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## Training and Assessment Strategy (TAS)

### ICT60220 Advanced Diploma of Information Technology

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## Course details

Qualification code & title	ICT60220 Advanced Diploma of Information Technology
Description	<p>This qualification reflects the role of individuals in a variety of information and communications technology (ICT) roles who have significant experience in specialist technical skills, or managerial business and people management skills.</p> <p>Individuals in these roles carry out complex tasks in a specialist field, working independently, leading a team or a strategic direction of a business. They apply their skills across a wide range of industries and business functions, or as a business owner (sole trader/contractor).</p> <p>The skills required for these roles may include, but are not restricted to:</p> <ul style="list-style-type: none"> <li>• advanced data management information: creating, designing and monitoring complex systems that store data, and optimising organisational knowledge management</li> <li>• cyber security: protecting sensitive data and information through security architecture, and developing disaster recovery and contingency plans</li> <li>• full stack web development: building advanced user interfaces, developing representational state transfer application program interfaces (REST APIs) and designing user experience solutions</li> <li>• further programming: applying advanced ICT languages to maintain security and manage data</li> <li>• IT strategy and organisational development: managing and communicating strategic ICT business solutions</li> <li>• systems development and analysis: modelling and testing data objects, data processes and preferred ICT system solutions</li> <li>• telecommunications network engineering: managing logistics, organisational specifications, regulations and legislative requirements across network projects.</li> </ul>
Requirements	<p>Six (6) core units and fourteen (10) elective units are required for the award of the ICT60220 Advanced Diploma of Information Technology. Units have been selected in accordance with the packaging rules and are relevant to the work outcome, local industry requirements and qualification level.</p> <p>The latest release of the qualification and packaging rules can be found at the following link: <a href="https://training.gov.au/Training/Details/ICT60220">https://training.gov.au/Training/Details/ICT60220</a></p>
Learner characteristics and target group	<p>Target groups for the ICT60220 Advanced Diploma of Information Technology are students who are:</p> <ul style="list-style-type: none"> <li>• Are seeking to pursue or further a career in information technology</li> <li>• Seeking to enter a new industry sector</li> <li>• Are seeking a pathway to higher education qualifications</li> </ul>

	<p>Characteristics of the target group are as follows:</p> <p>Students will usually be new entrants. However, credit and/or RPL can be provided for those with existing skills and knowledge allowing such students to complete the course in a shorter timeframe.</p> <p>Students will be from a range of countries and may be living in Australia for the first time or may have been here in the recent or more distant past.</p> <p>Many will speak English as a second language, although an entry level has been set to ensure students are able to complete course work.</p> <p>Students are expected to typically fall into the age range of 18 – 35 as people still establishing or changing careers.</p>
<b>Delivery mode</b>	This program is delivered in the classroom. Please note that in COVID-19 and other similar pandemic, all training and assessment will be delivered online.
<b>Delivery site</b>	2 – 4 Marmaduke Street Burwood NSW 2134.
<b>Course duration</b>	This qualification will be delivered over 78 weeks, including 60 weeks of training and assessment spread over 6 terms of 10 weeks each and 18 weeks of holidays.
<b>Entry requirements</b>	<p>Sydney Metropolitan International College has the following entry requirements:</p> <p>International students must:</p> <ul style="list-style-type: none"> <li>• Be at least 18 years of age.</li> <li>• Participate in a course entry interview to determine suitability for the course and student needs.</li> <li>• Have an IELTS* score of 5.5 (test results must be no more than 2 years old). English language competence can also be demonstrated through documented evidence of any of the following: <ul style="list-style-type: none"> <li>○ Educated for 5 years in an English-speaking country; or</li> <li>○ Successful completion of an English Placement Test</li> </ul> </li> </ul> <p>*Note that other English language tests such as PTE and TOEFL can be accepted. Students are required to provide their results so that it can be confirmed they are equivalent to IELTS 5.5.</p>
<b>Pathways</b>	<p>Potential employment options are in a range of IT related roles.</p> <p>Students who complete this course may wish to continue their education into a range of Higher Education qualifications such as Bachelor of Information Technology.</p>
<b>Course credit</b>	<p>Students may apply for recognition of existing qualifications or skills, knowledge and experience (credit transfer or recognition of prior learning). The granting of course credit may affect course fees, as well as the duration of the course.</p> <p>This process is outlined in Sydney Metropolitan International College Student Enrolment and Completion Policy and Associated Procedures and Training and Assessment Policy &amp; Associated Procedures.</p>

## **Industry Consultation**

The industry consultation process assists by confirming that approach to delivery and assessment is consistent, as well as resources used are consistent with industry expectations and current practices.

Industry experts have been consulted in order to input into the development of the course. Experts were provided with the Training and Assessment Strategy, plus samples of the training and assessment materials. Experts were also asked to comment on the industry skills required of trainers and assessors.

Feedback from the consultation has been reviewed and incorporated into this Strategy. An industry consultation register also records outcomes and actions.

## **Continuous Improvement Approaches**

This Training and Assessment Strategy will be reviewed and updated in accordance with the continuous improvement processes used by Sydney Metropolitan International College as described in the Quality Assurance Policy and Associated Procedures and Training and Assessment Policy and Associated Procedures.

## Units of Competency

Code	Title	Core or Elective
BSBCRT611	Apply critical thinking for complex problem solving	Core
BSBTWK502	Manage team effectiveness	Core
BSBXCS402	Promote workplace cyber security awareness and best practices	Core
ICTICT608	Interact with clients on a business level	Core
ICTICT618	Manage IP, ethics and privacy in ICT environments	Core
ICTSAD609	Plan and monitor business analysis activities in an ICT environment	Core
ICTCYS604	Implement best practices for identity management	Elective
ICTCYS606	Evaluate an organisation's compliance with relevant cyber security standards and law	Elective
ICTCYS608	Perform cyber security risk assessments	Elective
ICTCYS612	Design and implement virtualised cyber security infrastructure for organisations	Elective
ICTNPL413	Evaluate networking regulations and legislation for the telecommunications industry	Elective
ICTNWK612	Plan and manage troubleshooting advanced integrated IP networks	Elective
ICTPMG613	Manage ICT project planning	Elective
ICTTEN615	Manage network traffic	Elective
ICTTEN622	Produce ICT network architecture designs	Elective
BSBLDR601	Lead and manage organisational change	Elective

## Delivery and assessment overview

The qualification is delivered over 78 weeks comprising of:

- 6 terms of 10 weeks each (60 weeks total).
- Holiday breaks amounting to 18 weeks (as specified in the timetable)

Students are required to attend 20 hours of classroom training per week.

Homework is expected to be approximately 5 hours a week.

The training and assessment schedule shows the weeks during which training is delivered and assessment conducted for each unit.

The total amount of training provided being structured classroom sessions is 856 hours. Time scheduled for assessment in class is 344 hours. Homework is unsupervised and may include research for assessments and general reading, as well as completion of the self-study activities is expected to be on average 5 hours a week total of 300 hours.

Total delivery and assessment hours therefore amount to 1200 hours and the volume of learning (i.e. including unsupervised learning of homework) is 1,500 hours. A detailed breakdown of hours is provided in the Training and Assessment Schedule.

Sydney Metropolitan International College has decided on the course duration and amount of training taking into account the AQF Volume of Learning, which is typically 1 – 2 years and 1200 – 2400 hours. It is considered that the duration and amount of training provided will allow students the opportunity to fully absorb the required knowledge, as well as develop skills over time. Students also have existing study experience due to the entry requirements further allowing them to achieve the qualification in the duration indicated.

Where learners have prior skills and knowledge they may apply for RPL or credit transfer, which will reduce the course duration if granted.

Sydney Metropolitan International College operates a system of rolling enrolments meaning that students may commence at the beginning of any term. Students may enter the qualification after any unit, as there are no pre-requisites for any units. The Training and Assessment Schedule is shown in terms and this represents the scheduling of units on commencement. However, depending on when a student joins the course, the term number will vary.

### Delivery arrangements

A face-to-face training is employed for this qualification. All classroom-based training will take place at the Sydney Metropolitan International College training facility.

Homework amounts to 5 hours a week. Students are provided with access to self-study guide for completion of a range of activities. The estimated time to complete activities is documented in the guide for each unit.

Units of competency are delivered individually.

A timetable will be supplied to each student prior to course commencement. Students are also provided with an orientation to the course to outline the learning and assessment processes, support services and other relevant information. This forms part of the general orientation that Sydney Metropolitan International College provides to students.

Students are provided with Student Guides that they will use in the classroom to develop their knowledge and understanding.

All students will be provided with a range of learning support options and resources to help them achieve competency.

Students can also be supported outside of face to face through e-mail and telephone contact with their trainer. Students are provided with their trainer's contact details at their orientation. Students are encouraged to contact their trainer at any time and trainers will liaise with students regarding their progress and provide advice as required, including any relevant course content and concepts, learning opportunities, assessment requirements, feedback on assessments and any issues the student is experiencing.

Sydney Metropolitan International College uses a range of techniques during face to face delivery including trainer presentations and demonstrations, individual tasks, case studies, research, role plays, practical demonstrations and group work. The context of the simulated workplace environment will be incorporated into delivery methodologies and students will complete tasks to appropriate workplace standards.

Delivery methodologies employ terminology, equipment, resources, materials, contexts, practices and activities associated with the ICT role in the workplace.

## **Simulated training environment**

The simulated training environment is achieved by using equipment, tools, technology, workplace conditions, legislation, quality standards and approaches to work that match those currently employed in industry. For example, workplace plans (business/operational/ weekly), administration documentation, IT hardware and Microsoft office software applications, telephones, tables and chairs, policy and procedure manual.

Students understanding of the workplace and its requirements will be developed throughout the course.

The environment is created to suit the specific unit requirements and the trainer reinforces understanding through relating to their own experience and through the use of learning materials e.g. textbooks, handouts or videos. Depending on the unit content and context the classroom environment is adapted to recreate the simulated work environment.

Appropriate simulated contexts and activities are incorporated into delivery and prepare students for assessment. These align to the contexts and activities indicated in the units of competency. The simulated assessment contexts and activities also align to the requirements of each unit of competency.

During the practical lessons, sufficient time is allocated for students to perform the required tasks, practice their skills and reinforce their knowledge.

## **Facilities and Equipment**

- Training rooms, including desks, chairs, whiteboard and overhead projector
- Computers with Microsoft Office and access to the Internet.
- Learning and assessment materials as outlined in this TAS.
- ICT equipment as included in the ICT equipment list.

In addition, all students who are undertaking the ICT60220 Advanced Diploma of Information Technology must have the following resources while in class.

- A laptop that is installed with Microsoft Office or similar.



# Training Materials

Sydney Metropolitan International College has purchased and contextualised training and assessment resources from RTO Works, specifically their IT Works range, and has a complete set of training materials which includes trainer guides, student guides, PPTs and self-study guides for each unit.

## Assessment

### Assessment Materials

Assessment materials comprise of:

- **Assessor Marking Guide and mapping:** includes benchmark answers for each assessment, as well as checklists in which the assessor is to record their assessment decisions. Mapping to each unit is also provided.
- **Student Assessment Tasks:** There is one for each unit of competency that includes instructions to students about each of their assessments. It also includes an assessment plan where students can record the due dates of each task and an Assessment Task Cover Sheet that must be completed for each Assessment submission.
- **Other documents specific to the workplace simulation task requirements** are also included with the assessment tasks. These include document templates and simulated workplace policies and procedures and are described in the student and assessor instructions as relevant.

### Assessment Arrangements

Assessment will occur through a variety of methods, including projects incorporating role-plays, case studies, observations and short answer questions.

Assessment conditions will ensure a simulated workplace environment for classroom based assessment.

Assessment tasks:

- Reflect real life work tasks.
- Are required to be performed within industry standard timeframes as specified by assessors in relation to each task.
- Are assessed using assessment criteria that relate to the quality of work expected by the industry.
- Are performed to industry safety requirements as relevant.
- Utilise authentic workplace documentation.
- Require students to work with others as part of a team.
- Require students to plan and prioritise competing work tasks.
- Involve the use of standard, workplace equipment such as computers and software.
- Ensure that students are required to consider workplace constraints such as time and budgets.

## Principles of Assessment and Rules of Evidence

All assessment is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

The principles of assessment are:

- Validity
- Reliability
- Flexibility
- Fairness

The rules of evidence are:

- Authenticity
- Currency
- Sufficiency
- Validity

To ensure these principles and rules are followed, RTO:

- Requires students to submit assessment tasks with a signed Assessment Task Cover Sheet stating that the work is their own, thus ensuring Authenticity.
- Assessment tasks are designed so that all unit of competency requirements are met, a number of times where possible, (demonstrated through mapping) and a number of forms of evidence are used to form assessment decisions, ensuring Validity and Sufficiency. See also the section on Validation Plan in this Training and Assessment Strategy.
- Evidence is Current as it relies on evidence collected during the course.
- Reliability is ensured by having clearly defined benchmarks and conducting regular validation of assessment evidence and systems.
- Flexibility is ensured by utilising a range of assessment methods and being able to make reasonable adjustments if required.
- Fairness is ensured through providing clear instructions to students in the Student Assessment Task booklet and making reasonable adjustments as required. Students are required to sign a Student Agreement regarding the assessment tasks for each assessment. Students may also appeal an assessment decision by following the Complaints and Appeals Policy.

## Support arrangements

Sydney Metropolitan International College provides learning and welfare support to ensure a supported and successful learning environment for all students. Support arrangements are detailed in the Student Support Policy and Associated Procedures and details of all student support services are included in the Student Handbook and provided to students at orientation. Students' course progress is monitored throughout the course as per our Course Progress and Attendance Policy and Associated Procedures.

## Trainers and assessors

Staff Name	Qualifications	Trainer (T) or Assessor (A)	Units being delivered (All or list specific)
See trainer matrix	See trainer matrix	T/A	All

## Validation plan

Sydney Metropolitan International College has a plan for, and implements, systematic validation of assessment practices and judgments. The Validation Plan ensures that each unit or module on the RTO's scope of registration is validated at least once every five years, with at least 50% of all units or modules validated within the first three years of each five-year cycle.

The Validation Plan includes:

- When assessment validation will occur
- Which training products will be the focus of the validation
- Who will lead and participate in the validation activities.

Validation is conducted on a regular basis for each training product in line with the requirements of the Standards for RTOs 2015 (Clause 1.19, 1.10 & 1.11). Collectively, those involved in validation must have:

- Vocational competencies and current industry skills
- Current knowledge and skills in vocational teaching and learning
- The training and assessment qualification or assessor skill set

## Conducting validation

For each validation session, there will be a leader who will be assigned to lead the process.

In conducting validation, Sydney Metropolitan International College will validate a suitable sample size of assessments and will randomly select the student assessments to be validated in line with the guidance provided by ASQA's Fact Sheet on Conducting Validation.

Validation is conducted using a Validation Tool that guides the validation team through the process and records outcomes.

## Record keeping and improvements

Validation outcomes are documented, and results of validation acted upon to bring about improvements to the RTO's training and assessment systems and practices.

Validation plans and outcomes are recorded in the Validation Plan and Validation Tool.

Refer to Training and Assessment Policy & Associated Procedures for more detail on validation arrangements.

## Academic Integrity

Sydney Metropolitan International College requires that students complete all assessments/provide assessment evidence ethically and without cheating, plagiarism and collusion. The Director of Studies and trainer/assessors will ensure that academic integrity is maintained in all learning and assessment activities by providing information to students to ensure they understand what constitutes cheating, plagiarism and collusion and what will be the outcome if they undertake such practice. Sydney Metropolitan International College has the following definitions for cheating, plagiarism and collusion.

**Cheating:** this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

**Plagiarism:** plagiarism is the submission of somebody else’s work as if it was the student’s own. This may include copying all or part of another person’s thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all of the submission this also constitutes plagiarism. If a student copies another student’s work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assignments they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other people’s work in submissions e.g. passages from books or websites, then reference should be made to the source.

**Collusion:** this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Where it is found that cheating, plagiarism or collusion has occurred, this will result in the student’s assessment submission being invalidated and student’s will be investigated for academic misconduct.

## Re-assessment

Each assessment task will be given an outcome of either Satisfactory (S) or Not Satisfactory (NS). Students must complete all tasks for a unit satisfactorily to achieve an overall outcome of Competent (C) for the unit. If one or more of the tasks are assessed as Not Satisfactory, they will be given an outcome for the unit of Not Yet Competent (NYC). The student can have a total of 2 attempts to complete each task and achieve a ‘Satisfactory’ outcome (noting that the third attempt is chargeable as per the fees and refunds policy). The student will be advised of the timeframe for resubmission (usually within one month) and advised what they must include in their re-submission (usually the whole task again).

If, after the third attempt, the student is still assessed as Not Satisfactory for a task, they will need to re-enrol in the unit.

## Assessment appeals

Students can make an appeal against any assessment decision by following the Complaints and Appeals Policy outlined in the Student Handbook.

Appeals will be dealt with following the Complaints and Appeals Procedure.

## Supporting Documents

Document Name	Used for
Training resources: <ul style="list-style-type: none"> <li>• Timetable</li> <li>• Trainer guide</li> <li>• Student guide</li> <li>• PowerPoints</li> </ul>	Training

<ul style="list-style-type: none"> <li>• Self-study guide</li> </ul>	
<p>Assessment tools:</p> <ul style="list-style-type: none"> <li>• Assessment Marking Guide (all units)</li> <li>• Assessment Mapping Guide</li> <li>• Student Assessment Tasks (all units)</li> <li>• Supporting resources</li> </ul>	Assessment
Industry Consultation Register	Industry consultation & trainer currency
Trainer & Assessor Files	Trainers & Assessors

# Training and Assessment Schedule

## Term 1

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 01	BSBXCS402 Promote workplace cyber security awareness and best practices	Training as outlined in the trainer guide		20		5
Week 02		Training as outlined in the trainer guide		20		5
Week 03			Written questions and project based assessments		20	5
Week 04	ICTICT608 Interact with clients on a business level	Training as outlined in the trainer guide		20		5
Week 05		Training as outlined in the trainer guide		20		5

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 06		Training as outlined in the trainer guide		20		5
Week 07			Written questions and project based assessments		20	5
Week 08	ICTICT618 Manage IP, ethics and privacy in ICT environments	Training as outlined in the trainer guide		20		5
Week 09		Training as outlined in the trainer guide		20		5
Week 10			Written questions and project based assessments		20	5
Week 11	Term Break				Re-assessment if required	
Week 12	Term Break				Re-assessment if required	

**Term 2**

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 13	BSBCRT611 Apply critical thinking for complex problem solving	Training as outlined in the trainer guide		20		5
Week 14		Training as outlined in the trainer guide		20		5
Week 15		Training as outlined in the trainer guide		20		5
Week 16			Written questions and project based assessments		20	5
Week 17	BSBTWK502 Manage team effectiveness	Training as outlined in the trainer guide	Written questions and project based assessments	20		5
Week 18		Training as outlined in the trainer guide		20		5
Week 19		Training as outlined in the trainer guide		20		5



Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 20			Written questions and project based assessments		20	5
Week 21	ICTSAD609 Plan and monitor business analysis activities in an ICT environment	Training as outlined in the trainer guide		20		5
Week 22				20	0	5
Week 23	Term Break				Re-assessment if required	
Week 24	Term Break				Re-assessment if required	

**Term 3**

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 25	ICTSAD609 Plan and monitor business analysis activities in an ICT environment		Written questions and project based assessments		20	5
Week 26	ICTCYS606 Evaluate an organisation's compliance with relevant cyber security standards and law	Training as outlined in the trainer guide		20		5
Week 27		Training as outlined in the trainer guide		20		5
Week 28			Written questions and project based assessments		20	5
Week 29	ICTCYS608 Perform cyber security risk assessments	Training as outlined in the trainer guide		20		5

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 30		Training as outlined in the trainer guide		20		5
Week 31			Written questions and project based assessments		20	5
Week 32	ICTCYS604 Implement best practices for identity management	Training as outlined in the trainer guide		20		5
Week 33		Training as outlined in the trainer guide		20		5
Week 34			Written questions and project based assessments		20	5
Week 35	Term Break				Re-assessment if required	
Week 36	Term Break				Re-assessment if required	

**Term 4**

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 37	ICTNPL413 Evaluate networking regulations and legislation for the telecommunications industry	Training as outlined in the trainer guide		20	0	5
Week 38		Training as outlined in the trainer guide		20		5
Week 39		Training as outlined in the trainer guide		20		5
Week 40			Written questions and project based assessments		20	5
Week 41	ICTCYS612 Design and implement virtualised cyber security infrastructure for organisations	Training as outlined in the trainer guide		20		5

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 42		Training as outlined in the trainer guide		20		5
Week 43		Training as outlined in the trainer guide		20		5
Week 44			Written questions and project based assessments		20	5
Week 45	ICTPMG613 Manage ICT project planning	Training as outlined in the trainer guide		20		5
Week 46		Training as outlined in the trainer guide		20		5
Week 47	Term Break				Re-assessment if required	
Week 48	Term Break				Re-assessment if required	
Week 49	Term Break				Re-assessment if required	
Week 50	Term Break				Re-assessment if required	
Week 51	Term Break				Re-assessment if required	
Week 52	Term Break				Re-assessment if required	

**Term 5**

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 53	ICTPMG613 Manage ICT project planning		Written questions and project based assessments		20	5
Week 54	ICTTEN615 Manage network traffic	Training as outlined in the trainer guide		20		5
Week 55		Training as outlined in the trainer guide		20		5
Week 56		Training as outlined in the trainer guide		16	4	5
Week 57			Written questions and project based assessments		20	5

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 58	ICTTEN622 Produce ICT network architecture designs	Training as outlined in the trainer guide		20		5
Week 59		Training as outlined in the trainer guide		20		5
Week 60		Training as outlined in the trainer guide		20		5
Week 61		Training as outlined in the trainer guide	Written questions	16	4	5
Week 62			Project based assessments		20	5
Week 63	Term Break				Re-assessment if required	
Week 64	Term Break				Re-assessment if required	

**Term 6**

Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 65	ICTNWK612 Plan and manage troubleshooting advanced integrated IP networks	Training as outlined in the trainer guide		20		5
Week 66		Training as outlined in the trainer guide		20		5
Week 67		Training as outlined in the trainer guide		20		5
Week 68		Training as outlined in the trainer guide		20		5
Week 69		Training as outlined in the trainer guide	Written questions	8	12	5



Qualification	ICT60220 Advanced Diploma of Information Technology			Volume of Learning		
Week	Unit	Classroom training schedule	Classroom assessment schedule	Classroom training hours	Classroom assessment hours	Unsupervised study hours (homework)
Week 70			Project based assessments Written questions		20	5
Week 71	BSBLDR601 Lead and manage organisational change	Training as outlined in the trainer guide		20		5
Week 72		Training as outlined in the trainer guide		20		5
Week 73		Training as outlined in the trainer guide	Written questions	16	4	5
Week 74			Project based assessments		20	5
Week 75	Term Break				Re-assessment if required	
Week 76	Term Break				Re-assessment if required	
Week 77	Term Break				Re-assessment if required	
Week 78	Term Break				Re-assessment if required	