

Operate a personal computer (Windows 8.1)

This workbook supports BSBITU101A Operate a personal computer in the BSB07 Business Services Training Package.

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Software Publications writing team

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BSBITU101A Operate a personal computer

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.

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

Application of the unit

This unit applies to individuals developing basic skills and knowledge of personal computer operation in preparation for working in a broad range of settings.

Employability skills

This unit contains employability skills.

Prerequisites

There are no prerequisites for this unit.

Element	Performance Criteria	Page Reference
1	Start computer, system information and features	
1.1	Adjust workspace, furniture and equipment to suit user <i>ergonomic requirements</i>	3–7
1.2	Ensure <i>work organisation</i> meets organisational and <i>occupational health and safety (OHS)</i> requirements for computer operation	2–3, 8–10
1.3	Start computer or log on according to user procedures	31, 36
1.4	Identify basic functions and features using system information	66–67
1.5	Customise desktop configuration, if necessary, with assistance from appropriate persons	46–48, 98–99
1.6	Use help functions as required	68–69
2	Navigate and manipulate desktop environment	
2.1	Open, close and access features by selecting correct <i>desktop icons</i>	43–43, 94, 98–99
2.2	Open, resize and close desktop windows by using correct window functions and roles	50–52
2.3	Create shortcuts from the desktop, if necessary, with assistance from appropriate persons	98–99
3	Organise files using basic directory and folder structures	
3.1	Create folders/subfolders with suitable names	89
3.2	Save files with suitable names in appropriate folders	59, 85
3.3	Rename and move folders/subfolders and files as required	91–92
3.4	Identify folder/subfolder and <i>file attributes</i>	84, 87
3.5	Move folders/subfolders and files using cut and paste, and drag and drop techniques	90–91

Element	Performance Criteria	Page Reference
3.6	Save folders/subfolders and files to <i>appropriate media</i> where necessary	26–27, 59, 82
3.7	Search for folders/subfolders and files using appropriate software tools	96–97
3.8	Restore deleted folder/subfolders and files as necessary	94
4	Print Information	
4.1	Print information from an installed printer	64
4.2	View progress of print jobs and delete as required	62
4.3	Change default printer if installed and required	64
5	Shut down computer	
5.1	Close all open applications	43, 52
5.2	Shut-down computer according to user procedures	41, 65

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents
- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback
- problem-solving skills to solve routine problems in the workplace, while under direct supervision
- technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer
- basic typing techniques and strategies.

Required knowledge

- key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as:
 - OHS
- basic ergonomics of computer use
- main types and parts of computers, and basic features of different operating systems
- suitable file naming conventions.

Range Statement

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. *Italicised* wording in the Performance Criteria is detailed as follows.

Variable	Scope	Pages
Ergonomic requirements may include:	avoiding radiation from computer screens	n/a
	chair height, seat and back adjustment	5
	document holder	4
	footrest	5
	keyboard and mouse position	4
	lighting	7
	noise minimisation	7
	posture	5
	screen position	3
	workstation height and layout	6
Work organisation may include:	exercise breaks	9–10
	mix of repetitive and other activities	8
	rest periods	8
	visual display unit (VDU) eye testing	9
Occupational health and safety requirements may include:	OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, ergonomic work stations, security procedures, customisation requirements	3–6
	statutory requirements	2–3
Desktop icons include:	directories/folders	98–99
	files	43–43, 98–99
	network devices	n/a
	recycle bin and waste basket	94
File attributes include:	dates	84, 87
	size	84, 87
Appropriate media may include:	CDs	26–27, 82
	diskettes	27
	local hard drive	26, 59 82
	other locations on a network	82
	USB/Flash/Thumb drives	26, 59, 82
	zip disks	27

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • navigation and manipulation of the desktop environment within the range of assigned workplace tasks • knowledge of organisational requirements for simple documents and filing conventions • application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.
Context of and specific resources for assessment	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • access to an actual workplace or simulated environment • access to office equipment and resources • examples of workplace documentation.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • demonstration of techniques • oral or written questioning to assess knowledge of computer operations and functions • review of shortcuts created • review of folders/subfolders created.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBITU102A Develop keyboard skills • other general administration units

Employability skills for BSB10112: Certificate I in Business

Employability Skill	Industry/enterprise requirements for this qualification include:	How this Employability Skill is covered
Communication	<ul style="list-style-type: none"> gathering, conveying and receiving verbal and written information listening and understanding workplace instructions 	<p>By reading this workbook the learner is receiving written information.</p> <p>When this workbook is supplemented by classroom teaching, the learner is required to listen to and understand instructions.</p>
Teamwork	<ul style="list-style-type: none"> working with colleagues and supervisors to produce workplace documents 	n/a
Problem-solving	<ul style="list-style-type: none"> resolving simple maintenance issues with office equipment solving routine problems related to hazards in the workplace, while under direct supervision 	Page 32 covers hardware troubleshooting.
Initiative and enterprise	<ul style="list-style-type: none"> raising occupational health and safety issues with the occupational health and safety officer 	n/a
Planning and organising	<ul style="list-style-type: none"> planning own work schedule to ensure tasks are completed on time 	Time limits can be applied to exercises within the workbook allowing the learners to practice time management skills
Self-management	<ul style="list-style-type: none"> behaving in ways that contribute to an effective and safe working environment identifying own roles and responsibilities 	n/a
Learning	<ul style="list-style-type: none"> listening to ideas and opinions of other members of the team following safety procedures 	Pages 2–10 provide information on work health and safety.
Technology	<ul style="list-style-type: none"> operating a range of business equipment 	Throughout workbook

Keyboard

- The keyboard should ideally be separate from the computer body; if you are using a laptop computer consider attaching a separate keyboard.
- The keyboard should be thin; the 'ASDF' row should be 30 mm or less in height.
- The keyboard should be sloped slightly; no more than 12°.
- The keys should be sensitive enough so that they do not need to be hit hard. They should have a matt finish to reduce reflected glare.
- They should make a clicking noise when the key is pressed successfully.

To correctly position the keyboard on the workstation, place your hands over the centre of the keyboard and check the following:

- forearms are parallel with the ground
- elbows are at a 90° angle (forming an L shape between the upper and lower arms)
- fingers rest over the 'ASDF' row and all keys are able to be reached without stretching the fingers or forearms
- wrists are not raised or bent in an unnatural angle
- elbows are tucked in neatly by your sides
- fingers are curved in a natural position.

Keyboard Wrist Rest

The purpose of a wrist rest is to support the wrists in a natural, comfortable position. This is an important ergonomic consideration for many people who experience pain or tiredness in their wrists when using a keyboard. The wrist rest is positioned in front of the keyboard. Some keyboards have built-in wrist rests.

Mouse

The mouse needs to be positioned so that the operator can move it without having to stretch their arm. It should be placed on a flat surface such as a specifically designed mouse pad, which allows it to be moved easily.

The mouse should be shaped so that the hand rests on it comfortably. The buttons should be able to be used without cramping the hand. The pressure required to click the buttons should not be so hard as to make it tiring to use, nor so light that they are easily clicked in error. The mouse movement and click speed should be adjustable to suit the individual.

Some mice are designed specifically with ergonomics in mind. Wireless mice allow total freedom of movement. Other mice are shaped specifically to fit the hand and provide support.

Mouse Wrist Rest

In the same vein as keyboard rests, there is a huge range of wrist rests available to support the wrist while using the mouse. All are designed to keep the wrist in a relaxed, natural position to avoid discomfort and injury. Some mouse pads come with a built in wrist rest.

Document Holder

A document holder (also called a copy holder) is used to position documents so they can be viewed easily while typing. A well-positioned document holder reduces the need to bend the neck. There are different types of document holders; the most common are free standing devices which are positioned beside the computer screen. Others can be attached to the side of the monitor.

Chair

A well-designed, adjustable chair is one of the most important factors in preventing posture problems.

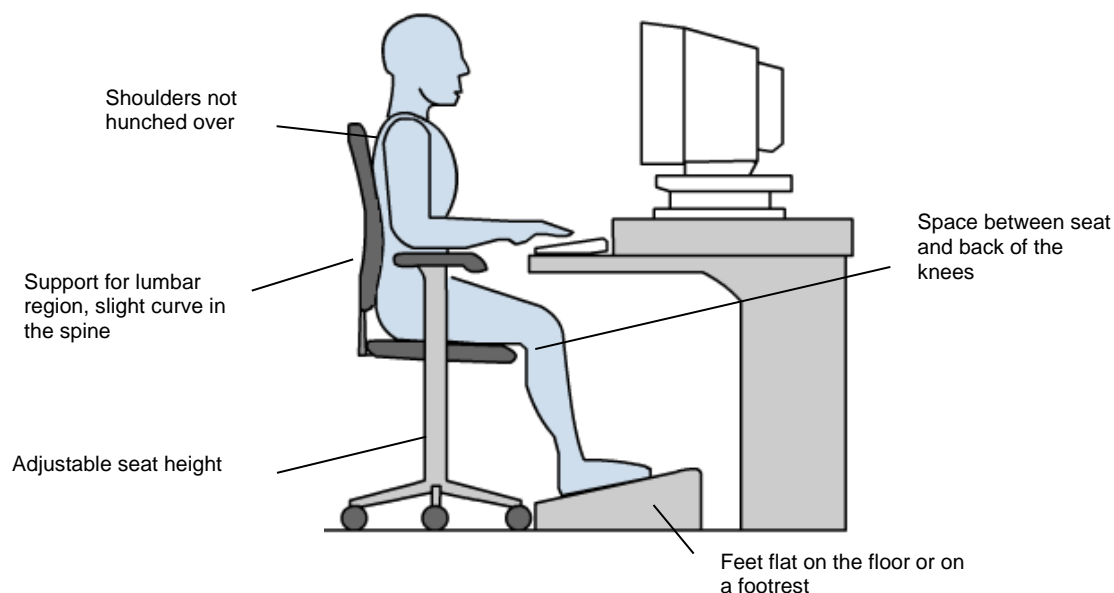
- Your chair should be adjustable vertically (usually between 450 mm and 520 mm in height). The chair should be at a height where you can sit comfortably with both feet on the floor, or on a footrest.
- The back rest should be adjustable for height and angle. The back rest should provide support for the lumbar region of the back.
- The recommended seat depth is between 380 mm and 480 mm. When seated in the chair you should be able to fit one hand-width between the seat and the back of your knee.

Position in the Chair

- Sit upright in the chair with your back pushed into the backrest, rather than slumped forward over the keyboard.
- Sit back into the chair rather than perching at the edge.
- Place your feet flat on the floor or on a footrest
- Ensure there is a slight curve of the spine in the lumbar region.

Footrest

A footrest is useful when the desk and chair cannot be adjusted and can be used to maintain proper posture. Ideally the foot rest slope should be comfortable; 0°–10° is recommended, with a flat surface area of 350 mm x 45 mm.

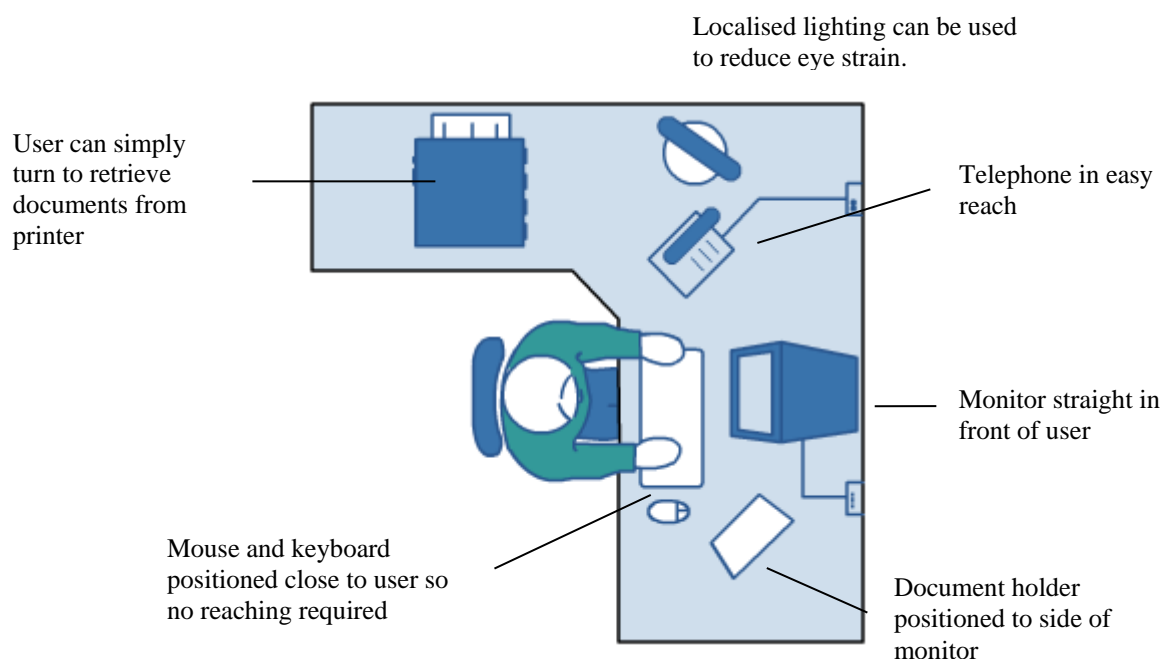


Workstation

A workstation is simply the desk or table used when working on a computer.

- The workstation should be deep enough to allow the positioning of the keyboard and monitor correctly.
- The work surface needs to be big enough to allow the mouse, documents, document holder and any other items which are used regularly (telephone, desk caddy) to be within easy reach.
- It should also be as thin as practical, preferably less than 2.5 cm to give maximum knee room.
- Ideally the height of the workstation should be adjustable to suit the height of the operator. If it is not adjustable a foot rest may need to be used.

The equipment on the workstation needs to be arranged so that all equipment can be reached comfortably. Frequently used items should be within easy reach. A possible workstation layout is shown below.



Workstation Location

The location of the workstation within an office needs to be chosen with care.

- The workstation should be positioned at right angles to windows, mirrors or other light sources to help reduce glare or reflections.
- Power cables need to be able to reach the computer safely, without being stretched or lying across access ways.
- In a large office, space or partitions between desks can help to give the illusion of having privacy in one's workspace.

Desktop Applications

Window Apps and Desktop Apps

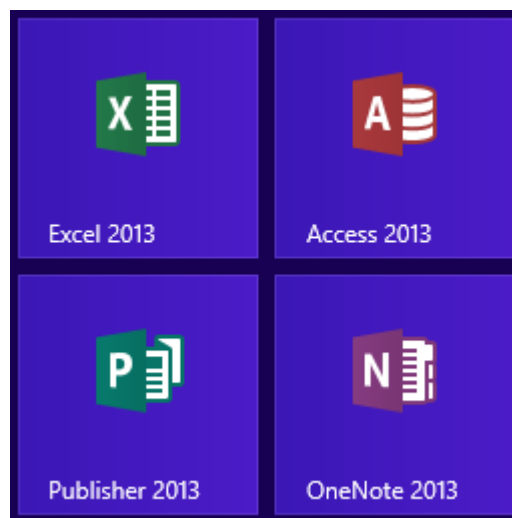
Windows 8.1 divides applications into two different types: Windows apps and Desktop apps. Windows apps run from the Start screen and include the apps you have already interacted with.

Desktop apps (also called programs) are run from the Desktop. Desktop apps include any applications which are independent of Windows 8.1. For example, if you install Microsoft Office products such as Word or Outlook, these will be Desktop apps.

Desktop apps also include some of the Windows programs. For example Paint is a basic art program which is included with Windows 8.1 as a Desktop app.

Starting Applications

Desktop applications are often started from the Start screen. If you have installed programs, you may see icons for them on the Start screen.



Other applications can be launched from the Start screen by using the Search function and searching for the application to open.

Important Note

Even if a Desktop application is opened from the Start screen, it still needs to be launched from the Desktop. When you open a Desktop application from the Start screen, you will note that the Desktop will open as well.

Exercise 18

- 1 Display the Start screen.
- 2 Type: **Paint**. The Paint application will be located.

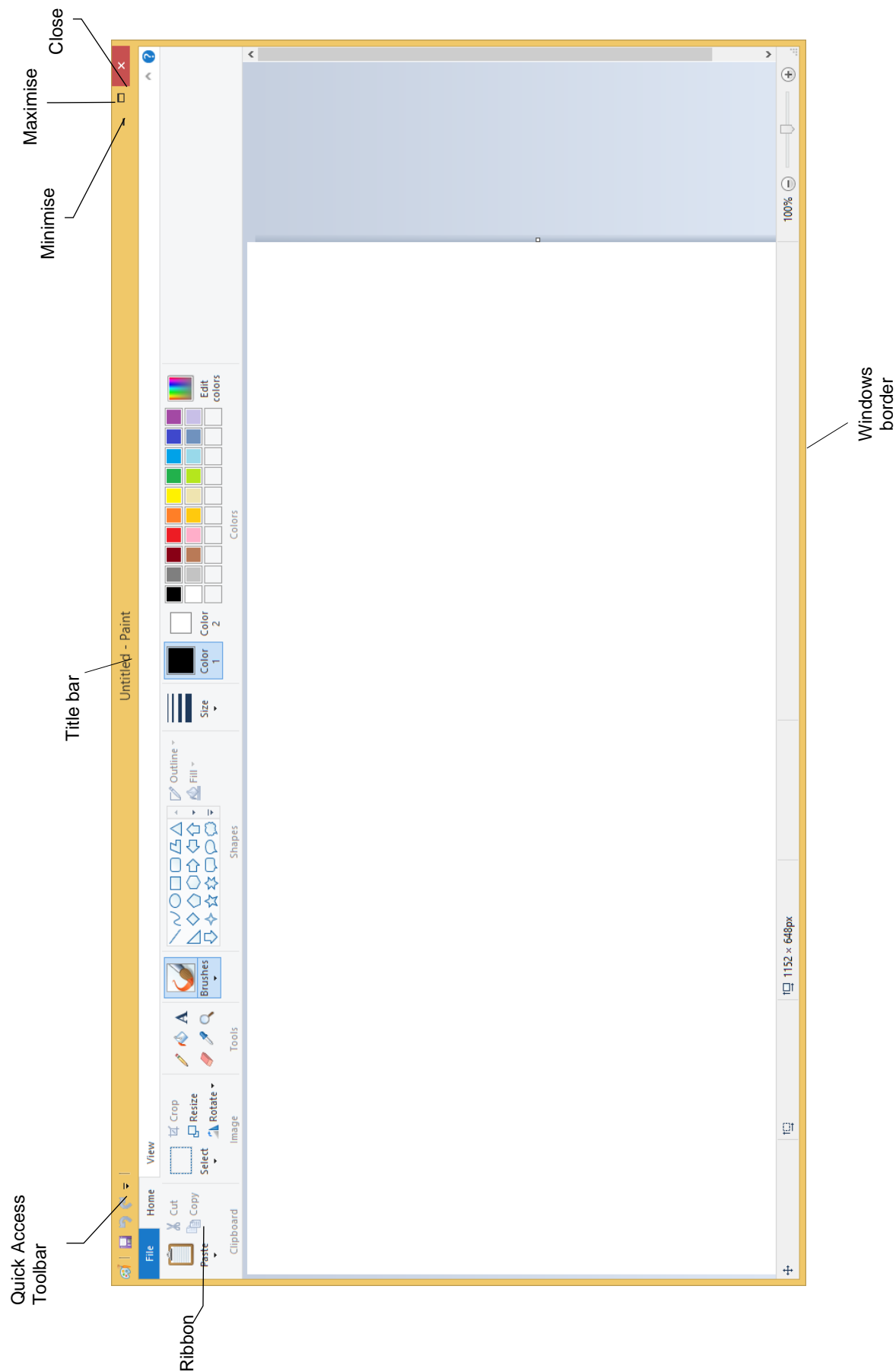
- 3 Click on . The Paint application will open.

Note that Paint opens in a window with the Desktop displayed behind it.

- 4 Leave Paint open for the next exercise.

Parts of a Window

Many Desktop windows contain common elements. This screenshot is taken from Paint.



Quick Access Toolbar

A toolbar containing buttons for commonly performed actions. By default these buttons are Save, Undo and Redo, but other buttons can be added.


Title Bar

Displays the program and file name. The Title bar can be used to move the window.

Minimise Button

Reduces the window to a button on the Taskbar.

Maximise Button

Increases the size of the window to display full screen. When a window is maximised, the Maximise button displays as the Restore Down button . Clicking on the Restore Down button will reduce the size of the window.

Close Button

Closes the window (which closes the program you are currently working in).

Ribbon


A strip at the top of the screen containing the buttons used to perform program functions.


Window Border

Used to resize the window. When the mouse pointer is moved to the edge of the window it will change to a double-headed arrow; click and drag to resize the window if it is not full screen.


Working with the Minimise Button

Exercise 19




- 1 Using Paint, click on the Minimise button  in the top right corner of the window.
The Paint window will display as a button at the bottom of the screen on the Taskbar.

- 2 To restore Paint, click on  on the Taskbar. The Paint window will be displayed as you left it before it was minimised.
- 3 Leave Paint open for the next exercise.

Working with the Maximise Button

For this exercise it is assumed that your window starts as the default size (i.e. not maximised). If your Paint window is maximised (fills the whole screen) click on the Restore Down  button before continuing with the exercise.

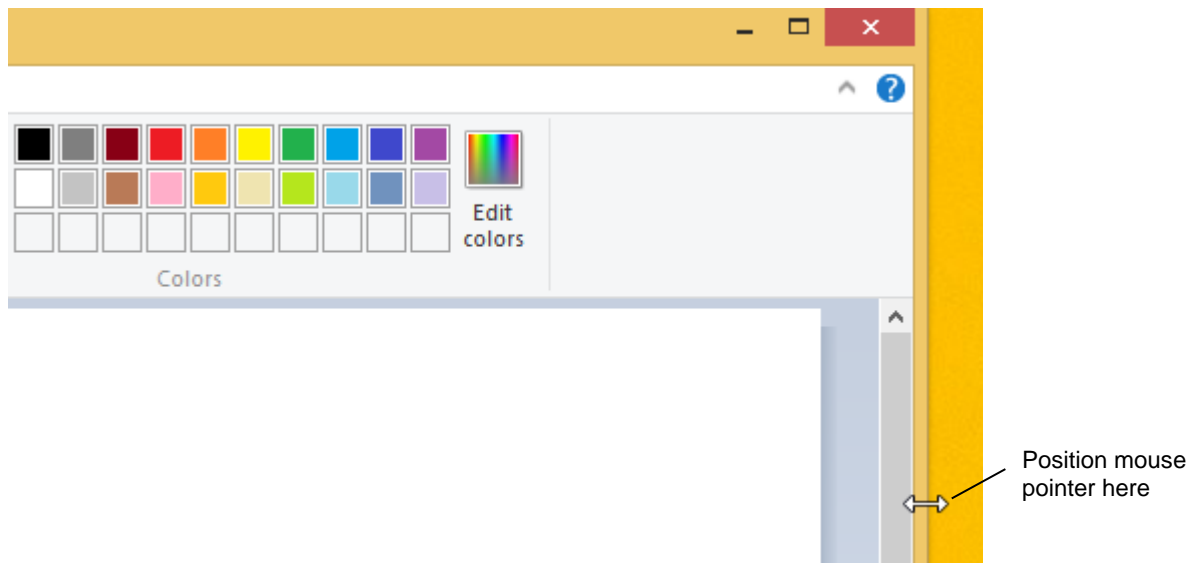
Exercise 20

- 1 Using Paint, click on the Maximise button .
The Paint window will expand to display fully on screen. Note that the Maximise button has changed to display the Restore Down button .
- 2 Click on the Restore Down button  to change the window back to its former size.
- 3 Leave Paint open for the next exercise.

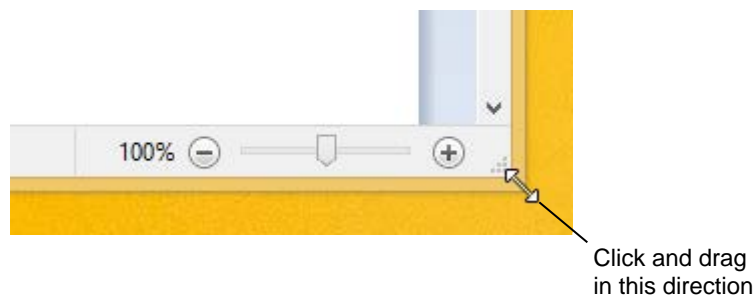
Resizing a Window Using the Mouse Pointer

Exercise 21

- 1 Using Paint, position the mouse pointer at the right edge of the window, as shown below. The mouse pointer will change to a double-headed arrow.



- 2 Click and drag the mouse pointer to the left to decrease the width of the window. Then click and drag to the right to increase the width.
- Note that the same technique can be used to increase or decrease the height of the window.
- 3 To resize the window both vertically and horizontally, position the mouse pointer in the lower right corner of the window. Click and drag the mouse pointer diagonally away from the window to increase the size.



- 4 Resize the Paint window to its original size.
- 5 Leave Paint open for the next exercise.

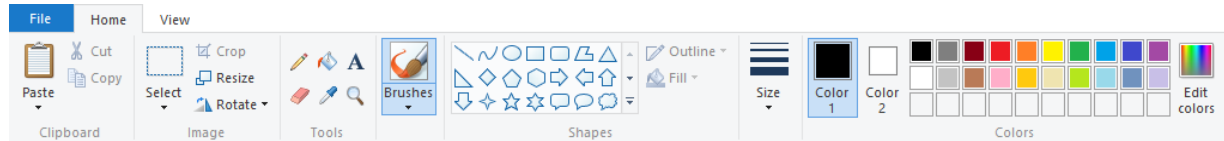
Moving a Window

Exercise 22

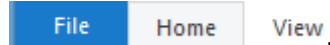
- 1 Using Paint, click on the Title bar at the top of the window.
- 2 Holding down the left mouse button, move the window around the screen.
- 3 When the window is in the desired location, release the mouse button.
- 4 Leave Paint open for the next exercise.

The Ribbon

Some windows have a strip along the top called the Ribbon. The Paint Ribbon contains all the tools required for using the art program.




The Ribbon has a series of tabs along the top; click on the tab to display the Ribbon required.



Exercise 23

- 1 Using Paint, click on the View tab to display the View Ribbon.
- 2 Click on the Home tab to return to the Home Ribbon.
- 3 Leave Paint open for the next exercise.

Close Button

The Close button  is used to close windows and exit programs.



Exercise 24

- Click on the Close button  to close the Paint program.

Notepad

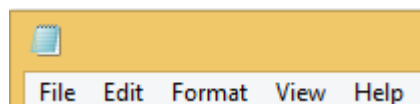
Notepad is a program supplied with Windows 8.1 which allows you to create simple text documents.

Exercise 25

- 1 Click on the Start button  at the bottom left corner of the Desktop to display the Start screen.
- 2 Start typing **Notepad**.
- 3 With  **Notepad** selected, press Enter to open Notepad.
- 4 Leave Notepad open for the next exercise.

Menus

Some windows contain a menu bar at the top of the screen instead of a Ribbon. Clicking on an item on the menu bar will display a drop-down menu. These menus provide access to features found within the application. Notepad has five pull down menus.



Exercise 26

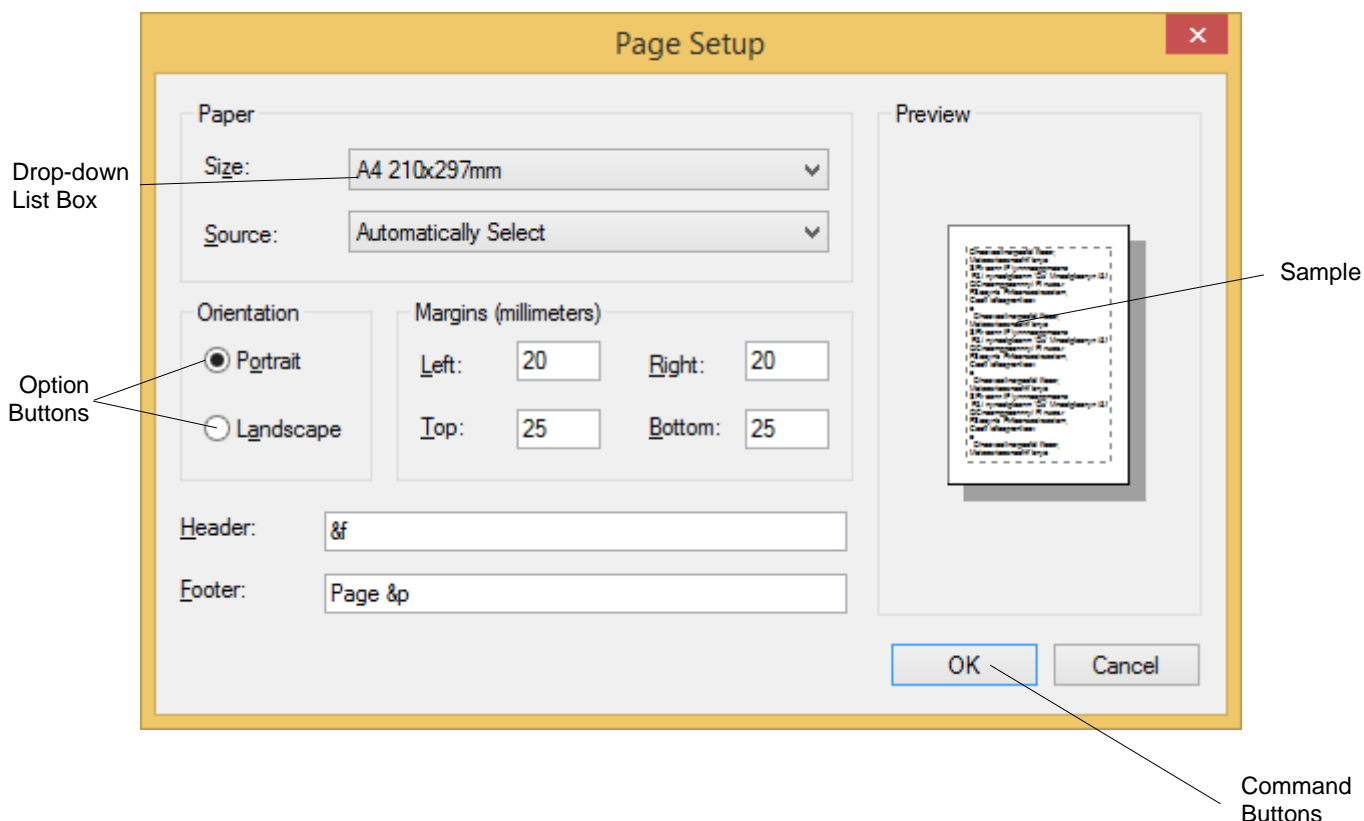
- 1 Using Notepad, click on the word **File** on the Menu bar. A drop-down menu will display different options, e.g. New, Open, Save.
- 2 Click on the word **File** on the Menu bar again to turn off the drop-down menu.
- 3 Leave Notepad open for the next exercise.

Dialog Boxes


When we refer to a menu item in this book, it will appear in brackets, e.g. [File]. The next word after this will be the menu option that you are to select, e.g. choose [File] Page Setup means to click on the File menu and select the Page Setup option.

Exercise 27

- 1 Using Notepad, choose [File] Page Setup. The Page Setup dialog box will display.



Dialog box options are described below.

Drop-Down List Box Click on  to drop-down a list of options.

Option Buttons A dot in an Option button indicates the feature is turned on. (Click in another Option button to change the option). Only one circle option can be chosen.

Command Buttons Clicking on OK (or pressing Enter) within a dialog box, accepts all the options chosen within that dialog box.

Clicking on Cancel (or pressing Esc), means that none of the changes selected within the dialog box will take effect.

Sample Displays how text will appear with the chosen options.

- 2 Click on the Cancel button  to close the dialog box.

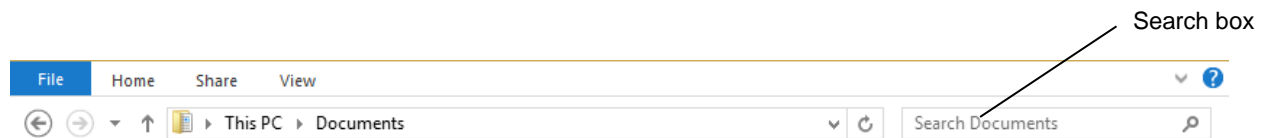
- 3 Leave Notepad open for the next exercise.

Searching

File Explorer contains a search tool which can be used to search for files/folders that contain certain text, were created on a certain date, are of a particular type, etc.

Searching from File Explorer

The Search box is located at the right of the Address bar in the File Explorer screen.

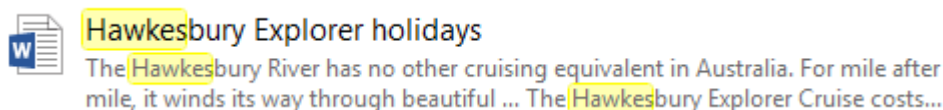


To perform a basic search, select the folder or drive you wish to search in the Navigation Pane, enter a search term into the Search box and press Enter.

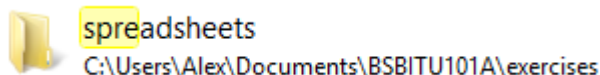
Exercise 69


- 1 Using File Explorer, select **BSBITU101A** in the Navigation Pane.
- 2 Click in the Search box at the top right of the window.
- 3 Type: **Hawkesbury**.

As you start to type, any documents that contain the text being entered will be listed.



- 4 Replace the search term **Hawkesbury** with the folder name **spreadsheets**
- 5 The following folder should be found along with any other files containing this word.





- 6 Click on the Cancel button  in the Search box to cancel the search.
- 7 Leave File Explorer open for the next exercise.

Search Tools

Search Tools can be used to perform more complex searches.

Exercise 70

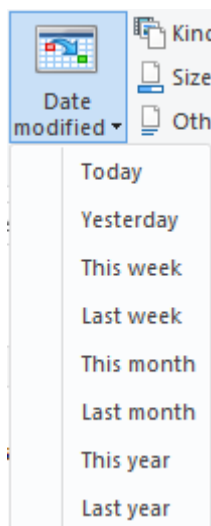
- 1 Using File Explorer, check **BSBITU101A** is selected in the Navigation Pane.
- 2 Click in the Search box. The Search Tools Search tab will be added to the Ribbon. Check the Search Ribbon is displayed.
- 3 Click on the Other properties button  Other properties ▾.
- 4 From the drop-down list select Type.
- 5 In the Search box type **.docx**. This is the file extension given to Microsoft Word documents. All documents with this extension will display.
- 6 Click on the Cancel button  in the Search box.
- 7 Leave File Explorer open for the next exercise.

Date Search

In the following exercise you will search for the file called *mortgage* which you created and saved in Exercise 34. The date range you use for your search will be determined by when you completed the exercise.

Exercise 71

- 1 Using File Explorer, click on the Documents folder in the Navigation Pane.
- 2 Click in the Search box.
- 3 From the Search Ribbon click on the Date modified button. A drop-down list of time frames will display.



- 4 Select an appropriate search date. For example, if you created the *mortgage* document this week select **This week**.

Files created on the specific date or within the date range will be listed.



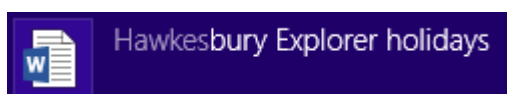
- 5 Click on the Cancel button **X** in the Search box.
- 6 Exit File Explorer.

Start Screen File Search

You have already used the Windows 8.1 Start screen Search tool to search for settings and apps. It can also be used to search for files and folders.

Exercise 72

- 1 Display the Start screen.
- 2 Press **Windows Key + S** to display the Search pane.
- 3 Click in the Search box and type: **hawkes** and files containing this text will be listed.



- 4 Display the Start screen.
- 5 Click on the Desktop icon OR press **Windows Key + D** to display the Desktop.

Evidence Guide

Elements and Performance Criteria

The elements and performance criteria are covered during assessment in the following ways.

Element	Performance Criteria	Assessment Tasks
1 Start computer, system information and features		
1.1	Adjust workspace, furniture and equipment to suit user <i>ergonomic requirements</i>	Assessment Task 2
1.2	Ensure <i>work organisation</i> meets organisational and <i>occupational health and safety (OHS) requirements</i> for computer operation	Assessment Task 2, Assessment Task 3
1.3	Start computer or log on according to user procedures	Assessment Task 2
1.4	Identify basic functions and features using system information	Assessment Task 1
1.5	Customise desktop configuration, if necessary, with assistance from appropriate persons	Assessment Task 2
1.6	Use help functions as required	Assessment Task 4
2 Navigate and manipulate desktop environment		
2.1	Open, close and access features by selecting correct <i>desktop icons</i>	Assessment Task 2
2.2	Open, resize and close desktop windows by using correct window functions and roles	Assessment Task 2
2.3	Create shortcuts from the desktop, if necessary, with assistance from appropriate persons	Assessment Task 2
3 Organise files using basic directory and folder structures		
3.1	Create folders/subfolders with suitable names	Assessment Task 1, Assessment Task 2
3.2	Save files with suitable names in appropriate folders	Assessment Task 1, Assessment Task 4
3.3	Rename and move folders/subfolders and files as required	Assessment Task 2
3.4	Identify folder/subfolder and <i>file attributes</i>	Assessment Task 1
3.5	Move folders/subfolders and files using cut and paste, and drag and drop techniques	Assessment Task 2
3.6	Save folders/subfolders and files to <i>appropriate media</i> where necessary	Assessment Task 2
3.7	Search for folders/subfolders and files using appropriate software tools	Assessment Task 2
3.8	Restore deleted folder/subfolders and files as necessary	Assessment Task 2

Element	Performance Criteria	Assessment Tasks
4 Print Information		
4.1	Print information from an installed printer	Assessment Task 1
4.2	View progress of print jobs and delete as required	Assessment Task 3
4.3	Change default printer if installed and required	Assessment Task 3
5 Shut down computer		
5.1	Close all open applications	Assessment Task 2
5.2	Shut-down computer according to user procedures	Assessment Task 2

Critical aspects for assessment

Evidence of the following is essential:	How will Evidence be Gathered?
<ul style="list-style-type: none"> navigation and manipulation of the desktop environment within the range of assigned workplace tasks 	Task 2
<ul style="list-style-type: none"> knowledge of organisational requirements for simple documents and filing conventions 	Task 1, Task 4
<ul style="list-style-type: none"> application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required. 	Task 4

Required Skills and Knowledge

The skills and knowledge are covered during assessment in the following ways.

Required Skills	How will Evidence be Gathered?
<ul style="list-style-type: none"> literacy skills to identify work requirements, to comprehend basic workplace documents, to interpret basic user manuals and to proofread simple documents 	Assessment Task 3
<ul style="list-style-type: none"> communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback 	Can be assessed through communication between candidate and assessor.
<ul style="list-style-type: none"> problem-solving skills to solve routine problems in the workplace, while under direct supervision 	Assessment Task 3
<ul style="list-style-type: none"> technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer 	Assessment Task 2
<ul style="list-style-type: none"> basic typing techniques and strategies 	Assessment Task 1
Required Knowledge	How will Evidence be Gathered?
<ul style="list-style-type: none"> key provisions of relevant legislation from all levels of government that may affect aspects of business operations, such as: <ul style="list-style-type: none"> OHS 	Assessment Task 3
<ul style="list-style-type: none"> basic ergonomics of computer use 	Assessment Task 2
<ul style="list-style-type: none"> main types and parts of computers, and basic features of different operating systems 	Assessment Task 3
<ul style="list-style-type: none"> suitable file naming conventions 	Assessment Task 1

Employability Skills BSB10112 Certificate I in Business

Employability skills for BSB10112 Certificate I in Business are assessed in the following assessment tasks.

Employability Skill	Industry/Enterprise Requirements for this Qualification Include:	Task
Communication	<ul style="list-style-type: none"> gathering, conveying and receiving verbal and written information listening and understanding workplace instructions 	Assessed through the ability to comprehend and complete the assessment tasks
Teamwork	<ul style="list-style-type: none"> working with colleagues and supervisors to produce workplace documents 	n/a
Problem-solving	<ul style="list-style-type: none"> resolving simple maintenance issues with office equipment solving routine problems related to hazards in the workplace, while under direct supervision 	n/a
Initiative and enterprise	<ul style="list-style-type: none"> raising occupational health and safety issues with the occupational health and safety officer 	n/a
Planning and organising	<ul style="list-style-type: none"> planning own work schedule to ensure tasks are completed on time 	A time limit can be applied to assessment tasks.
Self-management	<ul style="list-style-type: none"> behaving in ways that contribute to an effective and safe working environment identifying own roles and responsibilities 	n/a
Learning	<ul style="list-style-type: none"> listening to ideas and opinions of other members of the team following safety procedures 	In Assessment Task 2, the candidate sets up their workspace in an ergonomically correct manner.
Technology	<ul style="list-style-type: none"> operating a range of business equipment 	Candidate uses a PC throughout the assessment.

BSB Business Services Training Package Supplement

This workbook can be used by learners completing a qualification in the BSB Business Services Training Package.

BSBITU101 Operate a personal computer

Application

This unit describes the skills and knowledge required to start up and use a range of basic functions on a personal computer or business computer terminal.

It applies to individuals who perform a range of routine computer 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>	Workbook page reference	Assessment Tasks
1. Start computer, system information and features	1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements	3–7	Assessment Task 2
	1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation	2–3, 8–10	Assessment Tasks 2 and 3
	1.3 Start computer or log on according to user procedures	31, 36	Assessment Task 2
	1.4 Identify basic functions and features using system information	66–67	Assessment Task 1
	1.5 Customise desktop configuration, if necessary, with assistance from appropriate persons	46–48, 98–99	Assessment Task 2
	1.6 Use help functions as required	68–69	Assessment Task 4
2. Navigate and manipulate desktop environment	2.1 Open, close and access features by selecting correct desktop icons	43–43, 94, 98–99	Assessment Task 2
	2.2 Open, resize and close desktop windows by using correct window functions	50–52	Assessment Task 2
	2.3 Create shortcuts onto the desktop, if necessary, with assistance from appropriate persons	98–99	Assessment Task 2
3. Organise files using basic directory and folder structures	3.1 Create folders/subfolders with suitable names	89	Assessment Tasks 1 and 2
	3.2 Save files with suitable names in appropriate folders	59, 85	Assessment Tasks 1 and 4
	3.3 Rename and move folders/subfolders and files as required	91–92	Assessment Task 2
	3.4 Identify folder/subfolder and file attributes	84, 87	Assessment Task 1
	3.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques	90–91	Assessment Task 2
	3.6 Save folders/subfolders and files to appropriate media where necessary	26–27, 59, 82	Assessment Task 2
	3.7 Search for folders/subfolders and files using appropriate software tools	96–97	Assessment Task 2
	3.8 Restore deleted folder/subfolders and files as necessary	94	Assessment Task 2
4. Print information	4.1 Print information from an installed printer	64	Assessment Task 1
	4.2 View progress of print jobs and delete as required	62	Assessment Task 3
	4.3 Change default printer if installed	64	Assessment Task 3
5. Shut down computer	5.1 Close all open applications	43, 52	Assessment Task 2
	5.2 Shut down computer according to user procedures	41, 65	Assessment Task 2

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description	Workbook page reference
Reading	1.3, 1.5, 1.6, 3.1-3.8, 4.1-4.3, 5.1, 5.2	<ul style="list-style-type: none"> Recognises textual information within internal procedures and technical documents to determine and complete work requirements 	2–12, 60, 85
Writing	1.3, 3.1-3.3, 3.7	<ul style="list-style-type: none"> Inputs information using familiar text types and records numerical and textual information for file naming conventions 	59, 85, 92
Oral Communication	1.5, 2.3	<ul style="list-style-type: none"> Asks simple questions and comprehends answers that contain short and explicit information 	Learner can discuss exercises with trainer as required
Navigate the world of work	1.1-1.3, 5.2	<ul style="list-style-type: none"> Recognises and follows organisational procedures and legislative responsibilities, with particular reference to health and safety 	2–12
Interact with others	1.5, 2.3	<ul style="list-style-type: none"> Uses appropriate communication practices to seek guidance from more experienced work colleagues 	Workbook exercises can be discussed with classmates, work colleagues or trainer
Get the work done	1.3-1.6, 2.1-2.3, 3.1-3.8, 4.1-4.3, 5.1, 5.2	<ul style="list-style-type: none"> With guidance, is beginning to understand and use the specific functions and features of digital systems and tools 	Throughout workbook

Assessment Requirements v1.0

Performance Evidence

Evidence of the ability to:	Assessment task
<ul style="list-style-type: none"> adjust equipment, furniture and workspace to suit individual ergonomic requirements 	Task 2
<ul style="list-style-type: none"> follow organisational and WHS requirements when operating a computer 	Task 2
<ul style="list-style-type: none"> follow user procedures and system information when using the basic functions on a computer, seeking assistance when necessary 	Task 1, Task 2
<ul style="list-style-type: none"> use desktop icons and create shortcuts 	Task 2
<ul style="list-style-type: none"> create and manipulate folders and subfolders 	Task 1, Task 2
<ul style="list-style-type: none"> check and delete print jobs and change default printer 	Task 3
<ul style="list-style-type: none"> correctly shut down software applications and the computer. 	Task 2

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:	Assessment task
<ul style="list-style-type: none"> outline the main work health and safety requirements for working with a computer 	Task 2
<ul style="list-style-type: none"> list the main points to consider when setting up an ergonomic work environment 	Task 2
<ul style="list-style-type: none"> list the main components of the computer system, and briefly explain what each one does 	Task 3
<ul style="list-style-type: none"> briefly explain the functions of the operating system 	Tasks 1–3
<ul style="list-style-type: none"> outline the organisation's conventions for naming files 	Task 2, Task 4