Information Systems and Digital Technologies

LEVEL 3	15 TCE CREDIT POINTS
COURSE CODE	ITS315113
COURSE SPAN	2013 — 2017
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	YES

This course was delivered in 2017. Use A-Z Courses to find the current version (if available).

Information Systems and Digital Technologies embodies the significance and impact of information systems in today's world of business and everyday life

As such, it provides crucial value adding to most other courses of study and subjects in Post Year 10 education and training. Information systems are used extensively in all kinds of organisations to manage and control information. The development and use of digital technologies in information systems enables solving of information problems in society.

Course Description

This course empowers the learner in the competent use and understanding of information systems and digital technologies, through practical experiences. Real world scenarios provide the platform to explore current and emerging digital technologies including hardware and software applications.

At the core of the course is the appreciation of the development of information systems at several levels; from the global view where the intent, extent and implications are explored, to the implementation level where precision, and accuracy of detail is encouraged.

Learning Statement

Information Systems and Digital Technologies Level 3 embodies the significance and impact of information systems in today's world of business and everyday life. As such, it provides crucial value adding to most other courses of study and subjects in Post Year 10 education and training.

Information systems are used extensively in all kinds of organisations to manage and control information. The development and use of digital technologies in information systems enables solving of information problems in society.

Learners will be provided with the opportunity to:

- gain understanding and skills to analyse, design and develop information systems
- evaluate the impact of information technology and systems
- develop high level problem solving and project management skills while developing and evaluating information technology solutions
- use a range of appropriate information technologies to explore and engage in real world problems that will provide pathways for future learning and employment.

Rationale

The purpose of this course is to allow learners to develop a deeper understanding of how organisations manage, use and organise data to solve a range of information problems. Information Technology and Systems provides a unique opportunity for learners to consider the complex issues of emerging technologies as they relate to our daily and future lives.

Our society is increasingly reliant on information technology and systems. This course equips learners with a range of skills relating to information technology and information systems that will help prepare them for further education and study in a wide range of disciplines. For example, problem solving strategies and project management skills are essential in current and future work environments. By undertaking this course learners will develop knowledge and understanding of these tools and techniques to help solve information problems and apply this knowledge in meaningful contexts.

On 23 May 2011, the Australian Government Department of Broadband, Communications and the Digital Economy Corporate Objectives state that:

> A successful digital economy is essential for Australia's productivity, global competitiveness and improved social wellbeing. It can help with managing key public policy challenges such as our ageing population, health, education and climate change priorities across the Australian economy. (Accessed 5 June 2012)

In addition, there is increasing national and international acceptance of the need for students to learn explicit computational skills. This will equip them and our future workforce with the skills and knowledge required now, and in the future.

In a future characterised by change, students need to learn to utilise a variety of platforms and applications to solve problems, creatively manage; and retrieve information and communicate effectively. The strong problem solving focus of this course provides an opportunity to develop these skills.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. demonstrate knowledge and understanding of how real world information problems are analysed, and solved
2. demonstrate knowledge and understanding of information technology, the components of an information system, and the inter-relationships of these components
3. demonstrate knowledge and understanding of social issues associated with information systems
4. design and develop an information system
5. use and evaluate an information system
6. work collaboratively
7. plan, organise, and complete activities
8. communicate ideas and information in a variety of forms.

Access

It is essential that learners undertaking this course have the opportunity to work collaboratively (face-to-face or electronically).

Learners undertaking this course must be able to interact with a computer system.

Pathways

Learners in an extensive range of disciplines would benefit from undertaking this course. It provides value added learning and understanding to students with a wide range of future pathways including tertiary and vocational. Examples of possible future areas of study include, but are not limited to: Information Technology; Business; Health; Law; Commerce; Engineering; Education; Arts; and Sciences.

Complementary studies in Years 11 and 12 include subjects such as: Computer Science; Accounting; Business Studies; Economics; Legal Studies; English; Mathematics; and Science. In vocational education and training (VET) this can include: VET Certificate I/II/III in Information Technology; Certificate II in Business; and Certificate I/II in Tourism.

Course Size And Complexity

This course has a complexity level of 3.

At Level 3, the learner is expected to acquire a combination of theoretical and/or technical and factual knowledge and skills and use judgement when varying procedures to deal with unusual or unexpected aspects that may arise. Some skills in organising self and others are expected. Level 3 is a standard suitable to prepare learners for further study at tertiary level. VET competencies at this level are often those characteristic of an AQF Certificate III.

This course has a size value of 15.

Course Delivery

All the content sections described below are compulsory.

It is intended that the content sections are delivered in an integrated way, not as isolated topics, and that a balance between conceptual and practical aspects of the course is maintained. It is recommended that concepts are studied within a problem solving or project based context. Case studies provide an ideal opportunity for this kind of learning and are a recommended approach.

Course Content

This course is designed to provide a theoretical and practical understanding of how information is processed and managed in a complex data driven world. Learners develop a broad understanding of project management and related product development tools as well as knowledge of the wider information systems context: social, economic and legal.

Successful completion of this course enables learners to have a deeper understanding of the processes and structures revolving around information systems and their relevance and importance in today's society.

The course is divided into six sections.

COURSE SECTIONS

A. Describing Information Systems
B. Project Management (including the Project Lifecycle)
C. Systems Development Lifecycle
D. Social, Ethical and Legal Issues of Information Systems
E. Design Develop and use the Tools of an Information System
F. Applied IS Case Study (Major Project).

A. DESCRIBING INFORMATION SYSTEMS

Information systems consist of components that interact to transform data into information. There are four key components:

- data
- equipment (software and hardware)
- people
- procedures.

Learning about specialised digital systems and how the components interact within the system and their environment includes developing an understanding and knowledge about:

- data – as the underlying component of all information systems
- equipment – which includes any of the digital technologies such as hardware, infrastructure or the variety of software/applications that may be used in an information system
- procedures – include those utilised by computer equipment and/or by people working with or using the information system
- people – there are a range of people identified as stakeholders who may be involved in an information systems. Stakeholders may include: users, developers, managers, customers, and clients.

B. PROJECT MANAGEMENT

The effective use of project management techniques and tools enable learners to follow a Project Lifecycle (PLC) which includes the four phases:

- project initiation
- planning
- execution
- closure.

The PLC focuses on all the activities of a project not the just the specifics of the information system product(s).

In this section of the course learners will develop an understanding of the PLC and corresponding relevant project management terms and concepts such as: scope, stakeholder understanding, project feasibilities, project risks/limitations and project resourcing. Learners will also be exposed to graphic organisers such as Gantt Charts, Critical Path Analysis Diagrams, Pert Charts and Work Breakdown Structures.

C. SYSTEMS DEVELOPMENT LIFECYCLE (SDLC)

The System Development Lifecycle (SDLC) focuses on realising the product(s) requirement and not the overall activities of the project.

The development of the product(s) in an information system requires an analysis of both the current situation and future needs. Design and development of a suitable and agreed system is followed by testing, documenting and evaluation of the solution. During this process appropriate modification and refinement is made.

The four stages of the SDLC are:

- analysis
- design
- development
- evaluation.

D. SOCIAL, ETHICAL AND LEGAL ISSUES OF INFORMATION SYSTEMS

In this section of the course learners develop an understanding of the social, ethical and legal implications relating to information systems in the Australian context. Knowledge gained will aid learners to critically analyse case study scenarios and develop an understanding of boundaries when planning and creating information systems.

Learners study a range of topics both past and current to help further develop their understanding.

Core topics within this section are:

- ethics (e.g. business practice; data handling)
- intellectual property (e.g. copyright; trademarks; patents; trade secrets)
- privacy (e.g. National Privacy Principles, *Privacy Act 1988*)
- computer crime (e.g. hacking, identity theft, prevention)
- laws and best practice codes (e.g. censorship; government policies; *Spam Act 2003*)
- benefits and costs of information systems (e.g. employment, competitive advantage, digital divide)
- occupational health and safety (e.g. working environment, risks, design)
- digital citizenship (e.g. netiquette, literacy, cyber safety)
- sustainability (e.g. environment, e-waste, global equity).

E. DESIGN, DEVELOP AND USE THE TOOLS OF AN INFORMATION SYSTEM

In this practical section of the course, learners have the opportunity to undertake a range of applied tasks, from guided tutorials through to short challenge based activities.

Applied tasks provide opportunities for learners to design, create, test and evaluate product(s) in preparation for the Applied IS Case Study.

The range of tasks offered expose learners to software tools such as: databases, spreadsheets and web site development environments which aid in the development of an information system.

The applied tasks provide opportunities to apply creativity, planning and sound design principles to the product(s) being developed.

F. APPLIED INFORMATION SYSTEM CASE STUDY (MAJOR PROJECT)

This section of the course is intended to provide learners with an opportunity to work on an information system project using sound project management techniques. Working collaboratively in small groups, learners will design and develop an information system. The product will be internally assessed. This assessment will include criteria 4, 6, and 7.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards for achievement specified in the course and the standards demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC gives course providers feedback about any systematic differences in the relationship of their internal and external assessments and, where appropriate, seeks further evidence through audit and requires corrective action in the future.

External Assessment Requirements

The following criteria are assessed externally: 1, 2, 3, 5 and 8.

For further information see the current external assessment specifications and guidelines for this course available in the Supporting Documents below.

Criteria

The assessment for Information Technology and Digital Systems Level 3 will be based on the degree to which the learner can:

1. demonstrate knowledge and understanding of how real world information problems are analysed and solved*
2. demonstrate knowledge and understanding of the components of an information system, and their inter-relationships*
3. demonstrate knowledge and understanding of social issues associated with information systems*
4. design and develop an information system
5. use and evaluate an information system*
6. work collaboratively
7. plan, organise, and complete activities
8. communicate ideas and information in a variety of forms*

* = denotes criteria that are both internally and externally assessed

Standards

Criterion 1: demonstrate knowledge and understanding of how real world information problems are analysed and solved

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
identifies and describes in writing the correct sequence the four phases of Project Life Cycle (PLC) and justifies the inclusion of the processes in each phase	identifies and describes in writing and in the correct sequence the four phases of Project Life Cycle (PLC)	identifies and describes in writing the four phases of the Project Life Cycle (PLC)
identifies and describes in writing the correct sequence of the four stages of the Systems Development Life Cycle (SDLC) and justifies the unique processes in each phase	identifies and describes in writing the correct sequence of the four stages of the Systems Development Life Cycle (SDLC)	identifies and describes in writing the four stages of the Systems Development Life Cycle (SDLC)
correctly uses specialised terminology when discussing and writing about project management issues	correctly uses terminology when discussing and writing about project management issues	correctly uses basic terminology when discussing and writing about project management issue
effectively manages a project by using a range of tools and techniques to organise tasks and resources, oversee development and safeguard the completion and delivery of an information system.	capably manages a project by using several project management tools and techniques to organise time and resources when developing and delivering information systems.	uses several project management tools to organise time and resources when developing information systems.

Criterion 2: demonstrate knowledge and understanding of the components of an information system, and their inter-relationships

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
correctly uses specialised terminology when discussing the four components of an information system including their inter-relationships	correctly uses appropriate terminology when discussing the four components of an information system including their inter-relationships	correctly uses basic terminology when discussing the four components of an information system including their inter-relationships
identifies and accurately describes in writing with critical analysis of the attributes of the four components of an information system (data, people, procedures, equipment) with reference to specific, complex, contemporary information systems*	identifies and accurately describes in writing with some analysis of the attributes of the four components of an information system (data, people, procedures, equipment) with reference to specific information systems*	identifies and accurately describes in writing the four components of an information system (data, people, procedures, equipment) with reference to simple, specific information systems*
analyses and accurately describes in writing the specialised capabilities and characteristics of the four components of an information system and their inter-relationships	analyses and accurately describes in writing the capabilities and characteristics of the four components of an information system and their inter-relationships	accurately describes in writing the basic capabilities and characteristics of the four components of an information system and their inter-relationships
makes appropriate selections from valid	makes appropriate selections from valid	makes appropriate selections for

alternatives for each information system component and justifies and evaluates in writing the choice(s) in a variety of situations and contemporary contexts.	alternatives for each information system component and justifies in writing the choice(s) in a variety of situations.	each information system component and justifies in writing the choice(s) in given situations.

* Simple systems (at the 'C' rating) would have characteristics like those of a registration/events database. A system at the 'B' rating would have characteristics like those of an on-line booking system. A complex, contemporary system (at the 'A' rating) would have characteristics like those of a self-service supermarket checkout system.

Criterion 3: demonstrate knowledge and understanding of social issues associated with information systems

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
identifies, accurately describes and evaluates in writing a range of relevant social and ethical issues associated with contemporary information systems (e.g. a proposal for a government internet filtering system)	identifies and accurately describes in writing a range of relevant social and ethical issues associated with information systems (e.g. social media policies)	identifies and accurately describes in writing some social and ethical issues associated with basic information systems (e.g. hacking)
identifies and critically analyses in writing a range of relevant legal issues associated with contemporary information systems	identifies and accurately describes in writing a range of relevant legal issues associated with contemporary information systems	identifies and generally describes in writing some legal issues associated with basic information systems
applies measures and creates resources using a wide variety of techniques to address social, ethical and legal issues in the development and use of information systems*	applies measures and creates resources to address a range of social, ethical and legal issues in the development and use of information systems*	applies measures and creates resources to address some social, ethical and legal issues in the development and use of basic information systems*
describes with reference to a range of social, ethical and legal issues, the connections and inter-relationships between the issues from the perspective of the most relevant stakeholders**.	describes with reference to a range of social, ethical and legal issues, the connections and inter-relationships between the issues from the perspective of significant stakeholders**.	describes with reference to a limited range of social, ethical and legal issues, the connections and inter-relationships between the issues from the perspective of some stakeholders**.

* Illustrative example (only): At a 'C' rating the learner creates a legal/ethical help sheet for an information system; at a 'B' rating the learner creates an ethical/legal user guides for information systems; and at an 'A' rating the learner creates a ethical/legal online resource for training in the use of information systems.

** Illustrative example (only): At a 'C' rating the learner describes a musician's view on downloading music; at a 'B' rating the learner analyses opposing views on censorship on the internet; and at an 'A' rating the learner critically analyses government policies/laws on database privacy.

Criterion 4: design and develop an information system

The learner:

Rating A	Rating B	Rating C
produces relevant, accurate written/graphical reports about the use of the Systems Development Life Cycle (SDLC)	produces relevant written/graphical reports about the use of the Systems Development Life Cycle (SDLC)	produces written/graphical reports about aspects of the use of the Systems Development Life Cycle (SDLC)

creates robust designs and uses/justifies appropriate application tools to develop information system product(s)**	creates designs and uses the most appropriate application tools to develop information system product(s)**	utilises predetermined software designs* and uses several appropriate application tools to develop information system product(s)**
provides substantial evidence of product/feature strategic testing, evaluation and modification through test plans and written evaluation reports	provides detailed evidence of product/feature testing, evaluation and modification through test plans and written evaluation reports	provides some evidence of product/feature testing, evaluation and modification through test plans and written evaluation reports
provides evidence through the development of product(s) that the scope of the information system project brief has been comprehensively addressed.	provides evidence through the development of product(s) that the scope of the information system project design brief has been significantly addressed.	provides evidence through the development of product(s) that the scope of the information system project design brief has been essentially addressed.

 * 'predetermined software designs' include, but are not limited to, design wizards, code snippets and/or templates.

** Illustrative examples (only): At a 'C' rating the learner uses design templates to create a website or makes a procedures manual; at a 'B' rating the learner uses a content management system (CMS) to create a website or makes an online help manual; and at an 'A' rating the learner creates a website using an integrated software package or a searchable knowledge base database.

Criterion 5: use and evaluate an information system

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
uses the standard and advanced features of an information system(s) tool to input/process data and produce accurate, meaningful and relevant output information*	uses the standard features of an information system(s) tool to input/process data and produce meaningful and relevant output information*	uses the basic features of an information system(s) tool to input/process data and produce relevant output information*
applies known concepts about information systems to explore, use and evaluate in depth unfamiliar information systems	applies known concepts about information systems to explore, use and evaluate unfamiliar information systems	applies known concepts about information systems to explore and use unfamiliar information systems
develops appropriate and comprehensive test criteria to confirm that all aspects of information systems produce outputs that are accurate and relevant	develops appropriate test criteria to confirm that key components of an information system produce outputs that are accurate and relevant	constructs appropriate test criteria and use these to confirm accuracy of information systems processes
provides evidence and critical evaluation (including critical analysis, problem identification and possible alternatives or improvements) about whether or not an information system is suitable for achieving its intended purposes.	provides evidence and detailed evaluation (including reasons, judgements and problem identification) about whether or not an information system is suitable for achieving its intended purposes.	provides evidence and evaluation (including reasons) about whether or not an information system achieves its intended purposes.

* Illustrative example (only): At a 'C' rating the learner uses a spreadsheet to produce a graph; at a 'B' rating the learner uses spreadsheet formula to solve mathematical calculations; and at an 'A' rating the learner uses spreadsheet formula to solve complex mathematical calculations/or data validation techniques.

Criterion 6: work collaboratively

The learner:

Rating A	Rating B	Rating C
consistently reflects upon planning timelines and makes modifications, utilises appropriate resources and effectively addresses barriers to achieve individual or team goals	reflects upon planning timelines and makes modifications, utilises appropriate resources and seeks to address barriers to achieve team goals	reflects upon planning timelines and attempts to make modifications, utilises appropriate resources and seeks to address most barriers to achieve team goals
demonstrates individual and collective responsibility when working in teams through ongoing monitoring and reviewing of progress, and effective communication about team goals	demonstrates individual and collective responsibility when working in teams by monitoring and reviewing progress, and effective communication about team goals	demonstrates individual and collective responsibility when working in teams by monitoring and reviewing progress, and through communication about team goals
effectively employs a range of collaborative strategies, identifies and addresses issues which affect achievement of team goals, and can project manage when required.	effectively employs a range of collaborative strategies, addresses issues which affect achievement of team goals, and can project manage when required.	employs collaborative strategies, addresses issues which affect achievement of team goals, and can lead when required.

Criterion 7: plan, organise, and complete activities

The learner:

Rating A	Rating B	Rating C
uses a wide range of planning and self-management strategies which consistently enables the effective completion of tasks within agreed timelines	uses a range of planning and self-management strategies which usually enables the effective completion of tasks within agreed time frames	uses planning and self-management strategies which facilitate the successful completion of tasks within agreed time frames
provides evidence in written journals/blogs/graphical organisers of accurate and logical planning	provides evidence in written journals/blogs of logical planning	provides evidence in written journals/blogs of activity planning
effectively and efficiently adapts plans and actions to meet new circumstances or conditions	appropriately adapts plans and actions to meet new circumstances or conditions	with direction, adapts plans and action (e.g. the task may have been misunderstood and advice is provided and followed)
accurately follows detailed instructions relating to tasks	accurately follows instructions relating to a task	follows simple instructions relating to a given task
employs substantial project management tools to aid in planning, organising and completing activities.	employs project management tools to aid in planning, organising and completing activities.	employs some project management tools to aid in planning, organising and completing activities.

Criterion 8: communicate ideas and information in a variety of forms

This criterion is both internally and externally assessed.

The learner:

Rating A	Rating B	Rating C
clearly and accurately conveys ideas and basic information using appropriate formats*	clearly conveys ideas and basic information using appropriate formats*	conveys ideas and basic information using appropriate formats*
produces written work in which English usage is correct including grammar,	produces written work in which English usage is generally correct including	produces written work in which basic English usage is correct, including

spelling of technical/ specialised terms, punctuation, accurate sentence structure, and effective use of paragraphs	grammar, spelling, punctuation, sentence structure, and use of paragraphs	grammar, spelling of common words, simple punctuation, sentence structure, and use of paragraphs
clearly identifies the information, images, ideas, words, programming code/instructions and application templates of others from learner's own	clearly identifies the information, images, ideas, words, programming code/instructions and application templates of others from learner's own	identifies the information, images, ideas, words, programming code/instructions and application templates of others from learner's own
clearly identifies the sources of information, images, ideas, words, programming code/instructions and application templates which are not the learner's own. Referencing conventions and methodologies are followed with a high degree of accuracy.	clearly identifies the sources of information, images, ideas, words, programming code/instructions and application templates which are not the learner's own. Referencing conventions and methodologies are followed correctly.	identifies the sources of information, images, ideas, words, programming code/instructions and application templates which are not the learner's own. Referencing conventions and methodologies are generally followed correctly.
creates appropriate, well-structured reference lists/bibliographies.	creates appropriate reference lists/bibliographies.	creates appropriate reference lists/bibliographies.

* 'formats' include, but are not limited to: oral presentations; written assignments and reports; multimedia presentations and other specific computer application environments such as databases, spreadsheets and websites.

Qualifications Available

Information Systems and Digital Technologies Level 3 (with the award of):

      EXCEPTIONAL ACHIEVEMENT

      HIGH ACHIEVEMENT

      COMMENDABLE ACHIEVEMENT

      SATISFACTORY ACHIEVEMENT

      PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 13 ratings (8 from the internal assessment, 5 from the external assessment).

The minimum requirements for an award in Information Systems and Digital Technologies Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
10 'A', 3 'B' ratings (4 'A', 1 'B' from external assessment)

HIGH ACHIEVEMENT (HA)
5 'A', 5 'B', 3 'C' ratings (2 'A', 2 'B', 1 'C' from external assessment)

COMMENDABLE ACHIEVEMENT (CA)
7 'B', 5 'C' ratings (2 'B', 2 'C' from external assessment)

SATISFACTORY ACHIEVEMENT (SA)
11 'C' ratings (3 'C' from external assessment)

PRELIMINARY ACHIEVEMENT (PA)
6 'C' ratings

A learner who otherwise achieves the rating for a SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of the Tasmanian Academy and the Hutchins School in the development of this course.

Accreditation

The accreditation period for this course is from 1 January 2013 to 31 December 2017.

Version History

Version 1 – Accredited version 14 November 2012. This course replaces Information Technology and Systems (ITS315108) which expired on 31 December 2012.

Supporting documents including external assessment material

- ITS315113 Asessment Report 2016.pdf (2017-07-21 01:05pm AEST)

- ITS315113 Assessment Report 2015.pdf (2017-07-21 01:05pm AEST)

- ITS315113 Exam Paper 2013.pdf (2017-07-21 01:05pm AEST)

- ITS315113 Exam Paper 2014.pdf (2017-07-21 01:05pm AEST)

- ITS315113 Exam Paper 2015.pdf (2017-07-21 01:05pm AEST)

- ITS315113 Exam Paper 2016.pdf (2017-07-21 01:05pm AEST)

- ITS315108 Assessment Report 2012.pdf (2017-07-26 03:29pm AEST)

- ITS315113 Assessment Report 2013.pdf (2017-07-26 03:29pm AEST)

- ITS315113 Assessment Report 2014.pdf (2017-07-26 03:29pm AEST)

- ITS315108 Exam Paper 2012.pdf (2017-07-26 03:30pm AEST)

- ITS315113 Examination Guidelines 2016-2017.pdf (2017-07-26 03:31pm AEST)

- ITS315113 Exam Paper 2017.pdf (2017-11-21 03:51pm AEDT)

Tasmanian Government