Digital Products

A / M / V

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website; and

- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications

- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades

- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met

- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)

- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student

- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.
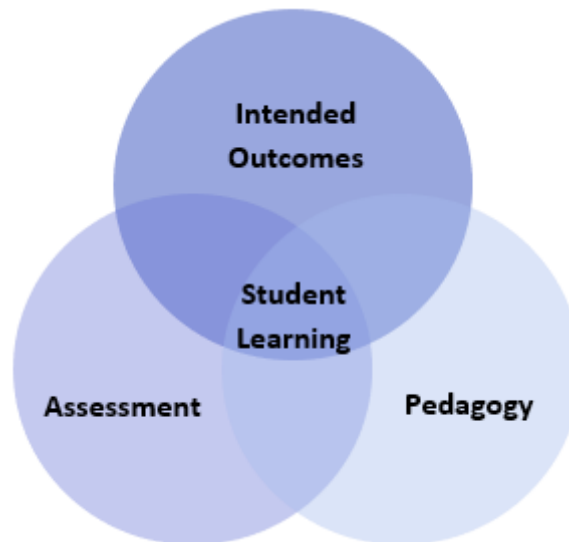
Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability.

Elaboration of these General Capabilities and priorities is available on the ACARA website at: www.australiancurriculum.edu.au.

Literacy

In Digital Products, students develop ICT industry specific literacy skills as they learn how to communicate ideas, concepts and proposals to a variety of audiences. They develop communication in a range of modes and mediums. Students will be able to demonstrate communication skills required in an IT workplace. By learning the literacy of technologies, students understand that language varies according to context and they increase their ability to use language flexibly. Students learn the importance of listening, talking and discussing in digital technologies processes, especially in articulating, questioning and evaluating ideas.

Numeracy

Digital Products gives students opportunities to interpret and use mathematical knowledge and skills in a range of real-life situations. Students may interpret numerical data for relevance, understand and use graphs, spreadsheets, diagrams, codes, and statistics to communicate technical data.

Information and Communication Technology (ICT)

This course focuses specifically on the knowledge, skills and understandings in ICT. Students use desktop applications, manipulate digital media and manage data. They organise resources and material to create quality products and services appropriate to the ICT environment

Critical and Creative Thinking

Students solve problems, make decisions and use critical and creative thinking in producing digital solutions. They imagine, generate, develop and critically evaluate ideas. Students develop reasoning skills and build visual and spatial thinking.

Personal and Social Capability

Students develop personal capability as they develop skills that will be used in future employment or training. They reflect on their own learning. They develop social capability as they engage in project development in a collaborative workspace. They direct their own learning, plan and carry out investigations, and become independent learners who can apply design thinking, technologies understanding and skills when making decisions. Students develop social and employability skills through working cooperatively in teams, sharing and discussing ideas about problems, progress, and innovative solutions, listening to and respecting the perspectives of others. There are collaborative opportunities for sharing resources and processes, making group decisions, resolving conflict and showing leadership. Students learn principles of good customer service within an ICT context.

Ethical Understanding

Students learn about safe and ethical procedures for investigating and working with people, data and materials. They consider the rights of others and their responsibilities in using practices that protect human rights and the planet and its life forms. They learn to appreciate and value the part they play in the social and natural systems in which they operate.

Students consider their own roles and responsibilities as discerning citizens and learn to detect bias and inaccuracies. Understanding the protection of data, intellectual property and individual privacy in the school environment helps students to be ethical digital citizens.

Intercultural Understanding

In their interactions with others, students consider the dynamic and complex nature of cultures, including values, beliefs, practices and assumptions. They recognise and respond to the challenges of cultural diversity by applying appropriate social protocols. Students learn about the interactions between technologies and society and take responsibility for securing positive outcomes for members of all cultural groups including those faced with prejudice and misunderstanding.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority ensures that students learn about and recognise the diversity within and between the countries of the Asia region. They develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region. Students investigate a range of contexts that draw on Asia and Australia's engagement with Asia.

Sustainability

The Sustainability priority provides the opportunity for students to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. This priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

Digital Products
A/M/V

Rationale

Digital Products will provide students with the knowledge, skills and understanding of practices, procedures and concepts relevant to working in an Information Technology workplace. They use desktop applications, manipulate digital media and manage data

Students learn to analyse, problem solve, make decisions and develop interpersonal and intrapersonal skills suitable for employment and or further training.

Goals

This course should enable students to:

- analyse business industry practices, processes and procedures relevant to the ICT workplace

- analyse technical information and specifications relative to the ICT business environment

- understand materials and equipment and their use within the Digital products environment

- demonstrate industry specific literacy and numeracy skills

- solve problems and use industry specific terminology

- organise resources and material to create quality products and services appropriate to the ICT environment

- analyse, evaluate and apply principles of good customer service

- work independently and collaboratively in accordance with WHS principles and industry standards

- communicate in a range of modes and mediums

- demonstrate digital literacy to communicate electronically.

Unit Titles

- Desktop Applications

- Digital Media Foundations

- Managing Data & Clients

- ICT Workplace Practices

- Independent Study

Organisation of Content

Desktop Applications

This unit of study provides opportunities for students to investigate the components of Information Technology and the applications that can be installed on computers to assist in publishing digital products and that can be used for communication.

Students will identify parts of a computer, how they are installed and used.

Students will learn how to create documents in both desktop and cloud based applications as well as use applications for communication and presentation.

Digital Media Foundations

This unit of study provides opportunities for students to create digital video and audio products. Students will investigate the difference between analogue and digital products, their capture, storage and editing of files to create a digital product. Students will design and create workflows, investigate market trends and capture and edit digital audio and video to create products.

Managing Data & Clients

This unit of study provides opportunities for students to learn how data is collected and managed using relational databases. They will investigate the ethics and security of data storage as well as the tools used to export and visualise data for real world purposes.

ICT Workplace Practices

This unit of study provides opportunities for students to investigate current workplace practises that influence behaviour in an IT environment. They will have the opportunity to demonstrate sustainable work practices. Student will be able to interact with ICT clients in a real or simulated environment and demonstrate communication skills required in an IT workplace.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

	Theory	Practical
	Suggested tasks: • test • folio • assignment • research project • cooperative task • planning tasks • risk assessments • presentations • drawings	**Suggested tasks:** • demonstration • individual project/activity • group project • continuous observation (e.g. skills, WH&S) • folio • test • presentations • online collaboration/ discussion forum
Weightings in A/V 1.0 and 0.5 units	30 - 40%	60 - 70%
Weighting in M/V 1.0 and 0.5 units	30 - 70%	30 - 70%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.

- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.

- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Industry and Services A Course - Year 11

		A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding		• analyses work practices, processes and procedures • analyses technical information and specifications • evaluates work, health and safety practices	• explains work practices, processes and procedures • explains technical information and specifications • analyses work, health and safety practices	• describes work practices, processes and procedures • describes technical information and specifications • describes work, health and safety practices	• identifies work practices, processes and procedures • identifies technical information • identifies work, health and safety practices	• identifies some work practices, processes and procedures • identifies some technical information • identifies some work, health and safety practices
Skills		• applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with high proficiency, technical information and specifications to create high quality products and/or services • solves problems, proposes solutions and justifies decisions in completing a task • demonstrates with high proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates highly developed behaviours and attitudes and contributes positively to learning and work • reflects with insight on own learning processes • communicates with high proficiently, using a range of modes and medium using industry terminology and effectively organises materials and resources	• applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product • applies with proficiency, technical information and specifications to create quality products and/or services • solves problems, proposes solutions and explains decisions in completing a task • demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks • demonstrates developed behaviours and attitudes and contributes positively to learning and work • explains own learning processes • communicates with proficiency, using industry terminology and competently organises materials and resources	• applies effectively industry practices, processes and procedures to deliver a service and/or create a product • applies effectively technical information and specifications to create quality products and/or services • solves problems, proposes solutions and describes decisions in completing a task • demonstrates effectively industry specific literacy and numeracy skills to tasks • demonstrates appropriate behaviours and attitudes and contributes positively to learning and work • describes own learning processes • communicates effectively, using industry terminology and organises materials and resources	• applies some industry practices, processes and procedures to deliver a service and/or create a product • applies some technical information and specifications to create products and/or services • follows instructions, guidelines and procedures • demonstrates some industry specific literacy and numeracy skills to tasks • demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work • describes some learning processes • communicates using some industry terminology and demonstrates some ability to organise materials and resources	• applies little or no industry practices, processes and procedures to deliver a service and/or create a product • applies little or no technical information and specifications to create products and/or services • follows simple instructions, guidelines and procedures • demonstrates little or no industry specific literacy and numeracy skills to tasks • demonstrates limited appropriate behaviours and attitudes • describes limited learning processes • communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry and Services A Course - Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	● analyses industry practices, processes and procedures and explains their significance in the application to workplace and/or work related contexts ● analyses technical information and specifications and evaluates a wide range of materials and equipment ● evaluates work, health and safety practices and analyses how they apply to the workplace and/or work related contexts	● explains industry practices, processes and procedures and describes their significance in the application to workplace and/or work related contexts ● explains technical information and specifications and describes a range of materials and equipment ● analyses work, health and safety practices and explains how they apply to the workplace and/or work related contexts	● describes industry practices, processes and procedures and identifies their significance in the application to workplace and/or work related contexts ● describes technical information and specifications and identifies a range of materials and equipment ● describes work, health and safety practices and identifies how they apply to the workplace and/or work related contexts	● identifies industry practices, processes and procedures with some reference to their significance in the application to workplace and/or work related contexts ● identifies technical information and specifications and identifies some materials and equipment ● identifies work, health and safety practices, with some reference to how they apply to the workplace and/or work related contexts	● identifies industry practices, processes and procedures with little or no reference to their significance in the application to workplace and/or work related contexts ● identifies some technical information with little or no reference to materials and equipment ● identifies work, health and safety practices, with little or no reference to how they apply to the workplace and/or work related contexts
Skills	● applies with high proficiency, industry practices, processes and procedures to deliver a service and/or create a product ● applies with high proficiency, technical information and specifications to create high quality products and/or services ● solves problems, proposes solutions and justifies decisions in completing a task ● demonstrates with high proficiency, industry specific literacy and numeracy skills to a wide range of tasks ● demonstrates highly developed behaviours and attitudes and contributes positively to learning and work ● reflects with insight on own learning processes and needs related to industry and the workplace ● communicates with high proficiency, using industry terminology and effectively organises materials and resources	● applies with proficiency, industry practices, processes and procedures to deliver a service and/or create a product ● applies with proficiency, technical information and specifications to create quality products and/or services ● solves problems, proposes solutions and explains decisions in completing a task ● demonstrates with proficiency, industry specific literacy and numeracy skills to a range of tasks ● demonstrates developed behaviours and attitudes and contributes positively to learning and work ● explains own learning processes and needs related to industry and the workplace ● communicates with proficiency, using industry terminology and competently organises materials and resources	● applies effectively industry practices, processes and procedures to deliver a service and/or create a product ● applies effectively technical information and specifications to create quality products and/or services ● solves problems, proposes solutions and describes decisions in completing a task ● demonstrates effectively industry specific literacy and numeracy skills to tasks ● demonstrates appropriate behaviours and attitudes and contributes positively to learning and work ● describes own learning processes and needs related to industry and the workplace ● communicates effectively, using industry terminology and organises materials and resources	● applies some industry practices, processes and procedures to deliver a service and/or create a product ● applies some technical information and specifications to create products and/or services ● follows instructions, guidelines and procedures ● demonstrates some industry specific literacy and numeracy skills to tasks ● demonstrates some appropriate behaviours and attitudes and mainly contributes positively to learning and work ● describes some learning processes and needs related to industry and the workplace ● communicates using some industry terminology and demonstrates some ability to organise materials and resources	● applies little or no industry practices, processes and procedures to deliver a service and/or create a product ● applies little or no technical information and specifications to create products and/or services ● follows simple instructions, guidelines and procedures ● demonstrates little or no industry specific literacy and numeracy skills to tasks ● demonstrates limited appropriate behaviours and attitudes ● describes limited learning processes and needs related to industry and the workplace ● communicates using little or no industry terminology and demonstrates little or no ability to organise materials and resources

Achievement Standards Industry and Services M Course - Years 11 & 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• describes industry practices, processes and procedures independently • describes technical information and specifications independently • describes work, health and safety practices independently	• explains industry practices, processes and procedures with some assistance • explains technical information and specifications with some assistance • describes work, health and safety practices with some assistance	• describes industry practices, processes and procedures with assistance • describes technical information and specifications with assistance • recounts work, health and safety practices with assistance	• identifies industry practices, processes and procedures with continuous guidance • identifies technical information with continuous guidance • recounts work, health and safety practices with continuous guidance	• identifies some industry practices, processes and procedures • identifies some technical information with direct instruction • recounts work, health and safety practices with direct instruction
Skills	• applies industry practices, processes and procedures to deliver a service and/or create a product independently • applies technical information and specifications to products and/or services independently • demonstrates industry specific literacy and numeracy skills to a range of tasks independently • demonstrates behaviours and attitudes and contributes positively to learning independently • communicates ideas using appropriate terminology independently	• applies industry practices, processes and procedures to deliver a service and/or create a product with some assistance • applies technical information and specifications to products and/or services with some assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrates behaviours and attitudes and contributes positively to learning with some assistance • communicates ideas using appropriate terminology with some assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with assistance • applies technical information and specifications to products and/or services with assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrates behaviours and attitudes and contributes positively to learning with assistance • communicates ideas using appropriate terminology with assistance	• applies industry practices, processes and procedures to deliver a service and/or create a product with continuous guidance • applies technical information and specifications to products and/or services with continuous guidance • demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrates behaviours and attitudes and contributes positively to learning with continuous guidance • communicates ideas using appropriate terminology with continuous guidance	• applies industry practices, processes and procedures to deliver a service and/or create a product with direct instruction • applies technical information and specifications to products and/or services with direct instruction • demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrates behaviours and attitudes and contributes positively to learning with direct instruction • communicates ideas using appropriate terminology with direct instruction

Desktop Applications   Value: 1.0

Desktop Applications a   **Value: 0.5**
Desktop Applications b   **Value: 0.5**

Unit Description

This unit of study provides opportunities for students to investigate the components of Information Technology and the applications that can be installed on computers to assist in publishing digital products, and that can be used for communication.

Students will identify parts of a computer, how they are installed and used.

Students will learn how to create documents in both desktop and cloud based applications, as well as use applications for communication and presentation.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
- use computer operating systems and hardware - operate application software packages - operate digital media technology packages - design basic organisational documents using computing packages - install software applications	- use computer operating systems and hardware - operate application software packages - operate digital media technology packages

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
- demonstrate and explain workplace practices, procedures and standards including business practices associated with using software - produce and manipulate workplace documents using a range of software packages - interpret and address the requirements of a design brief - use an operating system for a variety of purposes - analyse and apply ethical environmental and sustainable work practices	- demonstrate understanding of workplace practices, procedures and standards including business practices associated with using software - understand the concept of a design brief - use an operating system

A Course	M Course
Technical information	
- understand the specifications of operating systems and explain their functionality, interoperability and purpose - analyse the purpose and features of a range of application software packages - explain the purpose of input and output devices in computer systems - analyse the principles of basic graphic design and the features of associated applications - analyse the different types of file formats used in video, sound and image production	- describe operating systems and explain their uses and purpose - identify the purpose and features of a range of application software packages - describe the purpose of input and output devices in computer systems - understand elements of basic graphic design and the features of applications - recognise the different types of file formats used in video, sound and image production
Workplace, health and safety (WHS)	
identify and apply workplace health and safety (WHS) principles	understand and follow WHS practices and procedures
Problem Solving	
- identify and define problems, analyse different possible solutions and select the best option - interact with others in solving problems, proposing solutions and justifying ideas - explore more effective methods to complete tasks	- solve simple problems and justify choices - interact with others in solving problems
Industry literacy and numeracy	
- analyse and apply processes for writing, editing and recording of work procedures - interpret numerical information in projects and plans	- develop writing, editing skills and recording of work procedures - interpret numerical information
Behaviour and attitudes in the workplace	
- apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures - demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities	- apply interpersonal skills in working with a range of people - demonstrate self-management skills which contribute to positive outcomes

A Course	M Course
• demonstrate organisation of self, materials and work to achieve quality products within deadlines	
Reflection on own learning	
• reflect on own learning and needs • self- assess whether own work meets industry standards and reflect on ways of improving	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing	• demonstrate basic communication skills, both orally and in writing
• articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• seek assistance and act on feedback
• actively listen to guide decision making and receive and use feedback	• actively listen and follow instructions

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

- ICT20120 Certificate II in Applied Digital Technologies

which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
ICTICT213	**Use computer operating systems and hardware**
ICTICT214	**Operate application software packages**
ICTICT215	**Operate digital media technology packages**

All additional competencies associated with this unit must also be delivered:

Code	Competency Title
ICTICT216	Design and create basic organisational documents
ICTICT206	Install software applications

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Digital Media Foundations   Value: 1.0

Digital Media Foundations a   **Value 0.5**

Digital Media Foundations b   **Value 0.5**

Unit Description

This unit of study provides opportunities for students to create digital video and audio products. Students will investigate the difference between analogue and digital products, their capture, and storage and editing of files to create a digital product. Students will design and create workflows; investigate market trends; and capture and edit digital audio and video to create products.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• contribute to health and safety of self and others • use social media tools for collaboration and engagement • produce and prepare photo images • perform basic vision and sound editing • capture and manipulate digital images	• contribute to health and safety of self and others • recognise elements and issues in using social media • create audio and video digital products

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
• demonstrate and explain workplace practices, procedures and standards related to creating digital video and audio products • create audio and video digital products • explain the importance of copyright compliance when manipulating multimedia	• demonstrate understanding of workplace practices, procedures and standards related to creating digital video and audio products • create audio and video digital products • recognise the importance of copyright compliance when manipulating multimedia

A Course	M Course
Technical information	
• understand the specifications of the purpose and features of a range of application software packages related to digital media	• identify the purpose and features of a range of application software packages related to digital media
• analyse the difference between analogue and digital products	• understand the difference between analogue and digital products
• analyse the different types of file formats used in video, sound and image production	• recognise the different types of file formats used in video, sound and image production
• describe the features, functions and terminology associated with social media	• describe the features, functions and terminology associated with social media
• explain the importance of multimedia assets and devices in social media applications	• explain the importance of multimedia assets and devices in social media applications
• describe the conventions, techniques and components used to create and edit multimedia assets	• describe the conventions, techniques and components used to create and edit multimedia assets
• follow all relevant procedures and instructions relating to work health and safety (WHS)	
• identify different types of social media tools and applications, and the issues associated with their use	
• use and evaluate social media tools and applications.	
• capture, edit and produce digital assets including images, video and sound	
Workplace, health and safety (WHS)	
• explain workplace safety and emergency procedures, and define commonly used terms, signs and symbols	• understand and follow WHS practices and procedures
• describe the responsibilities of workers set out in WHS regulations	
Problem Solving	
• identify and define problems, analyse different possible solutions and select the best option	• solve simple problems and justify choices
• explore more effective methods to complete tasks	
• interact with others in solving problems, proposing solutions and justifying ideas	• interact with others in solving problems

A Course	M Course
Industry literacy and numeracy	
• analyse and apply processes for writing, editing and recording of work procedures • interpret numerical information in projects and plans	• develop writing, editing skills and recording of work procedures • interpret numerical information
Behaviour and attitudes in the workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures • demonstrate self-management skills and behaviours and attributes which contribute positively to work and continuous learning and contribute positively to group activities • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• apply interpersonal skills in working with a range of people • demonstrate self-management skills which contribute to positive outcomes
Reflection on own learning	
• reflect on own learning and needs • self- assess whether own work meets industry standards and reflect on ways of improving	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing • articulate ideas to seek assistance, clarify, offer suggestions or justify approaches • actively listen to guide decision making and receive and use feedback	• demonstrate basic communication skills, both orally and in writing • seek assistance and act on feedback • actively listen and follow instructions

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

- ICT20120 Certificate II in Applied Digital Technologies

which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBWHS211	**Contribute to the health and safety of self and others**

All additional competencies associated with this unit must also be delivered:

Code	Competency Title
CUADIG303	Produce and prepare photo images
CUAPOS201	Perform basic vision and sound editing
CUASOU202	Perform basic sound editing
CUADIG202	Develop digital imaging skills
ICTWEB306	Develop web presence using social media

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Managing Data and Clients   Value: 1.0

Managing Data and Clients a   **Value 0.5**

Managing Data and Clients b   **Value 0.5**

Unit Description

This unit of study provides opportunities for students to learn how data is collected and managed using relational databases. They will investigate the ethics and security of data storage, as well as the tools used to export and visualise data for real world purposes.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• participate in environmentally sustainable work practices	• participate in environmentally sustainable work practices
• integrate commercial computing packages	• integrate commercial computing packages
• interact with ICT clients	
• operate database applications	• operate database applications
• maintain inventories for equipment, software and documentation	• interpret inventories for equipment, software and documentation

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
• demonstrate and explain workplace practices, procedures and standards related to managing data and clients	• describe workplace practices, procedures and standards related to managing data and clients, including sustainability
• explain the sustainability requirements in the workplace and outline enforcement practices	
• access relevant sustainability regulations and contribute to improvements in workplace processes	
• explain a range of functionality available in commercial computing packages	• describe functionality available in commercial computing packages
• explain the role of ICT support in an organisation, including client contact	• recognise the role of ICT support in an organisation, including client contact
• collaborate with team members on suggestions for improving workplace practices	• collaborate with team members on suggestions for improving workplace practices

A Course	M Course
Technical information	
• describe the features and capabilities of current hardware and software • outline basic database design principles • describe the purpose and use of database features and tools • use and evaluate social media tools and applications • capture, edit and produce digital assets including images, video and sound • store, access and use data between multiple software applications • create and use a simple database, including queries, reports and user interaction	• describe the features and capabilities of current hardware and software • use social media tools and applications • capture, edit and produce digital assets including images, video and sound • use a simple database, including queries, reports and user interaction
Workplace, health and safety (WHS)	
• understand and follow all relevant procedures and instructions relating to work health and safety (WHS)	• understand and follow WHS practices and procedures
Problem Solving	
• interact with others in solving problems, proposing solutions and justifying ideas • troubleshoot and document common ICT issues and their resolution, including procedures for escalation • explore more effective methods to complete tasks	• solve simple problems and justify choices • interact with others in solving problems
Industry literacy and numeracy	
• analyse and apply processes for writing, editing and recording of work procedures • interpret numerical information in projects and plans	• develop writing, editing skills and recording of work procedures • interpret numerical information
Behaviour and attitudes in the workplace	
• apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures • demonstrate organisation of self, materials and work to achieve quality products within deadlines	• apply interpersonal skills in working with a range of people • demonstrate organisation of self, materials and work to achieve quality products within deadlines

A Course	M Course
Reflection on own learning	
• reflect on own learning and needs	• reflect on own learning and ways of improving
Communication	
• communicate accurately with others in an appropriate format, both orally and in writing	• demonstrate basic communication skills, both orally and in writing
• articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	• seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

- ICT20120 Certificate II in Applied Digital Technologies

which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBSUS211	**Participate in sustainable work practices**

All additional competencies in this unit must also be delivered:

Code	Competency Title
ICTICT207	Integrate commercial computing packages
ICTICT219	Interact and resolve queries with ICT clients
ICTICT210	Operate database applications
ICTSAS210	Update and maintain hardware, software and documentation inventories

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

ICT Workplace Practices   Value: 1.0

ICT Workplace Practices a   **Value 0.5**

ICT Workplace Practices b   **Value 0.5**

Unit Description

This unit of study provides opportunities for students to investigate current workplace practises that influence behaviour in an IT environment. They will have the opportunity to demonstrate sustainable work practices. Student will be able to interact with ICT clients in a real or simulated environment and demonstrate communication skills required in an IT workplace.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• work and communicate effectively in an ICT environment • identify and use basic current industry specific technologies • connect hardware peripherals	• work and communicate effectively in an ICT environment • identify and use basic current industry specific technologies • connect hardware peripherals

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
• describe the policies, procedures and features of the business environment, and the role of ICT within it • outline the principles of equal employment opportunity (EEO) and anti-discrimination • examine ICT trends in industry, including hardware, software and their application • describe a range of hardware peripherals and their interaction with operating systems and software products • explain the constraints that exist on ICT client support • use information about the organisation and its procedures to respond to client and colleague requests	• understand the policies, procedures and features of the business environment, and the role of ICT within it • understand the principles of equal employment opportunity (EEO) and anti-discrimination • recognise a range of hardware peripherals and their interaction with operating systems and software products • use information about the organisation and its procedures to respond to client and colleague requests

A Course	M Course
Technical information	
- demonstrate new and emerging industry specific technologies and techniques - connect, install and test hardware peripherals	- demonstrate new and emerging industry specific technologies and techniques - connect, install and test hardware peripherals
Workplace, health and safety (WHS)	
understand and follow all relevant procedures and instructions relating to work health and safety (WHS)	understand and follow WHS practices and procedures
Problem Solving	
- interact with others in solving problems, proposing solutions and justifying ideas - explore more effective methods to complete tasks	solve simple problems and justify choices
Industry literacy and numeracy	
- analyse and apply processes for writing, editing and recording of work procedures - interpret numerical information in projects and plans	- develop writing, editing skills and recording of work procedures - interpret numerical information
Behaviour and attitudes in the workplace	
- apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures - demonstrate organisation of self, materials and work to achieve quality products within deadlines	- apply interpersonal skills in working with a range of people - demonstrate organisation of self, materials and work to achieve quality products within deadlines
Reflection on own learning	
reflect on own learning and needs	reflect on own learning and ways of improving
Communication	
- communicate accurately with others in an appropriate format, both orally and in writing - articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	- demonstrate basic communication skills, both orally and in writing - seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of ICT contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **ICT Information and Communications Technology Training Package Version 1.0:**

- ICT20120 Certificate II in Applied Digital Technologies

which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

The following **core** units must be delivered and assessed over the semester:

Code	Competency Title
BSBTEC202	**Use digital technologies to communicate in a work environment**

All additional competencies in this unit must also be delivered:

Code	Competency Title
ICTICT221	Identify and use specific industry standard technologies
ICTSAS203	Connect hardware peripherals

All units of competency are optional for students undertaking an M course.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-10.

Independent Study   Value: 1.0

Independent Study a   **Value 0.5**

Independent Study b   **Value 0.5**

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: There are no VET competencies attached to this unit. **VET competencies may be assessed where relevant to the focus of the Unit.**

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• focus on an area(s) of study within Digital Products • communicate effectively in an ICT environment • identify and use basic current industry specific technologies	• focus on an area(s) of study within Digital Products • communicate effectively in an ICT environment • identify and use basic current industry specific technologies

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Industry practices, processes and procedures	
• understand industry practices, processes and procedures that relate to the focus of digital products • analyse and apply ethical, environmental and sustainable work practices	• recognise industry practices, processes and procedures that relate to the focus of digital products

A Course	M Course
Technical information	
- analyse the purpose and features of a range of application software packages - design basic organisational documents using computing packages - use an operating system for a variety of purposes	- identify the purpose and features of a range of application software packages - produce basic organisational documents using computer packages - use an operating system for a variety of purposes
Workplace, health and safety (WHS)	
understand and follow all relevant procedures and instructions relating to work health and safety (WHS)	understand and follow WHS practices and procedures
Problem Solving	
- interact with others in solving problems, proposing solutions and justifying ideas - explore more effective methods to complete tasks	solve simple problems and justify choices
Industry literacy and numeracy	
- analyse and apply processes for writing, editing and recording of work procedures - interpret numerical information in projects and plans	- develop writing, editing skills and recording of work procedures - interpret numerical information
Behaviour and attitudes in the workplace	
- apply interpersonal skills required to work with others and to understand, communicate with and effectively interact with people across cultures - demonstrate organisation of self, materials and work to achieve quality products within deadlines	- apply interpersonal skills in working with a range of people - demonstrate organisation of self, materials and work to achieve quality products within deadlines
Reflection on own learning	
reflect on own learning and needs	reflect on own learning and ways of improving
Communication	
- communicate accurately with others in an appropriate format, both orally and in writing - articulate ideas to seek assistance, clarify, offer suggestions or justify approaches	- demonstrate basic communication skills, both orally and in writing - seek assistance and act on feedback

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A/M content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A/M course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A/M content descriptions.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major or major/minor course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Data Science
- Networking and Security
- Robotics and Mechatronics
- Digital Technologies

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfil the time based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the ICT Information Communication Technology Industry context.

Guidelines for delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Bruce Fuda	Gungahlin College
Juliette Major	St Clare's College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

ICT20120 Certificate II Applied Digital Technologies

To receive the **ICT20120 Certificate II in Applied Digital Technologies** the following packaging rules apply:

- 12 units of competence are required to complete the qualification, including:
  - o 6 core competencies
  - o 6 elective competencies, of which 3 must be from Group A (*italicised*)

The Digital Products course has listed competencies that meet these packaging rules. If colleges have scope and wish to implement additional competencies, they need to contact the BSSS.

If the full requirements of a Qualification are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to NVR Standards.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

NOTE: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All competencies must be delivered in the relevant unit. Both core and elective competencies are prescribed in this Digital Products course in the table below.

VET Implementation Summary

BSSS Unit Title	Competencies	
Desktop Applications	**ICTICT213**	**Use computer operating systems and hardware**
	ICTICT214	**Operate application software packages**
	ICTICT215	**Operate digital media technology packages**
	ICTICT216	*Design and create basic organisational documents*
	ICTICT206	*Install software applications*
Digital Media Foundations	**BSBWHS211**	**Contribute to health and safety of self and others**
	ICTWEB306	*Develop web presence using social media*
	CUADIG303	Produce and prepare photo images
	CUAPOS201	Perform basic vision and sound editing
	CUASOU202	Perform basic sound editing
	CUADIG202	Develop digital imaging skills

BSSS Unit Title	Competencies	
Managing Data and Clients	**BSBSUS211**	**Participate in sustainable work practices**
	ICTICT207	*Integrate commercial computing packages*
	ICTICT219	*Interact and resolve queries with ICT clients*
	ICTICT210	*Operate database applications*
	ICTSAS210	*Update and maintain hardware, software and documentation inventories*
Information Technology Workplace Practices	**BSBTEC202**	**Use digital technologies to communicate in a work environment**
	ICTICT221	Identify and use specific industry standard technologies
	ICTSAS203	Connect hardware peripherals

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific work place task(s)

- **Task management skills** – managing a number of different tasks to complete a whole work activity

- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients

- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based

- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies

- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace

- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated

- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011

- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO

- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study

- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:
https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards refer to:
https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Appendix G – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	**Digital Products**
Classification/s:	A M or A/V M/V
Accredited from:	2020
Framework:	Industry and Services 2017