



***Assessment Guide for
Recognition of Prior Learning***

Course No 19003

**Certificate III in Information
Technology (Network Admin)**

**(from ICA05 Information and Communication
Technology Training Package)**

LOVE YOUR WORK



FACULTY OF BUSINESS, ARTS AND INFORMATION TECHNOLOGY

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19003 Certificate III in Information Technology

Competency Units

To gain the Certificate III nine (9) foundation units, six (6) common core units, six (6) network admin specialty units and four (4) elective units of competency are required to be completed.

Group 1 Core Modules – Foundation Units:

The Group 1 units are core units, all of which must be completed. They represent the basic set of IT skills that are considered to be an essential platform for any specialist IT Skills.

Number	Module Name
BSBCMN106A	Follow workplace safety procedures
ICAD2012A	Design organisational documents using computing packages
ICAU2005A	Operate computer hardware
ICAU2006A	Operate computing packages
ICAU2013A	Integrate commercial computing packages
ICAU2231A	Use computer operating system
ICAW2001A	Work effectively in an IT environment
ICAW2002A	Communicate in the workplace
ICAU1128A	Operate a personal computer

Group 2 Core Modules – Common Units:

The Group 2 units are core units, all of which must be completed. They represent the set of Certificate III level IT skills that are essential to supplement specialist IT skills.

Number	Module Name
ICAD3218A	Create user documentation
ICAI3020A	Install and optimise operating system software
ICAS3031A	Provide advice to clients
ICAS3234A	Care for computer hardware
ICAT3025A	Run standard diagnostic tests
ICAU3004A	Apply occupational health and safety procedures

Group 3 Core Modules – Specialist Core Units:

The Group 3 units are core units, all of which must be completed. They represent the specialist networking competencies which are required by employers of network administration graduates.

Number	Module Name
ICAI3101A	Install and manage network protocols
ICAS3024A	Provide basic system administration
ICAS3032A	Provide network systems administration
ICAS3034A	Determine and action network problem
ICAS3120A	Configure and administer a network operating system
ICAS3121A	Administer network peripherals

Group 4 Elective Modules:

The Group 4 units are elective units, of which four (4) units must be completed. There are many units in this elective group, however, due to the current availability of resources not all units may be available. Check with your teacher which units can be supported.

Number	Module Name
ICAB3018A	Develop macros and templates for clients using standard products
ICAB4135A	Create a simple mark-up language document to specification
ICAB4169A	Use development software & IT tools to build a basic website
ICAB4225A	Automate processes
ICAD4190A	Maintain information standards
ICAD4217A	Create technical documentation
ICAI3021A	Connect internal hardware components
ICAI3110A	Implement system software changes
ICAI4029A	Install network hardware to a network
ICAI4030A	Install software to networked computers
ICAI4097A	Install and configure a network
ICAS3115A	Maintain equipment and software in working order
ICAS4108A	Complete database backup and recovery
ICAS4127A	Support system software
ICAS4134A	Provide first level remote helpdesk support
ICAS4191A	Maintain website performance
ICAS4201A	Transfer content to a website using commercial packages
ICAT4185A	Create a website testing procedure
ICAU3019A	Migrate to new technology
ICAU3028A	Customise packaged software applications for clients
ICAU3126A	Use advanced features of computer applications
ICAU4207A	Apply web authoring tool to convert client data for websites
ICTCC330A	Manage customer relationships

The ICA05 Information & Communication Technology Training Package can be viewed at www.ntis.gov.au

Follow the prompts to see each of the Competencies and associated detail. The Training Package Code is ICA05. The relevant units of competence are also in the back of this guide

Personal information

Please complete the following details and hand in to your facilitator

Student Details

Date employment commenced:	
Student's name:	
Home address (postal):	
State:	Postcode:
Phone numbers: (Work): (Home):	
Email address:	
Date of birth:	

Employment Details

Name of Organisation:	
Postal Address:	
Town:	Postcode:
Supervisor's Name:	
Phone number:	
Fax number:	
Email address:	

Assessor/Facilitator Details

Name of Organisation: TAFE NSW, Western Institute	
Postal Address:	
Town:	Postcode:
Assessor's Name:	
Phone number:	
Fax number:	
Email address:	

Introduction to the assessment process

Purpose:

The purpose of this booklet is to guide students through an assessment process using workplace evidence for recognition of skills.

You will be providing evidence in **two** ways:

- 1 Assembling a folder of workplace evidence (see sample contents on page 29), units of competence (at rear of guide), resume and any qualifications including the School Certificate
- 2 Workplace assessment and collection of evidence with confirmation of your duties by your supervisor

About recognition and assessment of evidence:

Recognition is your assessor recognising your skills and knowledge from work and study you have already done. People who consider that they already have some or all of the skills that make up the competencies outlined in this course may be granted recognition based on assessment of relevant qualifications, and/or from evidence collected from the workplace.

Assessment of things you already know is called Recognition or Prior Learning (RPL). Your assessor will offer you this kind of assessment. The benefit of using RPL is that you do not need to do unnecessary training or assessment. By getting recognition for the skills and knowledge you already have, you can put more effort into the Units of Competency you don't know yet. You do need to prove to your assessor by showing them evidence of what you do.

The competency standards (like subjects) form the benchmarks for assessment, and, as such, are the basis of the nationally recognised Australian Qualifications Framework (AQF). Assessment within this framework is defined as the process of collecting evidence and making judgements about whether or not competency has been achieved.

Role of the candidate (student):

To provide valid, reliable, sufficient, current and authentic evidence against each of the competency areas

Role of the assessor:

To assess the evidence provided by the student and make a judgement as to whether the student can perform to the standards and criteria expected in the competency units in the Information and Communication Technology Training Package.

Steps in the recognition process:

1. Arrange to attend an information session at your local campus to guide you through the recognition assessment process
2. Enrol at your local campus in Certificate II in Information Technology and pay the current administration fee.
3. Prepare your folder for assessment in consultation with your facilitator. Include in the folder
 - ✓ a table of contents
 - ✓ brief resume
 - ✓ any workplace samples of work you do
 - ✓ the units of competence (at the back of this guide)
4. Organise your workplace assessment time with your employer and facilitator
5. Complete the workplace assessment and any gaps as agreed with your facilitator
6. Upon successful completion of the Core and elective modules described previously you will exit the course with a Certificate III in Information Technology, a Transcript of Results and a Statement of Competencies achieved.
7. Results will be reported as “by recognition”. Grading is not awarded in a recognition process.
8. If you do not fulfil course completion requirements, you will receive a Transcript showing the competencies gained.

Evidence of competency

How much evidence is enough for assessment?

Assessment is about gathering evidence of your skills and knowledge, then comparing that evidence to a set of competency standards to judge whether you are competent.

Competent means:

- ✓ Knowing how to do a job
- ✓ Understanding why the job should be done that way
- ✓ Being able to do different tasks at the same time
- ✓ Dealing with everyday problems that occur on the job

Evidence is how you prove that you are competent - the documents to show to your assessor as proof that you are competent .

Your assessor will discuss with you the amount of evidence that should be collected. As a general rule you will need more than one type of evidence to prove your competence for a particular Competency Unit.

For example, answering questions might show that you know about the importance of your job's occupational health and safety policy but it does not prove that you can actually put that policy into practice. Your assessor may prefer to combine different forms of evidence, for example confirmation from your supervisor, which is called a third party report.

Can I gather evidence myself?

You may be able to collect some of the evidence yourself. Discuss what types of evidence are needed with your assessor. Doing things like gathering samples of your work, taking photos, organising third party reports/testimonials (from people you have worked with confirming what you've done) or keeping a work diary might all be useful for assessment and can speed up progress towards your qualification.

It is important that any evidence you gather should be verified by someone who has witnessed your work and who is considered competent. Keep your work examples in a folder. Ask your supervisor to write a brief comment with a signature and date next to each one. This will help the assessor check the evidence later on.

It is also important that you match each piece of evidence to the unit of competency being assessed. You do this by writing down the elements you think it relates to.

Can evidence be used more than once?

Yes, because there are overlaps between Competency Units, one piece of evidence may be able to be used for more than one Competency Unit. If you can see ways of doing this, let your assessor know.

What can be used as evidence?

The following table lists the most common **types** of evidence. There are tips about what you can do to make sure that your evidence can be used by your assessor.

Type of Evidence	Tips
Answering questions	Your assessor will ask questions for a number of reasons, like getting to know you and understanding your workplace. When questions are used to gather evidence, your assessor should tell you that you are being assessed and what topics you will cover. Remember: <ul style="list-style-type: none"> ask your assessor for some practice questions do not worry too much if you cannot answer all questions
Qualifications or Statements of Attainment	Training you have done may be useful evidence. Remember: <ul style="list-style-type: none"> get copies of your relevant certificates (eg School Certificate) and relevant licences you may not need to be assessed again if you have successfully completed an equivalent unit or program
Work records and reports from supervisors, employers or workplace mentors	Records include any information that shows what work you did and when you did it. This includes job cards, production records, time sheets, reports, etc. Remember: <ul style="list-style-type: none"> ask your supervisor what you can use and what the assessor can use and keep find records that cover a period of time or a number of tasks ask your supervisor, employer or workplace mentor for reports that can be given to your assessor
Sample products of your work	Provide examples of work you have produced. Remember you need to: <ul style="list-style-type: none"> show what part of the work is yours explain the process behind the product show that it was efficient and that it followed any relevant rules
Sample documents you have created from your workplace	Provide examples of workplace documents you have worked with, for example: <ul style="list-style-type: none"> letters spreadsheets mail merges databases
Sample policies and of your work (Note: if a small	Provide examples of policies and procedures in your workplace, for example: <ul style="list-style-type: none"> Occupational health and safety

business these may be verbal, not written)	<ul style="list-style-type: none"> • Computer maintenance procedures
Being observed at work	<p>Before going ahead with an observation, find out from your assessor:</p> <ul style="list-style-type: none"> • what is going to be assessed • when this will happen and who is going to be assessing • who else will be present • whether you have to answer questions at the same time
Demonstrating particular tasks	<p>By asking you to demonstrate a task, the assessor can focus on skills that might not occur in a normal observation. Remember:</p> <ul style="list-style-type: none"> • if it is an uncommon task you might want to practice first • you may have to answer questions • if you make a mistake, you can usually ask to start again
Simulations and role-plays	<p>Simulations and role-plays involve you doing tasks that are difficult to observe or demonstrate at work. These are often used so that the assessor can see how you manage unplanned tasks like emergencies.</p> <p>Role-plays make some people nervous, so it can be helpful to practise before the assessment.</p>

What are competency standards?

Competency standards are used all around Australia. They describe what your industry accepts as effective performance in the workplace. This includes the skills and knowledge you need to do a job. These competency standards match particular activities that people carry out at work, such as using appropriate retail equipment, dealing with customers or following the workplace's occupational health and safety procedures.

Competency Standards are often referred to as **Competency Units** and they can be found in a document called a **Training Package**. The Retail industry has a Training Package and your training is delivered from the Training Package Qualification code WRR20102. Each Competency Unit (like a subject at school) is in turn broken down into smaller parts, called **elements** (like a topic in a subject) and **performance criteria** (like subheadings in a topic). These are what assessors use when they are judging whether or not someone is competent. Look at the following example:

ICAU1128A – Operate a personal computer (this is a “work activity” – something you do at work)	
Elements: (Part of this “work activity” is to...)	Performance Criteria: (You will know you can do this part of your job when...)
1. Start the computer	1.1 Check peripheral device connections for correct position 1.2 Switch on power at both the power point and computer
2. Access basic system information	2.1 Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens 2.2 Navigate through the operating system to access system information to identify system configuration and application versions in operation 2.3 Use on-line help functions as required
3. Navigate and manipulate desktop environment	3.1 Create and customise desktop icons 3.2 Select, open and close desktop icons to access application programs 3.3 Manipulate application windows and return desktop to original condition
4. Organise basic directory/folder structure and files	4.1 Create and name directories and subdirectories 4.2 Identify attributes of directories 4.3 Move subdirectories between directories 4.4 Rename directories as required 4.5 Access directories and subdirectories via different paths
5. Organise files for user and/or organisation requirements	5.1 Use system browser to search drives for specific files 5.2 Access the most commonly used types of files in the directories 5.3 Select, open and rename groups of files as required 5.4 Move files between directories 5.5 Copy files to disk 5.6 Restore deleted files as necessary 5.7 Erase and format disks as necessary
6. Print information	6.1 Add a printer if required and ensure correct printer settings 6.2 Change the default printer if appropriate

	6.3 Print information from an installed printer 6.4 View and delete progress of print jobs as required
7. Shut down computer	7.1 Save any work to be retained and close all open application programs correctly 7.2 Shut down computer correctly

Competency Units can seem confusing when you first look at them. But they let you know the standard you are being assessed against. The units take into consideration the way things are done at your workplace.

Following the steps in the recognition process:

1. Assembling your portfolio folder

- ✓ Divide the folder into sections. The following are some suggested sections:
 - Table of Contents
 - Resume
 - Copies of any qualifications held
 - Position Description and/or list of your work duties
 - Work Highlights and Duties OR Work Project/s
 - Special awards/recognition
 - Evidence collected in your workplace (please note on this evidence which unit/s it relates to)
 - Report from your manager confirming your period of employment
 - Any 3rd party reports you are including (eg references)
 - Completed evidence against the units for assessment (with the self assessment completed)

2. Workplace assessment of evidence

Your interview with your supervisor and your assessor

The assessor will have certain questions in mind when looking at the evidence gathered about your competence. You should ask yourself the same questions (following), and be able to answer 'yes' to all of them, before asking to be assessed.

- ✓ Does my evidence relate directly to the Competency Units that are being assessed?
- ✓ Is there enough evidence to cover all the parts of the Competency Unit?
- ✓ When all the evidence is put together does it show a consistent picture of my competence? In other words, do all the pieces of evidence 'agree'?
- ✓ Does the evidence show that I have the knowledge and skills right now?
- ✓ Can I guarantee that the evidence shows my work, and not someone else's?
- ✓ Have I cross referenced my evidence to the different Competency Units it relates to?

If your assessor answers 'yes' to all of these questions, then they will sign the assessment record. When all of the assessment records you need for your course have been signed you are well on your way to receiving your qualification.

If your assessor cannot answer 'yes' to all of these questions they will discuss with you the reasons you are "Not Yet Competent" and will provide suggestions for further learning which will tell you how to get the extra skills and knowledge you need to fill this gap, before being assessed again.

3. Assessment Units

Fill in the following templates with your supervisor to ensure you have covered the “Learning” section of the template, and put it in your folder for assessment.

Your assessor will complete the “Assessment” section of the template when they visit your workplace.

ICAU1128A Operate a personal computer

Element: Start the computer	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Check peripheral device connections for correct position								
1.2 Switch on power at both the power point and computer								
Element: Access basic system information	Learning				Assessment			
2.1 Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens								
2.2 Navigate through the operating system to access system information to identify system configuration and application versions in operation								
2.3 Use on-line help functions as required								
Element: Navigate and manipulate desktop environment	Learning				Assessment			
3.1 Create and customise desktop icons								
3.2 Select, open and close desktop icons to access application programs								
3.3 Manipulate application windows and return desktop to original condition								
Element: Organise basic directory/folder structure and files	Learning				Assessment			
4.1 Create and name directories and subdirectories								
4.2 Identify attributes of directories								
4.3 Move subdirectories between directories								
4.4 Rename directories as required								
4.5 Access directories and subdirectories via different paths								

Element: Organise files for user and/or organisation requirements	Learning				Assessment			
5.1 Use system browser to search drives for specific files								
5.2 Access the most commonly used types of files in the directories								
5.3 Select, open and rename groups of files as required								
5.4 Move files between directories								
5.5 Copy files to disk								
5.6 Restore deleted files as necessary								
5.7 Erase and format disks as necessary								
Element: Print information	Learning				Assessment			
6.1 Add a printer if required and ensure correct printer settings								
6.2 Change the default printer if appropriate								
6.3 Print information from an installed printer								
6.4 View and delete progress of print jobs as required								
Element: Shut down the computer	Learning				Assessment			
7.1 Save any work to be retained and close all open application programs correctly								
7.2 Shut down computer correctly								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

BSBCMN106A Follow workplace safety procedures

Element: Follow workplace safety procedures	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according to workplace procedures								
1.2 Workplace procedures and work instructions for own area of responsibility, for assessing and controlling risks are followed accurately while under direct supervision								
1.3 Workplace procedures for dealing with incidents (accidents), fire and other emergencies are followed under direct supervision, whenever necessary within the scope of responsibilities and competencies								
Element: Contribute to Occupational Health & Safety in the workplace	Learning				Assessment			
2.1 Occupational Health and Safety issues are raised with appropriate people in accordance with workplace procedures and relevant Occupational Health and Safety legislation								
2.2 Contributions to participative arrangements for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies								

Evidence gathered included and numbered for BSBCM106A Follow Work Safety Procedures :

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAD2012A Design organisational documents using computing packages

Element: Design documents to meet organisational needs	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
Use <i>applications</i> to design and configure document templates for use in a business environment Demonstrate the implementation of design guidelines Select appropriate <i>software</i> Use <i>software</i> as per specifications to design documents Store documents for access and editing as required Obtain approval of design of documents from <i>appropriate person</i>								
Element: Access, retrieve, manipulate and save data	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
Use <i>software</i> as per specification Locate and open <i>files</i> Amend designs according to requirements Exit <i>applications</i> successfully without loss of <i>data</i>								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2005A Operate computer hardware

Element: Identify computer hardware components	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify <i>external hardware components and peripherals</i>								
1.2 Identify <i>internal hardware components</i>								
Element: Understand the inter relationship between computer hardware and software	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Describe the functions of computer hardware and associated OH&S standards and environmental considerations around hardware use and disposal								
2.2 Describe the function of a computer operating system								
2.3 Describe the boot process								
2.4 State the relationship between an application program, the operating system and hardware								
2.5 State the general differences between the different computer platforms and their respective operating systems								
2.6 Draw a simple block (schematic) diagram showing the interconnection of the various components of a computer								
Element: Use computer input equipment	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Follow OH&S standards and organisational policies and procedures when using computer input equipment								

Evidence gathered included and numbered for module ICAU2005A Operate computer hardware:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2006A Operate computing packages

Element: Use appropriate software	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Select software appropriate to perform activity								
1.2 Use software to produce required outcome using a range of features related to the activities								
1.3 Save documents in appropriate directories/folders								
Element: Access, retrieve and manipulate data	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Select and access files								
2.2 Amend and save files according to requirements								
2.3 Produce documents and files that meet organisational needs								
2.4 Save files in appropriate directories/folders								
2.5 Exit software correctly without loss of data								
Element: Access and use help functions within each application	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Identify the help resources available for basic difficulties with the software								
3.2 Access user help documentation and other resources for basic difficulties with the software								

Element: Use keyboard and equipment	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Follow OH&S standards and regulations to avoid injury or illness								
4.2 Use wrist rests and document holders where appropriate								
4.3 Use monitor anti-glare and radiation reduction screens where appropriate								
4.4 Ensure user equipment is maintained and free from defects that could cause injury								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2013A Integrate commercial computing packages

Element: Determine work requirements	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify the requirement of the task								
1.2 Select appropriate software and file formats								
Element: Produce required data/documents to new format	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Create a mailing list using a database, spreadsheet or address book, and merge mailing list with another document								
2.2 Use a conversion tool of a software application package to convert data from one format to another to enable additional work on the converted data								
2.3 Save data to a new file format								
2.4 Import objects from another software application package and modify as required to produce a required outcome								
2.5 Export data to another software application package to produce a required outcome								
2.6 Create a link between one software application package and another, and use this to update information to a document								
Element: Save and retrieve data with the aid of help functions	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Save data to disk								

3.2 Convert data to a new file format									
3.3 Re-access data and check information									
3.4 Obtain organisational documentation, such as procedures, manuals and guides and use when appropriate									
3.5 Save data to disk									
3.6 Access user help documentation or other resources for basic difficulties with software application package									

Evidence gathered included and numbered from ICAU2013A Integrate commercial computing packages:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAU2231A Use computer operating system

Element: Configure operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Configure operating system to suit the working environment, including but not limited to setting variables								
Element: Use operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Install, upgrade and uninstall application software to suit the working environment								
2.2 Use both the graphical user interface and the command line interface to perform basic tasks								
Element: Optimise operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Use operating system and third-party utilities								
3.2 Customise the graphical user interface								
3.3 Use techniques unique to the command line interface								
Element: Support input and output devices	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Set up input and output devices and check functionality								
4.2 Install drivers as appropriate and check functionality								

Evidence gathered included and numbered from ICAU2231A Use computer operating system:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAW 2001A Work effectively in an IT environment

Element: Identify IT in an organisation and related relevant policies and procedures	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify IT roles in an organisation and briefly describe what services they perform								
1.2 Identify and describe key players from the IT service areas previously identified								
1.3 Identify IT policies and procedures and research whether they are used in practice								
Element: Identify IT equipment, software and operating systems used by the organisation	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Identify IT equipment, operating systems and software used in the organisation and understand the importance and role within the organisation								
2.2 Establish that all of the equipment locations and service requirements are maintained according to organisational requirements and prevailing policies and procedures								

Evidence gathered included and numbered from ICAW2001A Work effectively in an IT environment:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAW 2002A Communicate in the workplace

Element: Establish contact with clients	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Receive requests and enquiries from clients in a polite and appropriate manner								
1.2 Use verbal and non-verbal communication to respond to the client requests and enquiries effectively								
1.3 Use appropriate questioning and active listening techniques to understand client needs and determine support requirements								
1.4 Accommodate cultural differences in the workplace								
Element: Process information	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Answer enquiries promptly and appropriately								
2.2 Record information or messages and refer client requests to the appropriate person in accordance with organisational procedures								
2.3 Inform client of the progress of their request or enquiry and advise them of the organisational process for answering their request or enquiry								
2.4 Investigate the organisational follow-up procedure or policy and record follow-up action taken in regard to the client request or enquiry								

Evidence gathered included and numbered from ICAW2002A Communicate in the workplace:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAD3218A Create user documentation

Element: Determine documentation standards and requirements	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Determine documentation requirements								
1.2 Investigate documentation and industry standards for requirements and determine appropriate application to user documentation								
1.3 Design documentation templates using appropriate software and obtain approval from appropriate person								
Element: Produce user documentation	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Conduct a review of the subject system, program, network or application in order to understand its functionality								
2.2 Create user documentation based on template to record the operation of the subject system, program, network or application								
2.3 Create <i>user documentation</i> based on template to record the operation of the subject system, program, network or application								
Element: Review and obtain sign off	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Submit user documentation to target audience for review								

3.2 Gather and analyse feedback									
3.3 Make changes to user documentation									
3.4 Submit user documentation to appropriate person for approval									

Evidence gathered included and numbered from ICAD3218A Create user documentation:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICA13020A Install and optimise operating system software

Element: Determine function of operating systems	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify and demonstrate understanding of the purposes of the operating system								
1.2 Distinguish between batch system, real-time system, multi-tasking system								
1.3 Identify and demonstrate understanding of the basic functions of operating system, including file system, memory management, process scheduling								
1.4 Identify and demonstrate management of virtual memory								
Element: Obtain operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Contact operating system vendors to obtain technical specifications and system requirements								
2.2 Document adjustment recommendations and provide to appropriate person								
2.3 Determine and apply knowledge of licensing, hardware and security requirements								
Element: Install, configure and optimise operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Install, configure and test the operating system software in accordance with installation procedures and organisational requirements								

<p>3.2 Optimise the system to meet organisational requirements</p> <p>3.3 Document the system according to organisational requirements</p> <p>3.4 Install the operating system with minimal disruption to client or users</p>								
<p>Element:</p> <p>Provide instruction to meet new software requirements</p>	<p>Learning</p>				<p>Assessment</p>			
<p>Performance Criteria</p>	<p>Can do</p>		<p>Evidence of this</p>		<p>On-job</p>		<p>Off-job</p>	
<p>4.1 Provide one-to-one instruction about changes to the client or users as required</p> <p>4.2 Obtain client evaluation about new system to ensure requirements are met, using appropriate feedback mechanism</p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>

Evidence gathered included and numbered from ICAI3020A Install and optimise operating system software:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAS3031A Provide advice to clients

Element: Analyse client support issues	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Check for new problems logged by client								
1.2 Check previous logs for similar problems or requests from client								
1.3 Investigate and document the support issues affecting the client								
1.4 Notify client of the results of investigation and provide advice and support on findings								
1.5 Obtain client feedback and make changes								
Element: Provide advice on software, hardware or network	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Confirm software, hardware or network requirements with client								
2.2 Investigate and document a solution								
2.3 Document additional requirements discovered in the investigation and refer them to the client								
2.4 Obtain approval from the client to implement the solution								
2.5 Investigate and document the amount of technical support the client may require								
2.6 Discuss and agree the level of technical support identified with the client								
2.7 Arrange a time with the client when support will take place								
2.8 Provide technical support as part of group or one-to-one instruction to the client								
2.9 Provide manuals and help documentation to the client								

Element: Obtain client feedback	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Create an appropriate evaluation or feedback form or other mechanism to gather feedback about the solution and support provided								
3.2 Provide client with instructions on how to complete the form or use other means of providing feedback								
3.3 Distribute the evaluation or feedback to the client								
3.4 Review the feedback from the client to identify areas for improvement								

Evidence gathered included and numbered from ICAS3031A Provide advice to clients:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAS3234A Care for computer hardware

Element: Establish safe work practices	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Determine, record and apply relevant legal requirements and OH&S standards to the installation and maintenance of computer hardware								
1.2 Determine, record and apply requirements specified by hardware manufacturers								
1.3 Determine, record and apply safe work practices, taking into account legal and manufacturer requirements								
Element: Establish location requirements for hardware and peripherals	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Determine and apply suitable environmental conditions for hardware and peripherals								
2.2 Determine and apply system protection devices								
2.3 Determine and apply requirements when moving <i>hardware</i>								
2.4 Determine and apply suitable storage principles for hardware and associated peripherals and media								
Element: Establish maintenance practices	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Determine maintenance requirements specified by the equipment manufacturer								
3.2 Produce maintenance schedules, including removal of dust and grease build-up								

<p>3.3 Perform diagnostic functions, including replacing suspect components with other serviceable components and reloading of associated software</p> <p>3.4 Determine whether unserviceable components are replaceable through warranty, replacement or upgrade</p> <p>3.5 Perform diagnostic functions using the operating system and third-party diagnostic tools</p>								
<p>Element:</p> <p>Determine appropriate hardware quality standards</p>	<p>Learning</p>				<p>Assessment</p>			
<p>Performance Criteria</p>	<p>Can do</p>		<p>Evidence of this</p>		<p>On-job</p>		<p>Off-job</p>	
<p>4.1 Consider and apply business requirements in respect of hardware matters</p> <p>4.2 Determine and apply quality standards to the selection of appropriate hardware and associated peripherals</p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>	<p><i>Date</i></p>	<p><i>Initials</i></p>

Evidence gathered included and numbered from ICAS3234A Care for computer hardware:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAT3025A Run standard diagnostic tests

Element: Operate system diagnostics	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Run the system diagnostic program according to specification								
1.2 Modify the system configuration as indicated by the diagnostic program								
1.3 Carry out preventative maintenance in line with organisational guidelines								
Element: Scan system for viruses	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Scan the system to check and maintain virus protection								
2.2 Report identified viruses to an appropriate person								
2.3 Remove virus infections found by the scan using software tools and/or procedures or by restoring back-ups								
2.4 Document relevant symptom and removal information								

Evidence gathered included and numbered from ICAT3025A Run standard diagnostic tests:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU3004A Apply occupational health and safety procedures

Element: Determine OH&S issues relating to immediate work environment	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify person responsible for OH&S standards in the subject workplace								
1.2 Identify OH&S standards that apply to the workplace								
1.3 Review and assess workplace according to OH&S standards and record findings								
1.4 Report issues or problems with the workplace to the appropriate person								
Element: Document and disseminate OH&S requirements	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Determine and document the OH&S standards impact upon the subject workplace								
2.2 Submit documentation to appropriate person for verification								
2.3 Update or reissue OH&S documents relating to IT as required								
Element: Provide basic ergonomic advice	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Assess basic ergonomic requirements of people in the workplace								
3.2 Document the ergonomic advice for client based on vendor requirements, workplace								

policies and OH&S standards									
3.3 Submit advice to the appropriate person for verification									

Evidence gathered included and numbered from ICAU3004A Apply occupational health and safety procedures:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAI 3101A Install and manage network protocols

Element: Install and manage network protocols	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Select, test and validate appropriate network protocol services								
1.2 Design a network addressing system, with subnet and host IDs, including appropriate devices								
1.3 Configure hosts and workstations to use IP addresses either manually or through automatic allocation of addresses, such as found with dynamic host configuration protocol (DHCP)								
Element: Identify network protocol applications	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Identify a range of well-known network protocol applications								
2.2 Evaluate client user requirement and recommend network protocol services								
2.3 Apply IP addressing scheme according to approved policies and procedures								

Evidence gathered included and numbered from ICAI3101A Install and manage network protocols:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAS3024A Provide basic system administration

Element: Record security access	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Obtain client access requirements and clearance levels according to organisational requirements								
1.2 Issue computer or network user account and password details to client								
1.3 Provide security documentation and access to client								
1.4 Record user account and security access details to maintain system integrity and assist later auditing								
Element: Record software licences	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Determine what licensed software is used within the organisation								
2.2 Maintain records of licence number and location								
2.3 Check personal computers and network for illegal software								
2.4 Report illegal software to appropriate person								
Element: Carry out system back up	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Create or review organisational back-up schedule								

3.2 Complete file back-ups according to the schedule								
3.3 Label and store back-ups according to organisational requirements								
3.4 Maintain records of back-ups								
Element: Restore system back up	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Determine and test restore procedures according to organisational guidelines								
4.2 Complete a restore under supervision of an appropriate person								
4.3 Record completed restore according to organisational guidelines								
Element: Apply security access controls	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
5.1 Document security access as per clearance guidelines set by management								
5.2 Maintain a security access register in line with organisational guidelines to record which client or groups have access to which resources								
5.3 Identify the security controls on the file system provided by the operating system								

Evidence gathered included and numbered from ICAS3024A Provide basic system administration:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAS3032A Provide network systems administration

Element: Provide client access and security	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Provide log-ons, passwords and applications file access to users and prepare documentation in line with organisational requirements								
1.2 Evaluate records of <i>user</i> accounts to determine access privileges and usage								
1.3 Take necessary action to ensure maintenance of system integrity and security								
Element: Input into and disseminate disaster recovery plan	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Provide input for the organisation's disaster recovery plan								
2.2 Disseminate disaster recovery plan to user as required								
Element: Monitor network performance	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Perform diagnostic tests associated with administering the network or system								
3.2 Analyse and respond to diagnostic information								
3.3 Monitor software usage including inappropriate or illegal use								
3.4 Delete illegal software from the system								

Evidence gathered included and numbered from ICAS3032A Provide network systems administration:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

I CAS3034A Determine and action network problems

Element: Determine client requirements and ascertain if problem exists	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Log calls from help desk support staff								
1.2 Determine and document problem based on client requirements								
Element: Determine whether problem is covered by policy	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Verify the scope and coverage of maintenance and technical support agreements relative to the problem and client requirements								
2.2 Provide assistance in accordance with organisational guidelines								
Element: Carry out maintenance support on identified problem	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Conduct diagnostic tests around identified problem								
3.2 Complete maintenance in line with organisational guidelines								
3.3 Obtain new components as part of the resolution, where necessary								
3.4 Store or dispose of components in accordance with organisational guidelines and environmental guidelines								

Element: Prepare maintenance report and verify solution	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Prepare maintenance report in line with organisational guidelines and support agreements								
4.2 Escalate maintenance requirements to appropriate area, as required								
4.3 Follow up with the client to determine solution success and close the report								

Evidence gathered included and numbered from ICAS3034A Determine and action network problems:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAS3120A Configure and administer a network operating system

Element: Review network policies	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Review organisational policies for network use and administration arrangements								
1.2 Identify network administration tools both built into the network operating system and third-party tools that can be used to enforce organisational policies								
1.3 Determine and document settings and parameters that should be used in order to meet policies and procedures								
1.4 Make necessary recommendations to appropriate person for ways of overcoming weaknesses in administration tools								
Element: Create an interface with existing system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Identify and document the current system and components and configuration through audits of hardware and software								
2.2 Identify and map system interaction by identifying what data is required by particular users and how often the data is accessed								
2.3 Examine existing applications and plan required upgrades/reconfigurations to new system or applications								
2.4 Test reconfiguration for successful interface with existing system								

Element: Set up and manage the network file system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Evaluate the network requirements of the user and design an appropriate file and folder structure								
3.2 Create the designed file and folder structure using appropriate administration and system tools								
3.3 Set the security, access and sharing of file system to meet user requirements								
3.4 Identify and implement the virus protection requirements for the network in line with organisational procedures								
3.5 Test the file system to ensure that appropriate access is available to the user groups								
3.6 Document the created file system in accordance with organisational standards								
Element: Manage user services	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Evaluate the network requirements of the user and design an appropriate set of services that should be provided								
4.2 Implement the services required by using the appropriate administration and system t								
4.3 Create users and groups as required to facilitate user security and network access in accordance with user authorisation								
4.4 Test successful access by users to authorised network data and resources and record outcomes								

Element: Monitor user accounts	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
5.1 Modify default user settings to ensure that they match security policies								
5.2 Modify existing user settings for non-compliant security according to security and access policies								
5.3 Check that appropriate legal notices at log on are displayed								
5.4 Use appropriate utilities to check strength of passwords								
5.5 Review procedures and take action to ensure that users who leave the organisation or area have their accounts disabled or deleted								
5.6 Use information services to identify well-known and up-to-date security gaps and secure these with appropriate hardware and software								
Element: Provide and support back up security	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
6.1 Scan and, if required, clean the network of viruses before back-up								
6.2 Review security requirements for users and data to be stored on network								
6.3 Determine risks to which data is exposed and provide appropriate prevention and recovery processes								
6.4 Implement systems to provide back-up and service restoration capability in the event of a disaster								

Evidence gathered included and numbered from ICAS3120A Configure and administer a network operating system:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAS3121A Administer network peripherals

Element: Install peripherals to a network	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Plan the location of peripherals to provide appropriate services to users and to take into consideration OH&S standards								
1.2 Connect peripherals to network, using vendor-approved method and technology								
1.3 Connect peripherals to computers in the network using parallel, serial or other direct connection methods								
1.4 Add peripheral accessories or upgrades to printer such as memory or high-volume paper trays								
1.5 Test peripherals for correct operation								
Element: Configure peripheral services to manage peripherals	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Install software required to manage local and network-connected peripherals								
2.2 Use meaningful names for peripherals and control queues								
2.3 Configure security and access to allow appropriate users to make use of peripherals								
2.4 Configure workstation for peripherals to allow applications to work with peripherals								

Element: Administer and support peripheral services	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Assign priority to control queues								
3.2 Use peripheral management software supplied as part of the network operating system or by third parties								
3.3 Create templates for use on the network								
3.4 Configure settings on the network to create maintenance schedules, usage logs, and cost centre usage statistics								
3.5 Demonstrate to the user the methods for using peripheral services from their application or workstation								
Element: Maintain peripherals and fix common problems	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Establish and follow a regular maintenance schedule as recommended by peripheral manufacturer								
4.2 Replace consumables and components when required								
4.3 Fix peripheral mishaps and malfunctions								
4.4 Monitor peripheral usage and traffic and recommend additional peripherals if needed								
4.5 Determine failures of peripheral services or devices and rectify as required								

Evidence gathered included and numbered from ICAS3121A Administer network peripherals:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

Checklist for recognition of prior learning

- Attend an initial workshop (date and location to be advised) with your Assessment Facilitator, who will guide you through the assessment process
- Enroll at your local campus at the initial workshop, if you decide to go ahead with the assessment
- Speak to your employer about the process and confirm their support and involvement in the process
- Gather evidence for your folder
- Complete the Learning column and Evidence section of your competency unit assessment templates and place in the back of your folder
- Number all evidence and put in folder behind the assessment templates
- Complete Table of Contents and put at the front of your folder
- Organize a workplace visit between yourself, your facilitator and your supervisor to provide evidence in the workplace
- Include a resume, job description and certified copies of all qualifications and evidence of experience claimed at the front of your folder behind the Table of Contents

Contact details for my Assessment Facilitator are:

Name	
Phone	
Email	
Fax	