

Operate digital devices

This workbook supports BSBTEC101 Operate digital devices in the BSB Business Services Training Package.

Software Publications writing team

ISBN 978-1-921971-71-6

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Software Publications Pty Ltd

ABN 75 078 026 150
Head Office - Sydney
Unit 3
25 Gibbes Street
Chatswood NSW 2067
www.softwarepublications.com.au

Published and printed in Australia

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BSBTEC101 Operate digital devices

Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on digital devices.

The unit applies to those who perform a range of routine digital tasks in the various sectors of the business services industry and generally work under direct supervision.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Elements and Performance Criteria

Element <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	Page reference
1. Activate personal digital device and access features	1.1 Prepare workspace, furniture and equipment to suit user ergonomic requirements, where required	8–13
	1.2 Activate digital device, and access or log on according to organisation policies and procedures	30
	1.3 Identify basic functions and features of digital devices	30, 46
	1.4 Customise desktop or application configuration	94–95
	1.5 Request assistance from relevant personnel for using digital devices, where required	44
	1.6 Access help functions, where required	43–44
2. Navigate and organise file or application environment	2.1 Open, close and access file or application by selecting correct desktop or menu icons	32, 95
	2.2 Create shortcuts onto the desktop or menu, and request assistance from relevant personnel, where required	95
	2.3 Identify and apply keyboard functions for both alpha and numeric keyboard input devices	49–81
	2.4 Create folders and subfolders with relevant names	89
	2.5 Identify and access storage devices relevant to the digital device	23, 42
	2.6 Download new applications with assistance from relevant stakeholder	46
	2.7 Use search functions to locate files or applications	32, 93
3. Edit and update stored information	3.1 Rename and move folders and subfolders	47, 91
	3.2 Remove files or applications as required, with assistance from relevant stakeholder	92
	3.3 Open relevant file, document, or application	32–36, 95
	3.4 Edit content of the file, document, application, or similar in accordance with simple instructions	40–42, 49–80
	3.3 Save changes in digital device	94–96

Element <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	Page reference
4. Deactivate personal digital device	4.1 Save and close all open files, documents or applications	40–42
	4.2 Deactivate digital device according to user procedures	31–32

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

Skill	Description	Page reference
Reading	<ul style="list-style-type: none"> Recognises textual information within internal procedures and technical documents to determine and complete work requirements 	5, 40
Writing	<ul style="list-style-type: none"> Inputs information using familiar text types and records numerical and textual information for file naming conventions 	40–41, 49–80

Assessment for this unit

This unit is assessed by:

- observation of safe and effective device use
- creating and saving typed documents.

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on three occasions, activate, navigate, and deactivate a digital device.

Evidence of the ability to:	Page reference
<ul style="list-style-type: none">• follow user procedures to power up and accessing a digital device	30
<ul style="list-style-type: none">• follow user procedures and system information when using the basic functions on digital device, seeking assistance when required	Throughout workbook
<ul style="list-style-type: none">• shut down applications and the device.	31, 35

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:	Page reference
<ul style="list-style-type: none">• user procedures for powering up and accessing a digital device	30
<ul style="list-style-type: none">• key components of the digital system, including what each component does	21–23
<ul style="list-style-type: none">• ergonomic issues that impact the use of digital devices	8–15
<ul style="list-style-type: none">• key functions of the operating system	21
<ul style="list-style-type: none">• organisational conventions for naming files	40

How to use this workbook

Files used in this workbook

You will require exercise files downloaded following the instructions in this workbook. Check that all the following files have been downloaded.

- | | | | |
|--------------------------|---------------------------|--------------------------|---------------------------|
| <input type="checkbox"/> | Assessment files (folder) | <input type="checkbox"/> | Cafe.jpg |
| <input type="checkbox"/> | Correspondence (folder) | <input type="checkbox"/> | Costello.docx |
| <input type="checkbox"/> | Finance (folder) | <input type="checkbox"/> | Dining out.docx |
| | | <input type="checkbox"/> | Northland.docx |
| | | <input type="checkbox"/> | Phone City.xlsx |
| | | <input type="checkbox"/> | Staff expense report.xlsx |
| | | <input type="checkbox"/> | Utensils.png |

Extra files are included when the exercise files are downloaded for file management practice.

Spelling and grammar in this workbook

At times different spellings of one word are used in this workbook.

References to buttons, groups, tabs and other features are spelt the same way as they appear in the application so instructions resemble the application as closely as possible.



In all other instances Australian spelling is followed, e.g. the Font Color button is used to change the colour of selected text.

Images used in this book

To avoid eyestrain Microsoft uses soft images for components such as buttons, Ribbons and dialog boxes. Screenshots have been enhanced in this workbook as much as possible, however sometimes they may still appear out of focus.

Windows

The Windows operating system is updated regularly and sometimes the colour or shape of buttons and icons change. Your Windows buttons may look different from those shown in this workbook, but the function will remain the same, e.g. on some devices the Windows Start

button displays as  whereas on others it displays as .

Shortcut key combinations

Shortcut key combinations are shown in the left margins of this book, e.g. where using the Open button is instructed in the text, the shortcut key combination is included:

Ctrl O

To use the shortcut key combination press and hold down the keys in the order given, i.e. hold down the Ctrl key then press the O key.

Hardware

Hardware has been developed with purpose and size in mind.

Desktop device	Desktop devices were designed to sit on (or near) a desk. They are not transported easily. Desktop devices are preferred by specialist professions such as graphic artists and architects, who work on large and detailed documents. The advantage of a desktop device is it can be easily customised by adding additional RAM or enhanced video cards for increased graphic performance.
Laptop/notebook	A laptop is a portable device with a built-in keyboard. Due to the portability of laptops without the loss of processing power, laptops have become a popular alternative to the desktop device, especially where workspace is an issue or when work is done in more than one location.
Tablet	Tablets are thin devices with touch screens. Adding a stylus can turn them into a digital drawing tool. The lack of a separate keyboard reduces their suitability for typing long or complicated documents.
Smartphone	As well as being a phone, a smartphone can be used to create and send emails. Documents can be created and viewed on a smartphone but the small screen and limited processing power makes producing complex documents difficult.

Operating systems

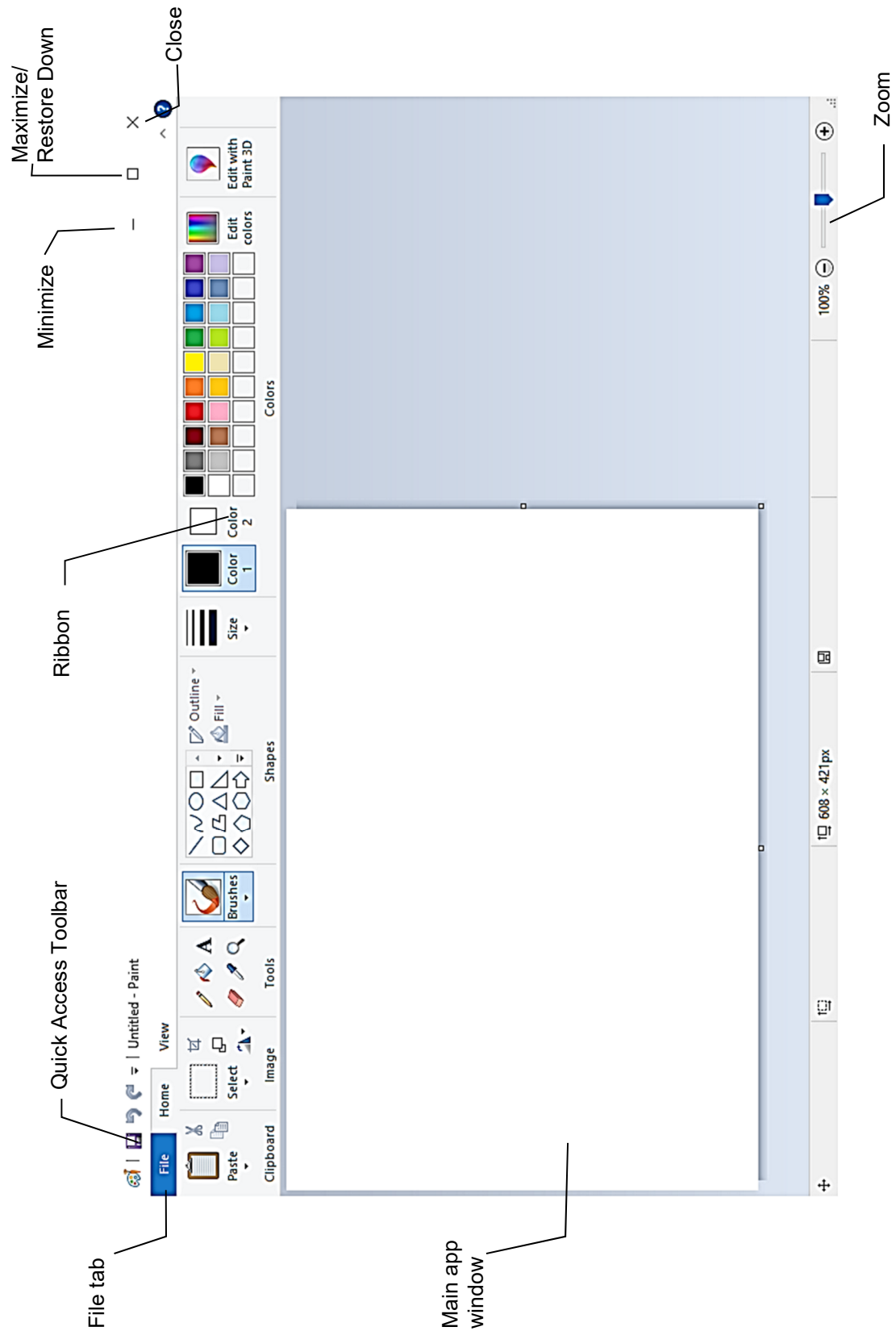
An operating system is software that works as an interpreter between the hardware and the app.

Unless custom equipment is being purchased, digital devices are sold with an operating system installed. The device purchased will determine the operating system.

Windows	Windows is the most commonly used operating system for desktop computers and laptops. It is a graphical user interface (GUI) system meaning that the mouse is used to select graphics on the screen. Tablets that use Windows are also available.
macOS iOS iPadOS	Devices made by Apple have GUI operating systems specifically designed for Mac devices. <ul style="list-style-type: none">• macOS is installed on MacBooks, iMacs and Mac Minis• iOS is installed on portable devices such as iPhones• iPadOS is installed on iPads
Android	Android is an operating system for non-Apple smartphones and tablets.
Unix	Unix is a command line operating system used in specialist desktop computers. Commands are entered by typing text. A graphical interface can be added to Unix making it easier to use.

Window components


Most Windows apps have standard tools and buttons.



Creating documents

In the following exercise you will create a document in WordPad. The document will be saved into your working folder.

Exercise 20


1. Check WordPad is open. A new document will be displayed ready to have text entered.
2. With the Home Ribbon displayed click on the Line spacing button .
3. Select 1.5.

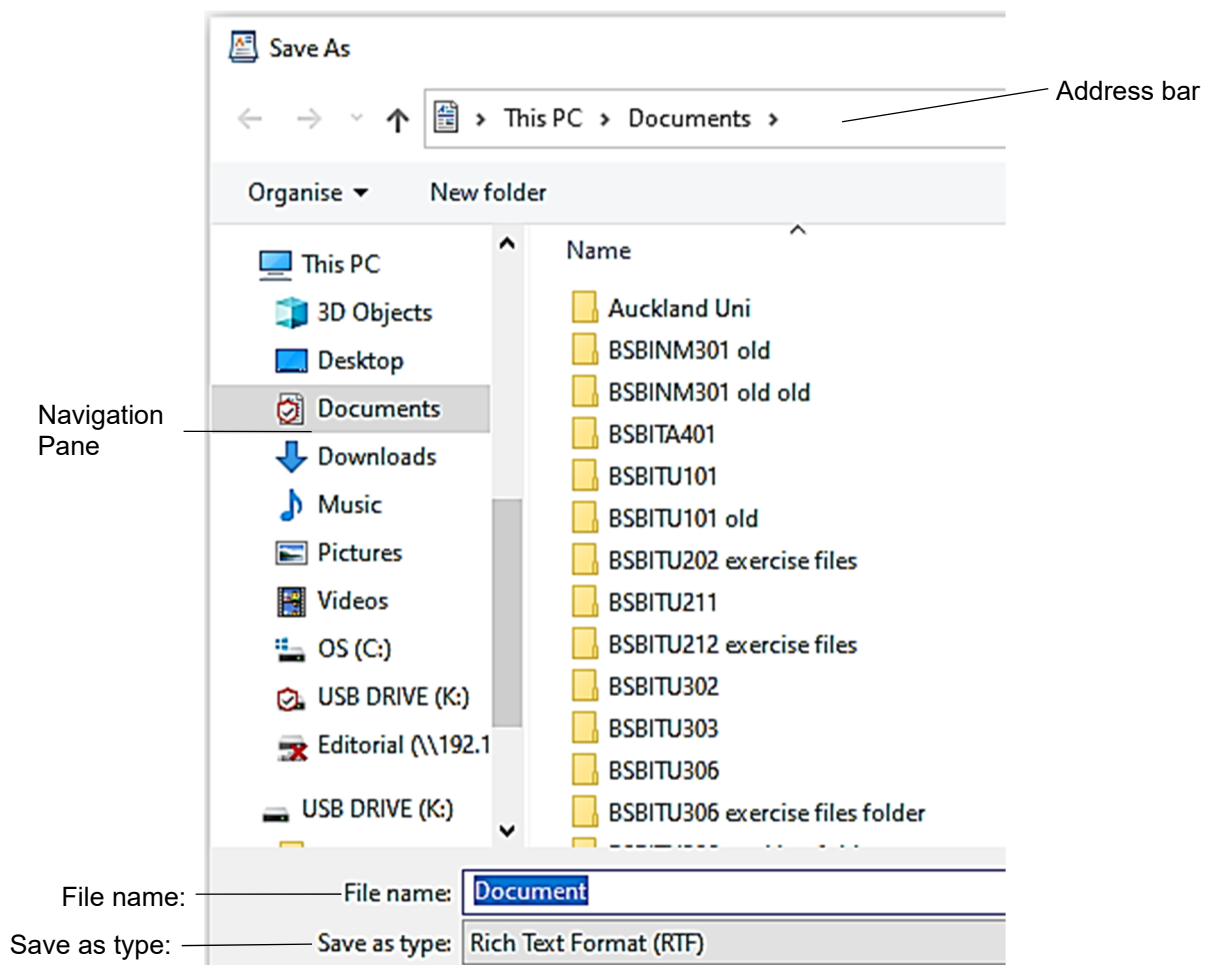


4. Type in the following:

Mexican food (press Enter)

When Australians talk about Mexican cuisine they are likely to think about tacos and burritos. But authentic Mexican recipes tend to be fresh and healthy including a bright array of coloured vegetables, pulses and complex spice blends.

- Ctrl S
5. Click on the Save button  on the Quick Access Toolbar at the top left of the window. The Save As dialog box will display.

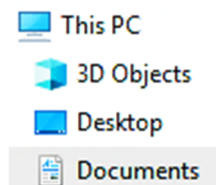


- Address bar The Address bar displays the folder where the document will be saved.
- Navigation Pane Select a location from the Navigation Pane to display folders and files at that storage location.
- File name: The box in which the name of your file is entered.
- Save as type: Displays the type of file the document will be saved as.

6. Ask your trainer where you should save your document. This will be your working folder while completing the exercises in the workbook.
7. Use the appropriate instruction to select your save location.

To access the Documents folder


Click on Documents under This PC.

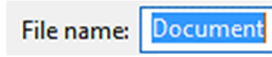
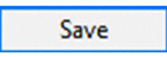


To access a USB flash drive

Check your USB flash drive is connected. Select the USB flash drive from under This PC. Your USB flash drive will be labelled as USB drive, Removable Disk or a manufacturer's allocated name.

To access a network drive


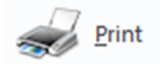
If you are on a network, the drive(s) will be listed under Network >  Network in the Navigation Pane. Consult with your trainer, supervisor or network administrator to check you are saving to the correct network location.

8. Check the text in the *File name:* box is selected .
9. Create a file name using the naming procedures for this workbook detailed on page 40, e.g. Exercise 20 050621 Choo.
10. Click on Save .
11. Leave WordPad open for the next exercise.

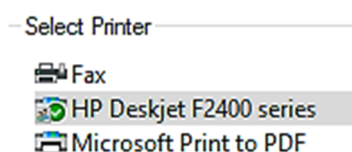
Printing a document

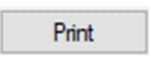
Exercise 21

1. Check WordPad is displayed.

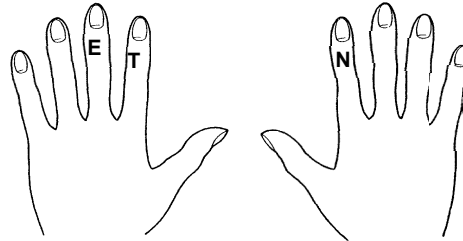
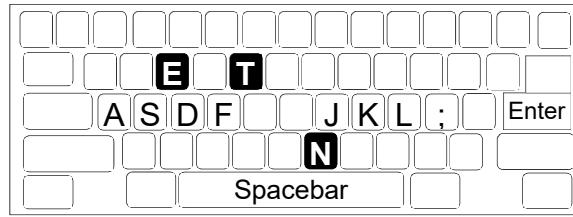
Ctrl P 2. Click on the File tab  then click on Print . The Print dialog box will display.

3. Check the default printer is selected from the *Select Printer* list.



4. Click on Print . The document will print.
5. Exit WordPad.

e, t and n keys



Exercise 31

ded ded deed deeds led lead leads;
ell fell sell dell jell jell eel eels;
a lease; a lessee; a deed; a lease;
skate a lake; a leek seed; eke a keel;

ftf ftf aft set jet tat ket let kat skate
flakes tastes test lest tastes tested jest;
settle daft kettle fettle felt deft left
let lets set settle kettles jet jest set;

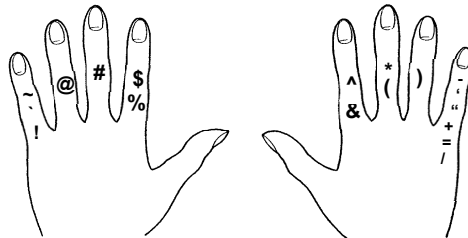
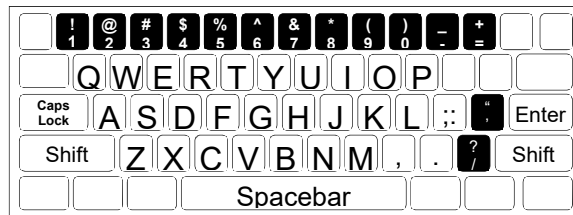
jnj jnj jnj ;nj knj jnj nnn Int knee net;
sank tank dank lank sank ants nans needs;
ants eat eels; ants eat fat fast; seattle;
lend ned a tent; deal ken a taste; knee dan;

len tasted a neat date; jen sells eels
a tell tale taste; a tell tale taste;
a sad lad teases a jaded dad
dad sells fen and lends a den; a lad sells;

taken tented tents nettled nettles fattens
lads and lasses seek dates and steaks
sent a tent; lean jeans fade; tale taste
jess let tall ken taste a fat flat seed
daft des fades fast and needs a feed
dad tests all deaf lads and talks sense

aa ss dd ff ;; ll kk jj as ad af aj ak al
dea deal dell deaf desks deeds ekes elks;
jandals sandals tests desks jess taste dens;
deed jells felt ekes sank dank land take;
send a fast tank; add a jade desk; flask
dent less kettles; and add flank steaks;

Extra keys



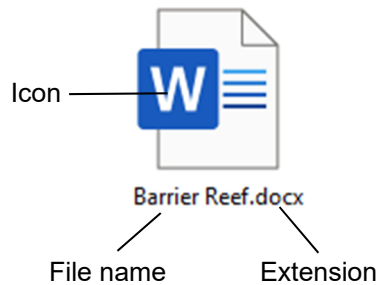
Exercise 79

Follow directions in the left column and type only the short sentences in the right column.

Finger	Key	Type these sentences
Use the s finger and the Shift key	@	Six packets @ 22 cents each. 3 cakes @ 6c will cost 18c. @ stands for 'at'.
Use the d finger and the Shift key	#	The character # is used in maths. 3# can also mean three spaces.
Use the f finger and the Shift key	\$	Four dollars should appear as \$4.
Use the f finger and the Shift key	%	The percent key is very useful. 5% of \$100 is \$5.
Use the j finger and the Shift key	&	The character & is called an ampersand. It means AND. Smith & White Pty Ltd
Use the ; finger and the Shift key	'	An apostrophe indicates ownership. The man's telephone. The men's telephones.
Use the ; finger and the Shift key	"	I said "Hello" to Ron's father.
Use the k finger and the Shift key	*	Footnotes are often indicated by an asterisk. * see section 3.
Use the k and l fingers and the Shift key	()	Parentheses are often called brackets. cm (centimetres) m (metre)
Use the ; finger	-	A typist must know when to use a hyphen and when to use a dash. An anti-virus app is essential at all times.
Use the ; finger and the Shift key	+	One plus two is three. 1 + 2 is 3
Use the ; finger	=	One plus two equals three. 1 + 2 = 3
Use the ; finger	/	A solidus (usually called a 'slash') is used for uncommon fractions or to denote alternative(s). 3/5. Dear Sir/Madam

File extensions

File names can be displayed with their extension if required. An extension is used to identify the file type, i.e. which app it was created in. It is three to five characters in length and appears at the end of the file name separated by a full stop.



In the example above the file name displays the name **Barrier Reef** and the extension **docx**. The docx extension indicates that this is a current Word document. The icon also shows that this is a Word document.

Example file extensions

.txt	Text file
.docx	Word document
.xlsx	Excel spreadsheet
.accdb	Access database
.pptx	PowerPoint presentation
.pdf	Portable document format (PDF) file

Displaying/hiding file extensions

By default File Explorer does not display extensions for files that are of known file types.

Exercise 88

1. With File Explorer open check the contents of *978-1-921971-71-6 BSBTEC101 exercise files* are displayed in the Details Pane.
2. With the View Ribbon displayed put a tick in the *File name extensions* check box *File name extensions*. File extensions will be added to the displayed files.
3. Remove the tick from the File name extensions check box. File extensions will be hidden.
4. Leave File Explorer open for the next exercise.

Evidence guide

Elements and Performance Criteria

Element <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	Assessment tasks
1. Activate personal digital device and access features	1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements, where required	Task 1
	1.2 Activate digital device, and access or log on according to organisation policies and procedures	Task 2, Task 3, Task 4
	1.3 Identify basic functions and features using digital devices	Task 4
	1.4 Customise desktop or application configuration	Task 4
	1.5 Request assistance from relevant personnel for using digital devices, where required	Task 4
	1.6 Access help functions, where required	Task 1, Task 2, Task 3, Task 4
2. Navigate and organise file or application environment	2.1 Open, close and access file or application by selecting correct desktop or menu icons	Task 2, Task 3, Task 4
	2.2 Create shortcuts onto the desktop or menu, and request assistance from relevant personnel, where required	Task 4
	2.3 Identify and apply keyboard functions for both alpha and numeric keyboard input devices	Task 2, Task 3
	2.4 Create folders and subfolders with relevant names	Task 4
	2.5 Identify and access storage devices relevant to the digital device	Task 4
	2.6 Download new applications with assistance from relevant stakeholder	Task 4
	2.7 Use search functions to locate files or applications	Task 4
3. Edit stored information	3.1 Rename and move folders and subfolders	Task 4
	3.2 Remove files or applications as required, with assistance from relevant stakeholder	Task 4
	3.3 Open relevant file, document, or application	Task 2, Task 3, Task 4
	3.4 Edit content of the file, document, application, or similar in accordance with simple instructions	Task 2, Task 3,
	3.3 Save changes in digital device	Task 4

Element <i>Elements describe the essential outcomes.</i>	Performance Criteria <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>	Assessment tasks
4. Deactivate personal digital device	4.1 Save and close all open files, documents or applications	Task 2, Task 3, Task 4
	4.2 Deactivate digital device according to user procedures	Task 2, Task 3, Task 4

Assessment Requirements

Performance Evidence

The candidate must demonstrate the ability to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including evidence of the ability to:

- on three occasions, activate, navigate, and deactivate a digital device.

Evidence of the ability to:	Assessment tasks
<ul style="list-style-type: none"> • follow user procedures to power up and accessing a digital device 	Task 2, Task 3, Task 4
<ul style="list-style-type: none"> • follow user procedures and system information when using the basic functions on a digital device, seeking assistance when required 	Task 2, Task 3, Task 4
<ul style="list-style-type: none"> • shut down applications and the device 	Task 2, Task 3, Task 4

Knowledge Evidence

The candidate must be able to demonstrate knowledge to complete the tasks outlined in the elements, performance criteria and foundation skills of this unit, including knowledge of:	Assessment tasks
<ul style="list-style-type: none"> • user procedures for powering up and accessing a digital device 	Task 2, Task 3, Task 4
<ul style="list-style-type: none"> • key components of the digital system, including what each component does 	Task 4
<ul style="list-style-type: none"> • ergonomic issues that impact the use of digital devices 	Task 1
<ul style="list-style-type: none"> • key functions of the operating system 	Task 4
<ul style="list-style-type: none"> • organisational conventions for naming files 	Task 2, Task 3