For internal use only

Certificate III in Information Technology

This qualification enables secondary students to undertake targeted, industry-relevant ICT skills development. It contains several grouped electives which guide students on specialist pathways within the ICT industry. Schools should be aware of these specialist pathways and structure courses accordingly. It is vital that training delivery meets current industry practices and requirements, especially the type of software used. Delivery and assessment should be undertaken by an industry qualified trainer/assessor and in partnership with industry to ensure this occurs.

The ICT sector is an important contributor to the Tasmanian economy. It is also an enabler of business and service delivery; as well as a disruptor of traditional markets and sectors, capable of playing a transformative role across Tasmania's ongoing economic and social development.

Over half of the ICT roles in Tasmania sit outside of what would be considered a 'traditional' ICT organisation. It is projected that much of the growth in ICT demand and opportunity within the Tasmanian labour market will be across other priority industry areas, including: aged services, primary production, advanced manufacturing disability services, energy and infrastructure.[1]

RESPONSE FROM DIGITAL AND TECHNOLOGIES INDUSTRY FOCUS GROUP

Promotion of current programs and the provision of career advice tends to market the digital and technologies industry to a particular cohort of learners and there is a current lack of

---

[1] Information and Communication Technology (ICT) | Skills Tasmania

diversity. Employers are actively promoting opportunities to attract a more diverse cohort, including in school-based traineeships.

The industry works with some individual schools on exposure activities and events, but there is an appetite to contribute to promotion of the industry in a more sustainable way. These activities should include opportunities for industry and all education sectors to work together to increase understanding.

Preferred skills for school leavers entering the sector:

- Employability, interpersonal and design skills are the desirable outcomes from school programs. These include a spread of skills including problem solving, teamwork, adaptability, design thinking.

- Digital media technology skills such as working with design briefs and designing for 2D and 3D technologies mediums are valued and lead into further training into Certificate IV in Web-Based Technologies, Cyber Security and Graphic Design.

- Technical skills are quickly outdated in an industry that is constantly changing including post-school training opportunities. Suitable candidates need to be adaptable and able to effectively deal with change.

Preferred pathway for school leavers entering the sector:

- A co-constructed creative approach to qualification design by training providers is encouraged to customise courses to meet workplace realities.

- Work placements are valued as well as other opportunities for industry to work directly with students.

- The traineeship model has not had a big uptake in private enterprise which is likely due to the perception of the roles within the industry and many of those targeted towards tertiary graduates. The DoE has an excellent traineeship model existing within their structure and has a long history of successfully providing IT support for schools. The progression is typically Certificate III to IV over a two-year period.

The sector supports the completion of Certificate III Information Technology in school/college for the following reasons:

- This qualification can provide solid foundation skills for graduates to enter the industry for motivated learners.

- Students with this qualification would be able to complete a traineeship at a Certificate IV level.