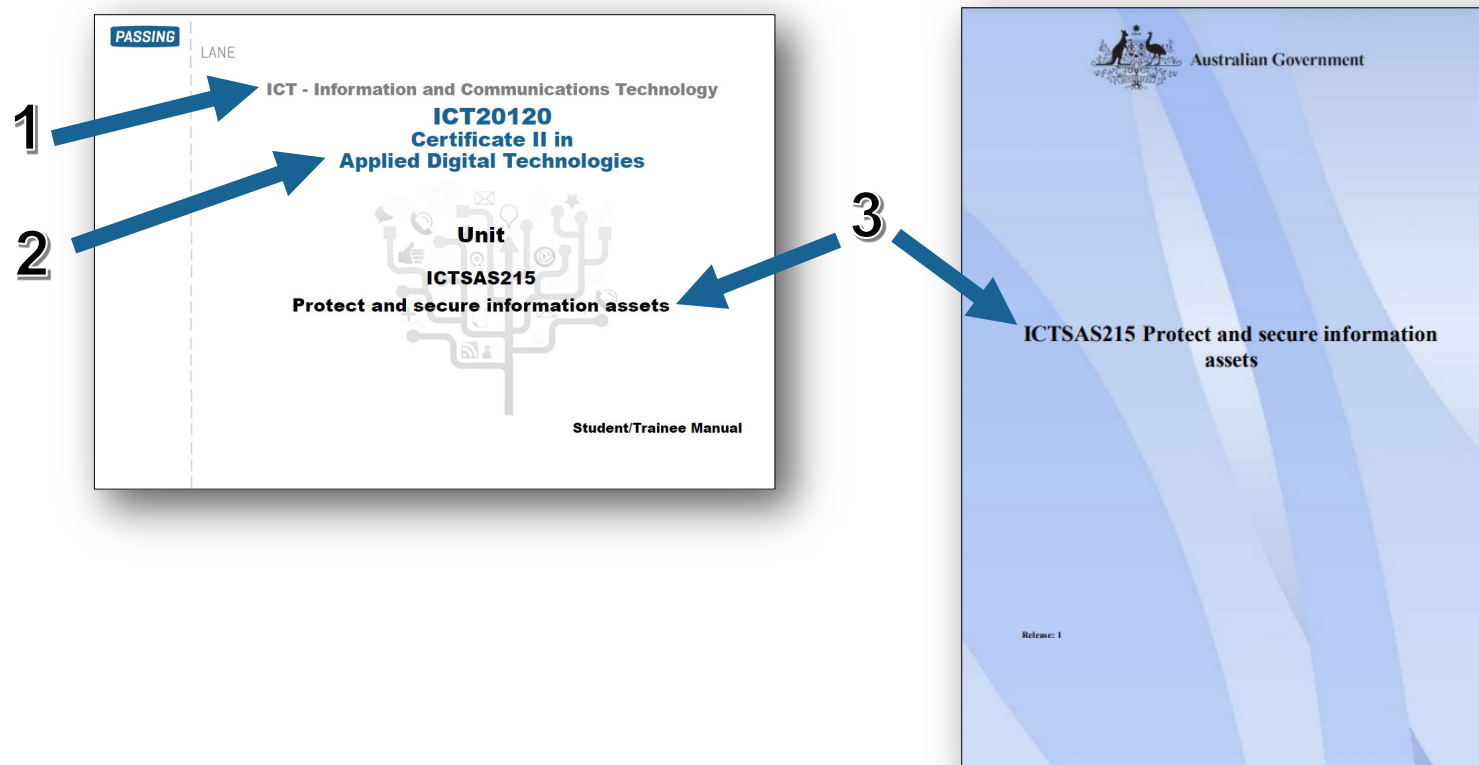
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



## 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

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. <i>Identify assets and threats</i>	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. <i>Protect assets</i>	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. <i>Mitigate or prevent damage to assets</i>	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. <i>Document final condition of information assets</i>	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.

Student / Trainee  
Manual  
  
Copyright  
2021

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
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

Approved  
© Commonwealth of Australia, 2021

Page 2 of 4  
PwC'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'**.

**PASSING** LANE

### TABLE OF CONTENTS

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

ICTSAS215 Protect and secure information assets Date this document was generated: 9 April 2023

### 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

### 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 ed or undergoing loss or damage first level response to reduce effects, mitigate damage meet evidence incident, resulting effects and actions taken to required el documentation outlining current state of information according to organisational procedures store and back up reports according to organisational are in records and reports of information assets according isational procedures

Page 2 of 4  
PwC's Skills for Australia

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**'.

**Section One**

### Identify Assets and Threats

ICTSAS215 Protect and secure information assets Page 10

**Identify Information Assets in the Organisation**

The definition of an information asset is deliberately wide as it is important for organisations to recognise the various different kinds and types of assets it has.

However, Information assets can be described as a body of information, managed as a single unit, so that it can be understood, shared, protected and exploited efficiently.

To understand whether something is classified as an information asset, that information needs to be assessed by some of the following criteria:

- ✦ **Value** - Does the information have value to the organisation?
- ✦ **Risk** - Is there a risk associated with the information? (What would happen if it was accessed)
- ✦ **Content** - Does the information have a specific content?
- ✦ **Lifecycle** - Does the information have a manageable lifecycle? (How long would the information be of value to the organisation)

However, to assess every single individual file an organisation holds is not a feasible operation. As such, information assets need to be grouped into more manageable portions.

If an information asset is defined at a level that allows all of its constituent parts to be managed usefully as a single part they become easier to control, define and record.

This highlights that managing and grouping information assets is not as straightforward as it may seem.

If you classify them too broadly you will not have enough level of detail and you will have too many assets, which become hard to manage.

Student / Trainee Manual Copyright 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
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
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 2.2 Secure assets 2.3 Report

**Enlarged**

Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
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

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

Learning  
Activity

Page  
61

**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.

```
graph TD; A[ ] --> B[ ]; B --> C[ ]; C --> D[ ]; D --> E[ ]; E --> A;
```

Student / Trainee  
Manual

Copyright  
2019

## MANUAL CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

### **Questions**

Questions would relate to the information presented on previous pages.

### **Research**

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.



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.

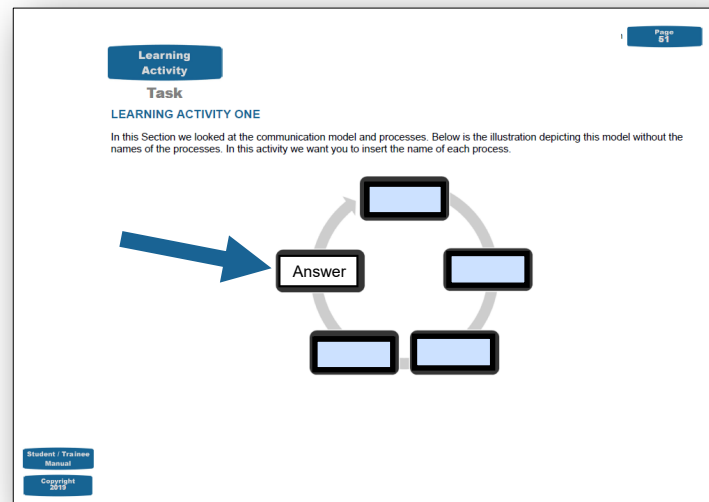
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## 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  
63

**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

Copyright  
2022

## 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

Copyright 2021

TEACHER / TRAINER GUIDANCE NOTES

Elimination

Substitution

Engineering controls

Administrative controls

Personal protective equipment

A

B

C

D

E

Hierarchy of Control



## POWERPOINT SLIDE PRESENTATIONS

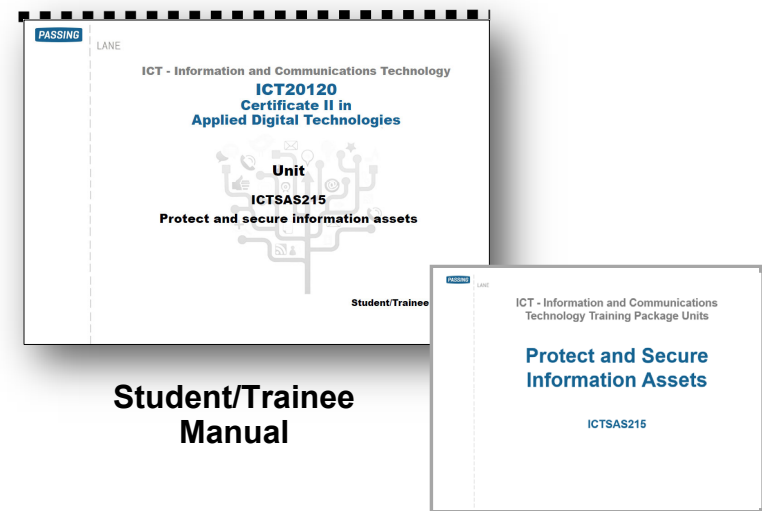
Each Passing Lane unit resource comes with a PowerPoint slide presentation.

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.



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

Next ▶

## Information Asset Mechanisms

Information assets can come in many forms.

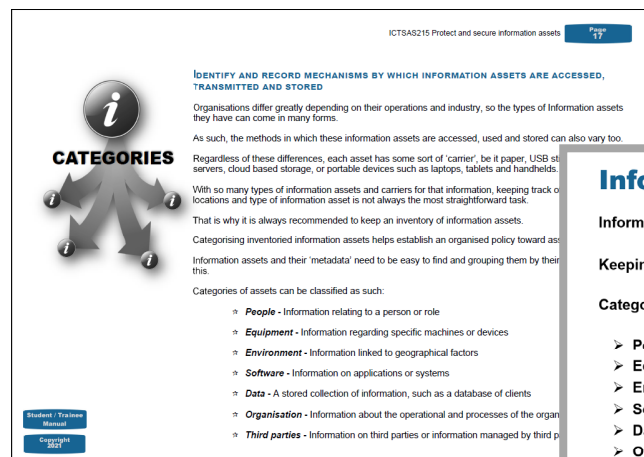
Keeping an inventory of information assets is recommended.

Categories of assets can be classified as such:

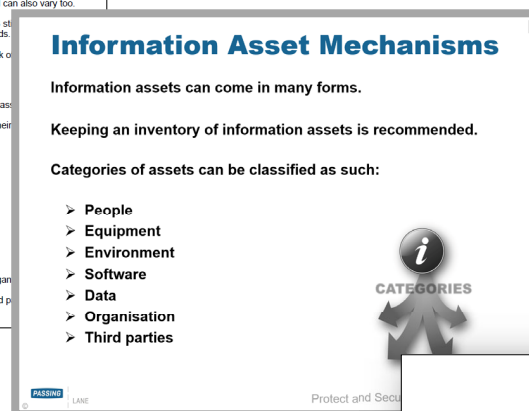
- People
- Equipment
- Environment
- Software
- Data
- Organisation
- Third parties

## 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

ICTSAS215 Protect and secure information assets 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 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.

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.

**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

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.

**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)**

## 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  
PO Box 975  
COWES VICTORIA 3922**

**Telephone 1 300 64 98 63**

**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.

**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)**