Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCITI10106   **Level I in Data Operations**

Unit Number	Unit Title	Mandatory /Elective	Hours
ITICOR0021A	Apply Occupational Health and Safety procedures	Mandatory	10
ITICOR0031A	Work effectively in an Information Technology environment	Mandatory	10
ITICOR0041A	Communicate in the workplace	Mandatory	10
ITICOR0051A	Participate in a team or individually to achieve organisational goal	Mandatory	10
ITICOR1341A	Interact with clients	Mandatory	10
ITICOR0231A	Operate a personal computer	Mandatory	20
ITIDAT1101A	Perform data entry operations	Mandatory	20
ITICOR0241A	Operate a word processing application (basic)	Mandatory	20
ITICOR0471A	Access the Internet	Mandatory	20
ITICOR0271A	Send and retrieve information via the Internet	Mandatory	30
ITIDAT0171A	Operate a spreadsheet application (basic)	Mandatory	20
ITIDBO0251A	Operate a database application (basic)	Mandatory	20
ITIMED0261A	Operate a presentation package (basic)	Mandatory	20
ITINET1111A	Operate peripherals devices	Mandatory	20
ITIDAT0141A	Operate a computing package	Elective	20
ITIDAT0131A	Operate computer hardware	Elective	20
ITIWEB1121A	Use a web authoring tool to create a simple web page	Elective	20
ITINET0151A	Maintain equipment and consumables	Elective	20
ITIMED0351A	Identify components of multimedia	Elective	20
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50
ITIMED1092A	Operate a presentation package (advance)	Elective	20
ITIDAT1072A	Operate a spreadsheet application (advanced)	Elective	20
ITIDAT1082A	Operate a word processing application (advanced)	Elective	20
ITIDBO1392A	Operate a database application (advanced)	Elective	20
ITIWEB0162A	Write content for the World Wide Web	Elective	20
ITIMED0392A	Capture a digital image	Elective	20
ITIDAT0282A	Locate and evaluate online information	Elective	20
ITINET1362A	Connect hardware peripherals	Elective	20

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

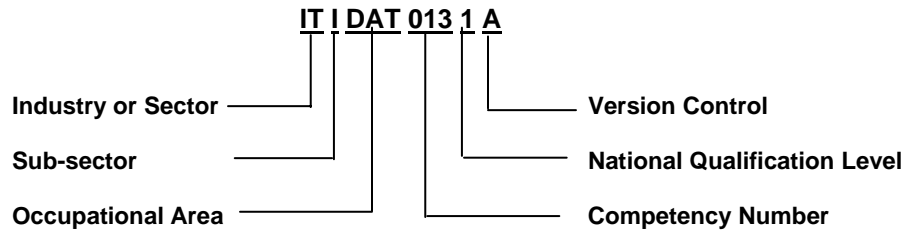The nominal training hours are a guide for planning the delivery of Training Programmes.

Qualification Framework for the Information Stream of the Information & Communication Industry (ITI)
Standards & Assessment Development Unit, NCTVET

Legend to Unit Code:

Example: ITIDAT0131A

IT I DAT 013 1 A

Industry or Sector ———————— Version Control

Sub-sector ———————— National Qualification Level

Occupational Area ———————— Competency Number

KEY: **Man – Mandatory; SBM – Small Business Management; DAT – Data Operations; DBO – Data Base Operations; MED – Multimedia; WEB – Web Development; NET – Networking; ITI– Information Technology (Industry); BSB – Business Services (Business)**

Qualification Framework for the Information Stream of the Information & Communication Industry (ITI)
Standards & Assessment Development Unit, NCTVET

ITICOR0021A: Apply Occupational Health and Safety procedures

Competency Descriptor: This unit deals with the skills and knowledge required to support the organization's Occupational Health and Safety principles and practices. This unit applies to all individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Determine Occupational Health and Safety (OH&S) issues relating to immediate work environment	1.1 Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant regulations and insurance requirements.
	1.2 Breaches of health, safety and security procedures are identified and promptly reported.
	1.3 Any suspicious behaviour, packages or occurrences are promptly reported to the designated person.
2. Deal with emergency situations	2.1 Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
	2.2 Emergency procedures are correctly followed in accordance with enterprise procedures.
	2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate.
	2.4 Details of emergency situations are accurately reported in accordance with enterprise policy.
3. Update knowledge of Occupational Health and Safety requirements	3.1 Information relating to Occupational Health and Safety regulations and requirements is obtained and stored where they can be accessed easily.
	3.2 Changes in the Occupational Health and Safety policies relating to Information Technology being disseminated is accessed and information is used.
4. Maintain safe personal presentation standards	4.1 Personal attire takes account of the workplace environment and health and safety issues.

5.	Share basic information on ergonomic issues	5.1	Basic ergonomic requirements of clients and colleagues are accurately identified.
		5.2	Information relating to basic ergonomic issues is provided promptly to clients and colleagues based on vendor requirements, workplace policies and the latest OH&S information.
		5.3	Information given on ergonomic issues is recorded and passed on to client and supervisor according to established procedures.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to following the Occupational Health and Safety procedures and practices. This unit applies to all the information and communication sectors.

Ergonomics advice may include:

- Occupational Health and Safety procedures
- using and cleaning Visual Display Units (VDUs)
- advice on footrests
- exercises
- times for breaks
- armrests
- chairs

OH&S issues including:

- workplace environment and safety
- use and maintenance of tools and equipment
- handling and disposal of materials
- protective clothing and equipment
- removal of obstacles
- personal grooming and hygiene
- response to emergency, fire and accident
- security of documents, personnel and equipment

Emergency situations may include but not limited to:

- accidents
- deranged customers
- fire
- flood

Organizational safety documentation may include but not limited to:

- Occupational Health and Safety legislation
- organization safety procedures
- workstations and work environment procedures

Environmental safety issues may include:

- air quality
- lighting
- noise level
- cleanliness of equipment, furniture and surroundings
- fire hazards

- robbery
- armed hold up
- bomb treats
- earthquakes

EVIDENCE GUIDE

Competency is to be demonstrated by applying health and safety procedures in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

Evidence should include the ability to comply with Occupational Health and Safety requirements relating to the use of computing equipment through the practical demonstration of the identification of unsafe practices and taking action to correct them.

(2)   Pre-requisite Relationship of Units

This is a core unit that underpins the effective performance in all other units. It is recommended that this unit is assessed in conjunction with other operational and service units.

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- OH&S principles, responsibilities and legislations
- ergonomics principles to avoid eye, wrist and back strain
- major causes of workplace accidents relevant to the work environment
- procedures and exercises to prevent strain and injury
- industry/sector insurance and liability requirements in relation to individual staff responsibilities
- common health, safety and security requirements in relation to workplace, environment and ergonomic considerations

Skills
The ability to:

- follow health and safety procedures in the information and communication industry
- identify and document major causes of accidents relevant to the work environment
- deal appropriately with security risks and emergencies
- communicate information on safety and health
- access information on OH&S requirements and guidelines

(4)   Resource Implications

The following resources should be made available:

- work environment (actual or simulated) in the information and communication industry
- Occupational Health & Safety documents

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team .

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

Simulated activities must closely reflect the workplace and may need to take place over a period of time

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demons tration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These l evels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0031A: Work effectively in an Information Technology environment

Competency Descriptor:

This unit deals with the skills and knowledge required to operate effectively in the information technology (IT) sector. This unit applies to all individuals working in the information technology sector.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Comply with general IT policies and procedures	1.1 Roles of key players of the information technology organisation are clearly determined and briefly explained.
	1.2 Career choices and options are determined.
	1.3 Policies and procedures are consistently complied with, as directed by supervisor.
2. Promote the organisation and the IT department in a manner consistent with the organisational mission	2.1 Role of the information technology functions within the organisation is briefly explained.
	2.2 Organisation is consistently promoted in a positive way.
3. Identify information technology equipment/software and operating system supported by the organisation	3.1 Information technology equipment/software and operating system supported by the organisation are clearly identified.
	3.2 Equipment, location and servi ce requirements are accurately identified according to organisational requirements.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to working effectively in an information technology environment and applies to all individuals in the information technology sector.

Key players may include:

- IT organisations
- vendors of IT products and services
- IT professional bodies
- industry publications
- government departments involved in IT industry promotion
- employer organisations
- relevant unions

Clients may include but are not limited to:

- internal customers
- external customers
- employers
- employees

Organisational policies/procedures may include but are not limited to:

- occupational health and safety procedures
- occupational health and safety policies
- anti-discrimination policies
- ethical work practices
- ergonomic considerations
- environmental factors
- statutory and vendor requirements

Information Technology unit may include:

- a separate branch
- a separate department
- a separate division
- integrated function of an organisation

Organisational standards maybe formal, well-documented methodologies or are non-existent. Best practices from industry maybe used for training delivery purposes.

Organisational variable may include:

- type
- size
- values
- culture

Equipment may include but are not limited to:

- personal computer
- network systems
- attached peripherals

Software may include but are not limited to:

- word processing application
- spreadsheet application
- database application
- graphical application
- browsers

Operating system:

- command line
- graphical user interface
- menu driver

| Career choices may include but are not limited to: | IT functions in the organisation may include but are not limited to: |

Career choices may include but are not limited to:

- database clerk/operator/administrator
- web page designer/programmer
- data entry clerk/operator/supervisor
- network manager/administrator
- computer programmer

IT functions in the organisation may include but are not limited to:

- enabling and maintaining use of IT
- producing documents/designs
- enabling electronic communication
- developing products
- technical support

EVIDENCE GUIDE

Assessment must confirm the ability to integrate into the Information Technology department by demonstrating organisational values through the organisational code of conduct in work place interactions.

(1)   Critical Aspects of Evidence

It is critical that competency is observed in the following aspects:

- Demonstrate compliance with organisational policies and procedures
- Identify roles and functions of key players in the industry
- Promote positive aspects of the organisation
- Demonstrate knowledge of Occupational Health and Safety
- Identify equipment, their location and maintenance requirements
- Demonstrate knowledge of the operations of the Information Technology department

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic principles of ethical practice when promoting the organisation in a manner consistent with the organisational mission
- basic principles of anti-discrimination to ensure consistency with the organisational mission
- broad knowledge of organisational code of conduct and values that are consistent with the organisational mission
- basic understanding of organisational systems
- current industry accepted hardware and software products with broad knowledge of general features and capabilities
- broad knowledge base of vendor product directions

Skills

The ability to:

- read and write at a level where general workplace documents can be understood
- verbally communicate clearly and precisely
- solve routine problems in the workplace while under direct supervision
- display basic analysis skills in relation to normal routine work processes
- use the features of applications
- employ basic skills in interpreting technical information

(4)   Resource Implications

The following resources should be made available:

- work environment (actual enterprise or simulated)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective work place practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0041A: Communicate in the workplace

Competency Descriptor:

> This unit deals with the skills and knowledge required to promote professional client support through verbal and non-verbal communication. This unit applies to all individuals working in the information and communication industry.

Competency Field: Communication

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish contact with clients	1.1 Requests and inquiries from clients are received in a polite and courteous manner.
	1.2 An effective service environment is created through verbal and non-verbal communication.
	1.3 Questioning and active listening are used to determine client support needs.
2. Process information	2.1 Inquiries are answered promptly.
	2.2 Requests are referred to appropriate personnel.
	2.3 Messages or information are recorded and passed on appropriately.
	2.4 Clients are informed of the process and progress of action.
	2.5 Follow-up action is taken according to organisational policy if required.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to communicating in the workplace and applies to all individuals in the information and communication industry.

Verbal communication may include but not limited to:

- answering enquiries from clients
- use of voice mail
- making requests from colleagues
- informal discussions

Internal correspondence may include but not limited to:

- memos
- electronic mail
- bulletin boards

Organisational policies and standards may include but not limited to:

- policies and procedures relating to answering client support enquires
- policies and procedures relating to answering telephone , writing messages and on-line enquires
- job descriptions/responsibilities
- service standards
- organisational code of conduct

Communication may include but not limited to:

- communicating with external clients and internal clients including team members, supervisors and management
- enquires related to routine client support needs
- clarifying and recording information and does not involve technical problem solving

EVIDENCE GUIDE

Assessment must confirm the ability to adhere to organisational policies in regard to external and internal client contact and the policies for processing of internal and external requests are followed.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- communicate information about work activities and processes
- receive and convey information accurately
- interact with other team members
- demonstrate literacy in relation to work requirements
- communicate effectively with clients
- record and document information

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- organisation's policies, procedures and code of conduct
- general OH&S principles and responsibilities
- spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication

- apply questioning and active listening techniques
- use problem solving skills for a defined range of predictable problems
- demonstrate basic negotiation skills in relation to other team members
- provide basic customer service
- convey meaning clearly, concisely and coherently
- communicate non-verbally in a clear and precise manner
- demonstrate literacy skills in regard to basic workplace documents

(4)   Resource Implications

The following resources should be provided:

- Work environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0051A: Participate in a team or individually to achieve organisational goal

Competency Descriptor:

> This unit deals with the skills and knowledge required to work individually and with others in an organisation. This unit applies to all individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Establish own work schedule	1.1	Work to be completed is clearly identified.
	1.2	Work is prioritised according to organisation guidelines.
	1.3	Urgent requests are prioritised and acted on according to organisational guidelines.
2. Participate in team structure	2.1	Members and roles of team are accurately identified.
	2.2	Tasks and goals are clearly identified and acted on promptly.
	2.3	Assistance is sought from team members when necessary.
	2.4	Feedback is given clearly and received accurately to ensure organisation goals are met.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to working individually or in a team and applies to all individuals in the information and communication industry.

Team variables may include but not limited to:

- peers   • size of team
- supervisor
- other members of the organisation
- people from a range of cultural, social and ethnic backgrounds
- autonomy and responsibility of the team
- responsibility of team members
- life of the team

Organisation variables may include but not limited to:

- organisation charts and work flow guides
- time line for tasks and goals
- critical policy rating

• size of team

EVIDENCE GUIDE

Assessment must confirm the ability to participate in a team or act individually to meet organisation requirements and be able to respond to requests and prioritise work schedule to meet organisational guidelines.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- communicate information about work activities and processes
- plan work activities
- interact with other team members
- demonstrate understanding of the roles and functions of team members
- provide feedback

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- principles of ethical work practice.
- roles and responsibilities of individual team members.
- general understanding of social and organisational systems when participating in teams.
- results oriented approaches when establishing one's personal work schedule.
- organisational structure and Information Technology division structure so as to inform personal and teamwork practices.
- general organisational strategic direction and values so as to inform own and teamwork practices.
- general work team processes and group dynamics

Skills
The ability to:

- make decision between a limited range of options
- display assertiveness
- employ questioning and active.
- perform general customer service
- implement time management for self management purposes
- display basic planning skills.
- use problem solving techniques
- exhibit literacy skills in relation to general workplace documentation.

(4)   Resource Implications

The following resources should be provided:

Work environment (simulated or actual enterprise

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR1341A: Interact with clients

Competency Descriptor:

This unit deals with the skills and knowledge required to provide routine client support in a professional manner, with exceptions being referred and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Deliver support to clients	1.1 Communication is conducted with clients in a courteous and professional manner, according to organisational policy.
	1.2 Routine client support requirements are acted on, or referred to supervisor according to organisational policy.
	1.3 Client contact is maintained until problem is actioned.
2. Respond to client complaints	2.1 A positive, helpful attitude to clients when handling complaints is conveyed.
	2.2 Complaints are handled sensitively, courteously and with discretion.
	2.3 Active listening and questioning is used to establish and confirm nature of complaint with client.
	2.4 Action to resolve client complaint to client satisfaction is taken wherever possible or promptly referred to supervisor.
3. Convey information and ideas to people	3.1 Ideas and suggestions are expressed clearly to clients.
	3.2 Problems and concerns are relayed to the supervisor according to procedures and guidelines.
	3.3 Supervisor's recommendations are acted on in line with procedures and guidelines.

RANGE STATEMENT

This unit applies to the activities associated wi th the essential operations linked to interacting with clients and applies to all individuals in the information and communication technology industry.

Clients may include but are not limited to:

- internal and external clients
- new and regular clients
- people from a range of social, cultural or ethnic backgrounds

Organisational policies/standards may include but are not limited to:

- client service standards
- complaints handling policy
- client liaison policy

Complaints encountered include:

- complaints about products and services
- complaints about staff conduct
- complaints about incorrect billing information

Client support requirements may include:

- providing information about products and services
- providing general information
- clarifying or resolving problems
- referrals to othe r departments
- arranging for technical support

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide routine client support in a professional manner, with exceptions being referred to appropriate areas as they occur, according to e scalation procedures in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- communicate information about work activities and processes
- receive and convey information accurately
- resolve basic problems
- provide customer service
- demonstrate professionalism
- communicate effectively with clients
- record and document information

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- general principles of equal employment
  opportunities and anti-discrimination
- knowledge of the lines of
  communication to management
- current industry accepted hardware
  and software products with broad
  knowledge of general features and
  capabilities and detailed knowledge in
  some areas
- knowledge of the available products
  and services
- knowledge of organisation quality
  assurance procedures
- principles of ethical work practices
- organisational policies in regard to
  external and internal client contact

- provide customer service
- handle difficult clients
- diffuse potentially situations
- communicate verbally and non-verbally
  appropriately to the work environment
- carry out questioning and active
  listening to clarify information
- display problem solving skills
- apply interpersonal skills
- refer problems to the appropriate
  personnel
- process oral and written
  communication

(4)   Resource Implications

To demonstrate this unit of competence the candidate will require:

- Workplace (actual or simulated)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular
checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment mus t be in accordance
with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess u nderpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NC TVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guideline s for advice on how to use the Critical Employability Skills.

ITICOR0231A: Operate a personal computer

Competency Descriptor: This unit deals with the skills and knowledge required to operate a personal computer to enter data and to access information and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	System information is closely examined to accurately identify functions and features.
	1.6	Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs in accordance with organisation guidelines.
	1.7	Available help functions are used correctly when required.
2. Use keyboard and equipment	2.1	Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.
	2.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.
3. Navigate and manipulate desktop environment	3.1	The selection, opening and closing of the correct desktop icons to access features follow the correct and appropriate procedures.
	3.2	Different roles and parts of the desktop window are used correctly and appropriately for particular functions.
	3.3	The opening, resizing and closing of desktop windows for navigation purposes follow the correct procedures.
	3.4	Shortcuts are created from the desktop following the correct procedures.

4.	Organise directory and folder structures	4.1	Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
		4.2	Directory/folder attributes are accurately identified.
		4.3	Subdirectories/folders are moved between directories/folders following the correct and appropriate procedures.
		4.4	Directories/folders are renamed as required.
		4.5	Directories/folders and subdirectories/folders are correctly accessed via different paths.
5.	Organise files for user and/or organisational requirements	5.1	The most commonly used types of files are correctly accessed in a directory/folder.
		5.2	Groups of files are correctly selected, opened and renamed according to procedures as required.
		5.3	Files are correctly copied to disk.
		5.4	Deleted files are accurately restored as necessary.
		5.5	Software tools are correctly and appropriately used to locate files.
6.	Correctly shut down computer	6.1	All open applications are closed using correct procedures without loss of data.
		6.2	Computer is shut down correctly.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Work environment:

- equipment
- furniture
- cabling
- power supply

File operations include:

- naming
- updating and archiving files and directories
- use of search, sort, print

Equipment:

- install supplied computer
- install supplied peripherals

Software systems to include for:

- web design
- word processing
- spread sheet
- internet access
- databases
- presentation

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
-

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- initiate the use of the equipment
- identify functions and features of software
- demonstrate the ability to customise desktop environment
- organise files, folders and directories
- manipulate input devices
- access and save files
- manipulate features and functions

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- log-in procedures for accessing a personal computer

Skills
The ability to:

- identify computer hardware
- manipulate data input devices
- access files
- use file operations
- manipulate features and tools
- customise desktop environment
- navigate desktop environment
- copy files

(4)   Resource Implications

The following resources should be made available:

- files saved on network, magnetic media
- personal computer
- input devices: keyboard, mouse, other selection devices

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT1101A: Perform data entry operations

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Enter data	1.1	Types of data for entry correctly identified and collected.
	1.2	Input devices selected and used are appropriate for the intended operations.
	1.3	Manipulative procedures of input device conform to established practices.
	1.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	1.5	Computer files are correctly located or new files are created, named and saved.
	1.6	Data is accurately entered in the appropriate files using specified procedure and format.
	1.7	Data entered is validated in accordance with specified procedures.
	1.8	Anomalous results are corrected or reported in accordance with specified procedures.
	1.9	Back-up made in accordance with operating procedures.
2. Retrieve data	2.1	The identity and source of information is established.
	2.2	Authority to access data is obtained where required.
	2.3	Files and data are correctly located and accessed.

		2.4	Integrity and confidentiality of data are maintained.
		2.5	The relevant reports or information retrieved using approved procedure.
		2.6	Formats to retrieved report or information conform to that required.
		2.7	Copy of the data is printed where required.
3.	Amend data	3.1	Source of data/information for amendment is established.
		3.2	Data to be amended is correctly located within the file.
		3.3	The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
		3.4	The Integrity of data is maintained.
4.	Use document layout and data format facilities	4.1	Requirements for document are verified where necessary.
		4.2	The given format and layout are appropriately applied.
		4.3	Facilities to achieve the desired format and layout are correctly identified, accessed and used.
		4.4	Data manipulating facilities are used correctly.
		4.5	Format reflects accuracy and completeness.
5.	Print information	5.1	Information is accurately and correctly printed from an installed printer.
		5.2	Progress of print jobs is reviewed and job is cancelled if necessary.
		5.3	Default printer is changed from installed list, if available

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Data:

- textual
- numerical
- graphical

Software systems to include for:

- word processing
- spread sheet
- internet access
- databases

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Files save on:

- network
- magnetic media
- personal PC

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- use document layout and data format facilities
- locate and access data
- use file operations
- manipulate input devices
- key-in and format reports

(2)   Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
knowledge of:

- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- regard for accuracy and security of information

Skills
The ability to:

- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data

(4)   Resource Implications

The following resources should be made available:

- files saved on network, magnetic media
- personal computer.

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects he criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0241A: Operate a word processing application (basic)

Competency Descriptor:

> This unit deals with the skills and knowledge required to operate a word processing application, perform basic operations to build a simple document and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create documents	1.1	Opening of documents and the addition of text and symbols are done according to information requirements.
	1.2	Paragraphs are added, formatted, selected, copied, deleted or moved within a document.
	1.3	Text is checked and amended in accordance with organisational and task requirement.
	1.4	Manuals, user documentation and on-line help are used to overcome problems with document production presentation.
	1.5	Document is saved to correct directory/folder.
2. Customise basic settings to meet page layout conventions	2.1	Font type, size and colour are changed to enhance the appearance of the document.
	2.2	Alignment and justification options and line spacing are applied according to document formatting requirements.
	2.3	Margin sizes are modified to suit the purpose of the documents.
	2.4	Ability to view multiple documents at any one time is demonstrated.
3. Format document	3.1	Italics, bold, underline and hyphenation are used as required and within organisational guidelines.
	3.2	Various tools are used correctly throughout the drafting of a document.
	3.3	Closing of documents and saving of documents to disk follows correct procedures.

4.	Create tables	4.1	Basic table is inserted into a word processing document using the correct procedures.
		4.2	Cell attributes are appropriately customised to meet formatting and data requirements.
		4.3	Columns and rows are inserted and deleted as necessary.
		4.4	Borders and other formatting tools are appropriately used according to organisational style requirements.
5.	Add Images	5.1	Images and/or graphics are inserted in a word processing document and customised according to requirements.
		5.2	Images are positioned and resized to meet the word processing document formatting needs.
6.	Print word processing documents	6.1	Document is previewed in print preview mode.
		6.2	Correct print options are selected.
		6.3	Information is printed from installed printer.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a personal computer and applies to all individuals in the information and communication industry.

Software may include but are not limited to:

- Microsoft Word
- Microsoft Works
- Corel WordPerfect

Software functions may include:

- text formatting
- page set-up
- line spacing
- paragraph formatting
- tabs
- spell check
- grammar check

Equipment may include:

- personal computer
- printer

Formatting may include:

- page orientation
- margins
- enhancements to text –colour, font, size
- enhancements to format – borders, patterns and colour
- alignment on page

Printing may include:

- printer set-up
- printing multiple copies
- printing specified pages
- printing odd or even pages

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating, formatting, saving and printing a document in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create documents in line with organisation's guidelines
- customise settings
- format and layout document to specification
- insert images and tables
- use software features and tools appropriately
- apply printing procedures

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- types of software
- formatting styles
- use and functions of word processing software
- effect of formatting on readability and appearance of documents
- page layout conventions

Skills
The ability to:

- manipulate software features
- format documents
- create a range of documents
- add images and tables
- customise settings
- apply printing procedures

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0471A: Access the Internet

Competency Descriptor:

> This unit deals with the skill and knowledge required to access the Internet and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify and use local resources	1.1 Installed Internet software applications are correctly identified and started up using the correct procedures.
	1.2 Appropriate Internet software is used off line or online following the correct operating procedures.
	1.3 Access is gained to desired site and files are downloaded.
	1.4 Downloaded files are scanned for viruses using installed software according to established guidelines.
	1.5 Guidelines and regulation are adhered to in the retrieval of information and files.
2. Identify and use remote resources	2.1 Files and documents using the Internet search engines are accessed using the correct procedures.
	2.2 The Internet is browsed to find related sites via links according to procedures.
	2.3 Sending, downloading, reading and responding to e-mails follow organisational and operational procedures.
	2.4 Files attached to incoming e-mails are correctly retrieved and appropriately sent as attached files.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to accessing the Internet and applies to all individuals in the information and communication industry.

Internet software applications may include but are not limited to:

Anti-virus software may include:

- Microsoft Internet Explorer
- Netscape
- Norton
- Lycos
- McAfee
- Google
- Yahoo
· Firefox

Policies and regulations may include issues related to but not limited to:

- encryption and privacy
- intellectual property rights
- pornography

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to access the Internet and obtain and send information as in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- identification of install internet software
- initiate use of software
- access and browse internet
- download and virus-scan files
- retrieve and send e-mails
- retrieve and send attachments

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- knowledge of how to initiate and end an Internet connection
- knowledge of appropriate uses of different Internet protocols and data types (WWW, email, etc)
- knowledge of privacy and security measures related to online tasks
- knowledge of information sources
- knowledge of URLs

- access the Internet and retrieve data using WWW and e-mail
- send a simple e-mail
- perform a simple search and save the text of a web page to disk
- extract and virus-scan downloaded files
- demonstrate an ability to find and use information relevant to the task from a variety of information sources

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/networked system

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Quali fication Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advi ce on how to use the Critical Employability Skills.

ITICOR0271A: Send and retrieve information via the Internet

Competency Descriptor: This unit deals with the skills and knowledge required to complete basic web search tasks and send and retrieve e-mails with attachments. This unit applies to individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Access the internet	1.1	Appropriate browser is opened and assigned a Home Page/Start Page through setting basic preferences.
	1.2	The display/view modes are appropriately adjusted to suit personal requirements according to operational guidelines.
	1.3	Toolbar is appropriately modified to meet user and browsing needs.
	1.4	Access is gained to desired site and data is retrieved in accordance with guidelines and regulations.
	1.5	Images are loaded or not loaded depending on modem speed, computer and browser capabilities.
	1.6	Uniform Resource Locator (URL) is opened to obtain data and browse links in accordance with established procedures.
2. Search internet	2.1	Search engines are opened using the correct methods and search requirements are clearly defined.
	2.2	Usage of a range of search parameters (key words, logical operators) is demonstrated.
	2.3	Search results are saved and presented as a report according to the information required and operational guidelines.
	2.4	Bookmarks are created for required web page and saved in associated bookmark folder using correct procedures.
	2.5	Page set-up options are appropriately modified and the web page or the required information is printed according to approved guidelines and procedures.
	2.6	Established procedures are followed in shutting down and exiting browser.

3.	Send and organise messages	3.1	Mail inbox is opened for a specific user and a new mail message created.
		3.2	Each field (address to, subject, etc) is completed and text is added to message according to organisational guidelines on e-mail usage and e-mail content.
		3.3	Auto signature is added and files are attached in the required format.
		3.4	Priority of message is determined, message is spell-checked, copied and text deleted and then sent.
		3.5	Received messages are replied to and forwarded as appropriate.
		3.6	Attachment is opened and saved to relevant directory/folder and a new folder is created if necessary.
		3.7	Messages are searched for and are marked or deleted as necessary.
		3.8	Messages are sorted (saved in folders/directories, archived, highlighted, etc) and unwanted messages are deleted.
4.	Create an address book	4.1	Mail addresses are added to address book and unnecessary addresses are deleted.
		4.2	Address book is updated with incoming mail addresses.
		4.3	An address list is created and mail sent out according to the list.
		4.4	Different folders are created for different categories of addresses.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to conducting basic web search tasks and sending and receiving e-mails with attachments and applies to individuals in the information and communication industry.

Equipment including:

- personal computer
- network system
- printer
- attached peripherals

Documents may include but are not limited to:

- established files
- new document

May include presentation applications contained in:

- Microsoft Office
- Lotus Suite
- Claris Works
- other similar applications

Policies and regulations may include issues related to but not limited to:

- encryption and privacy
- intellectual property rights
- pornography

Disks may include but not limited to:

- diskettes
- zip disks
- compact disks
- hard disk

Operating Systems:

- Command line
- Graphical User Interface

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to browse the internet, search for information, send and receive e-mails and organise the mail browser applications in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- customise settings
- accessing the internet
- assessing capability of the system to complete certain tasks
- communicate effectively via the internet
- observe protocols and security procedures
- demonstrate the ability to use relevant software applications
- create bookmarks and address book
- safe and effective operational use of all equipment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A   Operate a personal computer
- ITICOR0471A   Access the Internet

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- make-up and structure of web addresses
- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- modem speed, traffic loads in relation to times of accessing the internet
- evaluating and assessing the authority of information
- organisational guidelines on internet and email usage, web etiquette
- security, viruses, privacy legislation, copyright
- different types of search engines
- different cultures
- the different types of messages that occur
- types of software

Skills
The ability to:

- access the Internet and retrieve data using WWW and e-mail
- send a simple email
- perform a simple search and save the text of a web page to disk
- extract and virus-scan downloaded files
- demonstrate an ability to find and use information relevant to the task from a variety of information sources
- read and write at a level where basic workplace documents are understood
- communicate clearly and precisely
- interpret user manuals and help functions
- exhibit cultural understanding

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- internet access
- printer

To demonstrate this unit of competence the candidate will require access to documents detailing:

- organisational style guide/ policy
- organisational policies on internet and e-mail usage

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT0171A: Operate a spreadsheet application (basic)

Competency Descriptor:

This unit deals with the skills and knowledge required to perform basic operations using a spreadsheet application and create a document. This unit applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create spreadsheet	1.1	Opening of documents and entering of numbers, text and symbols in the cells are done according to information requirements.
	1.2	Columns and rows are added, selected, copied, deleted or moved within the spreadsheet as desired.
	1.3	Apply simple mathematical functions.
2. Customise basic settings	2.1	Selected font type, size and colour are appropriate for the purpose of the document.
	2.2	Alignment and justification options and row, height and column width are applied according to spreadsheet formatting requirements.
	2.3	Appropriate modifications are made to column width and height to suit spreadsheet requirements.
	2.4	Cells are formatted to display different styles, values and information as required.
	2.5	Ability to view multiple workbooks/spreadsheets at any one time is demonstrated.
3. Format spreadsheet	3.1	Italics, bold, underline and hyphenation are correctly used as required.
	3.2	Information is aligned in selected cells as required.
	3.3	Document is closed and saved to disk using the correct procedures.
4. Print spreadsheets	4.1	Ability to preview spreadsheet in print preview mode is demonstrated.
	4.2	Correct basic print options are selected.

4.3   Spreadsheet or part of spreadsheet is printed from installed printer using the correct procedures.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating spreadsheet applications computer and applies to individuals in the information and communication industry.

Hardware may include but not limited to:

personal computer
networked system
printer

Software may include but not limited to:

* Microsoft Excel
* Lotus 123

Disk may include but not limited to:

* diskette
* zip disks
* compact disks

Operating Systems:

* Command line
* Graphical User Interface

Mathematical functions may include:

* add
* subtract
* multiply
* divide

Formatting may include:

* margins
* indentations
* page layout
* orientation

Modifications may include changes to:

* colour
* shade
* size
* shape

Data may include:

* numeral
* text
* images
* objects

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

* creating spread sheets
* insertion of correct data
* use appropriate formulae
* formatting and modifications done to specifications
* apply correct printing procedures
* correct interpretation of job specifications

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- basic technical terminology in relation   - create spreadsheets
  to reading help files and prompts   - format and modify worksheets
- log-in procedures relating to accessing   - apply simple mathematical functions
  a PC   - apply printing procedures
- types of software
- basic mathematics
- formatting functions of software
- creating and saving files

(4)   Resource Implications

The following resources should be provided:

- actual workplace or simulated environment
- personal computer/network
- printer

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDBO0251A: Operate a database application (basic)

Competency Descriptor: This unit deals with the skills and knowledge required to operate database applications and perform basic operations. This unit applies to individuals working in the information and communication technology industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Use a database application	1.1	A database application is opened using the correct procedures.
	1.2	An existing database with default layout is opened.
	1.3	Record within an existing database is modify and saved in line with information requirements.
	1.4	Database is saved onto the hard disk or a diskette.
	1.5	The database is closed using the correct procedures.
	1.6	Application help functions are used when required.
	1.7	Viewing modes are changed to meet user and database requirements.
	1.8	Modify toolbar display is modified to database and user requirements.
2. Create a simple database	2.1	Simple design is correctly formulated for a two-table database incorporating basic design principles.
	2.2	Tables with fields and attributes are created according to database usage requirements.
	2.3	Data is entered accurately and tables are linked and navigated correctly.
3. Updating a database	3.1	Data is modified in a table according to information requirements
	3.2	Data and fields are deleted from a table as required.
	3.3	Appropriate records are added and deleted as required.
	3.4	Correct closing down procedures are followed to ensure that data is not lost.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a database application and applies to individuals in the information technology industry.

Hardware including:

- personal computer
- networked system
- printer
- attached peripherals

Disk may include but not limited to:

- diskette
- zip disk
- compact disk
- hard disk
- flash drive/memory stick

Software may include but are not limited to:

- DB2
- Microsoft Access
- Microsoft SQL Server
- Informix
- Sybase

Document may include but are not limited to:

- established files
- new document

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to design and develop a simple database using a standard database package in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create a database
- develop tables with fields and attributes
- modify tables layout and field attributes
- modify data and records to meet information requirements
- access and retrieve data
- navigate through tables
- exit database without loss of data

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>   <u>Skills</u>
Knowledge of: The ability to:

- basic technical terminology in relation   - access database
  to reading help files and prompts   - create database
- logging procedures relating to   - customise settings
  accessing a PC   - access and retrieve information
- security, viruses, privacy legislation,
  copyright
- types of software
- basic database design
- field attributes

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

To demonstrate this unit of competence the candidate will require access to documents detailing organisational style guide/policy.

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIMED0261A: Operate a presentation package (basic)

Competency Descriptor: This unit deals with the skills and knowledge required to operate presentation applications and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create presentations	1.1	The opening of presentations and addition of texts and symbols follow the correct and appropriate procedures.
	1.2	Presentation is saved to correct directory/folder.
2. Customise basic settings	2.1	Page display modes and size are adjusted.
	2.2	Selected font type, size and colour are appropriate for the purpose of the presentation.
	2.3	Ability to view multiple slides at once is demonstrated.
3. Format presentations	3.1	Organisational charts, charts, bulleted lists are used and modified as required.
	3.2	Objects (images and graphics) are correctly added and manipulated to meet presentation purpose.
	3.3	Objects such as tables are imported and modified for presentation purposes.
	3.4	Slides are duplicated within and/or across presentations following correct procedures.
4. Print presentation	4.1	Slides are previewed in the required formats.
	4.2	Slides are printed in the required formats.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a presentation package and applies to individuals in the information and communication industry.

Software may include:

- Microsoft Powerpoint
- Lotus Suite
- Claris Works

Equipment including:

- personal computer/ networked system
- printer
- projector

Formatting may include:

- appearance
- margin
- page size
- page orientation
- header and footer

Guidelines may include:

- organisational style guides
- organisation quality procedures
- naming conventions

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly operate a presentation package in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- creating presentations to specifications
- add text and symbols to presentations
- format presentation appropriately
- produce required outcome

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- types of software with presentation applications
- software functions for formatting and manipulating objects
- using a scanner
- importation of tables and charts

Skills
The ability to:

- design presentation
- manipulate tools and features
- customise settings
- format presentation
- create slide show effects
- insert text and images
- preview and print presentation correctly

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/networked system

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITINET1111A: Operate peripherals devices

Competency Descriptor:

> This unit deals with the skills and knowledge required to operate
> equipment and undertake routine maintenance and applies to
> individuals operating in the information and communication
> industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Select equipment/resources	1.1	Equipment or resources required to complete task are identified and accessed in accordance with guidelines and procedures.
	1.2	Required equipment are correctly installed for use according to installation instructions.
	1.3	Equipment is checked for serviceability in accordance with manufacturer's instructions.
	1.3	All defects are identified, documented and reported to the appropriate personnel.
2. Operate equipment	2.1	Operating parameters are set up correctly to meet requirements of tasks.
	2.2	Equipment is operated in accordance with manufacturer's instructions and organisation's guidelines.
	2.3	Appropriate actions are taken as required for disruption in operations.
	2.4	Repairs outside area of responsibility are reported to appropriate persons.
	2.5	Correct testing procedures are followed to verify readiness of equipment for continuation of process.
	2.6	Parameters are reset and tasks are continued in accordance with operating procedures.
	2.7	Outcome is checked against requirements for accuracy and completeness.

3.	Maintain equipment/resources	3.1	Equipment/resources is monitored for faults, wear and tear and adequacy.
		3.2	Maintenance is undertaken to ensure equipment meets manufacturer's specifications.
		3.3	Specified cleaning materials are used in accordance with manufacture's instructions.
		3.4	Records concerning equipment/resources are maintained in accordance with organisation's guidelines
		3.5	Equipment/resources are stored properly in accordance with manufactures and organisation requirements

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating peripherals and applies to individuals in the information and communication technology industry.

Peripherals may include:

- printer
- scanner
- fax machine
- photocopier
- audio/video devices
- projectors
- modems
- universal serial bus
- speakers
- mouse
- keyboard
- monitors

Equipment instructions may include:

- manufacturers guidelines
- procedure manuals
- training notes

Maintenance may include:

- cleaning equipment regularly
- adding toner
- replacing paper
- clearing paper jam
- organising request for servicing

Resources may include:

- toner
- disks
- paper

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate peripherals in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- selecting the appropriate equipment to complete task to specification
- carry out routine maintenance safely
- demonstrate the ability to operate a range of equipment
- maintain records in accordance with organisation guidelines

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:
- what is a peripheral
- theoretical concept of input and output devices
- general features and capabilities of common hardware
- types of peripherals
- general applications of the types of peripherals
- operations of audio/visual devices
- types of printers and their use
- differences between the various types of printers
- routine maintenance practices
- routine inventory procedures

Skills
The ability to:

- operate equipment safely
- carry out routine maintenance
- perform task to specification
- apply simple installation procedures

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- hardware peripherals

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT0141A: Operate a computing package

Competency Descriptor: This unit deals with the skills and knowledge required to identify, select and correctly operate desktop applications for a variety of purposes and applies to individuals operating in the information and communication technology industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Use appropriate software	1.1	Requirements of task are accurately identified.
	1.2	Appropriate software is selected to perform task according to guidelines.
	1.3	Software is used to produce required outcome using a range of features and functions and the correct procedures.
	1.4	Documents are saved and stored in appropriate directories according to the correct procedures and guidelines.
2. Access, retrieve and manipulate data	2.1	Opening of software application follows correct procedures.
	2.2	Required file is accessed and is amended according to requirements and guidelines.
	2.3	Documents are produced to meet organisational requirements in a manner that incorporates OH&S practices.
	2.4	File is saved in appropriate directories in line with correct procedures.
	2.5	Applications are exited without loss of data in the correct manner.
3. Access and use help	3.1	Online help is accessed and used to overcome basic difficulties with applications using the correct procedures.
	3.2	Manuals and training booklets are used to solve minor problems.
	3.3	Requests are logged with help desk if requiring further help in conformance with established guidelines.

4.	Use keyboard and equipment	4.1	Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.
		4.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a computing package and applies to individuals in the information and communication industry.

Hardware may include but are not limited to:

- personal computers
- networked systems

Software may include but are not limited to:

- commercial software applications
- organisational specific software
- word processing
- spreadsheet
- database management system
- graphics software
- communication packages
- presentation functionalities

May include presentation applications contained in:
Microsoft Office, Microsoft Works, Lotus Suite, Claris Works, Star Office or other similar applications.

Information Technology components may include:

- hardware
- software
- communications packages

Documents may include but are not limited to:

- established files
- established applications

Storage media/disks may include but are not limited to:

- diskettes
- CDs
- zip disks
- local HDDs
- remote HDDs
- flash drives

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce several workplace documents utilising a minimum three (3) different functional desktop applications and within each desktop application a wide range of features are utilised correctly in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- perform all tasks in accordance with standard operating procedures
- perform tasks to specification
- use software tools effectively
- demonstrate the ability to navigate desktop environment
- interpret job specifications
- safe and effective operational use of all equipment
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- log-in procedures for accessing a personal computer

Skills
The ability to:

- identify computer hardware
- manipulate data input devices
- access files
- use file operations
- manipulate features and tools
- customise desktop environment
- navigate desktop environment
- copy files

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT0131A: **Operate computer hardware**

Competency Descriptor:

This unit deals with the skills and knowledge required to determine, select and correctly operate basic computer hardware and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Use appropriate office peripherals	1.1	Functions of office peripherals are clearly identified.
	1.2	Requirements of task are accurately determined.
	1.3	Appropriate hardware is selected to perform task.
	1.4	Hardware is used to produce required outcome in accordance with operating procedures and organisation guidelines.
2. Operate and maintain a range of hardware	2.1	A range of hardware equipment is operated to complete routine tasks following the correct procedures and policies.
	2.2	Hardware consumables are determined and replaced in line with procedures and guideline.
3. Use keyboard and equipment	3.1	Occupational Health and Safety regulations are followed.
	3.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating computer hardware and applies to individuals in the information and communication technology industry.

Hardware components may include but are not limited to:

- personal computers
- networked systems
- personal organisers
- communications equipment

Keyboard equipment may include:

- mouse
- touch pad
- keyboard
- pens

Storage media/disk may include but are not limited to:

- diskettes
- optical disks- CDs
- flash drives
- DVDs
- zip disks
- local HDDs
- remote HDDs

Peripherals may include:

- printers
- scanners
- tape cartridges
- speakers
- multi media kits

Occupational Health and Safety guidelines include:

- use of screen based equipment
- use of computing equipment and peripherals
- ergonomic work stations

Technical instructions include:

- instructions for use of specific computer hardware

Organisational procedures may include but are not limited to:

- security procedures
- Occupational Health and Safety procedures
- maintenance procedures

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to determine, select and use hardware components and functions correctly and efficiently according to the task requirement. Hardware consumables are correctly identified and utilised according to the task requirement in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- perform all tasks in accordance with standard operating procedures
- perform tasks to specification
- demonstrate keyboarding skills
- demonstrate the ability to replace consumables
- safe and effective operational use of all equipment
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- OH&S principles and responsibilities   - operate hardware component
- ergonomic principles to avoid back,   - maintain hardware
  wrist and eye strain   - work safely
- procedures and exercises for avoiding
  strain and injury
- basic knowledge of current industry
  accepted hardware and software
  products with broad knowledge of
  general features and capabilities

(4)   Resource Implications

To demonstrate this unit of competence the candidate will require:

- workplace (actual enterprise or simulated)

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIWEB1121A: Use a web authoring tool to create a simple web page

Competency Descriptor:

> This unit deals with the skills and knowledge required to create a simple web page using a web authoring tool and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create document structure	1.1	The head and title of the document is created in the user agreed style according to procedures and guidelines.
	1.2	The creation of the body of the document and the addition of text and paragraphs are carried out according to procedures.
	1.3	Spaces are inserted appropriately to make document more easily readable.
	1.4	Special symbols are added so that they will be displayed correctly across platforms.
	1.5	Images are inserted and optimised as required.
	1.6	Document is saved according to procedures using a name and text case that is useful for the purpose of the document.
2. Format document and import objects	2.1	Format of text (colour, bolding, size, text spacing) is changed to meet user presentation requirements.
	2.2	Suitable background colour or image is determined according to user requirements (company logos, company style guides).
	2.3	Elements on the pages are positioned for preferred look using correct procedures.

		2.4	Text is indented and lists are created using the correct procedures.
		2.5	Images are inserted, optimised and formatted to document requirements.
		2.6	Text is wrapped around images or space added around images.
3.	Create tables	3.1	A table is created for the page content base on document map/diagram and position on page.
		3.2	The width of table is set and cells are formatted as required by document map/diagram.
		3.3	Borders of table and any nested tables are created using the correct procedures.
4.	Generate links	4.1	Links and anchors are created within document.
		4.2	Link to an FTP site is created to transfer files easily.
		4.3	An image is divided into click able regions using the correct procedures.
5.	Create simple forms	5.1	Form elements are added to page.
		5.2	Form element properties are set for each form element.
		5.3	The form is connected to a script in a server virtual directory.
		5.4	The form is tested to ensure no errors.
6.	Test and save document	6.1	Links, colours and formatting are tested across different platforms.
		6.2	Document format is ensured to remain consistent across different platforms/browsers.
		6.3	Display time of document is reduced for ease of use.
		6.4	Document is saved in appropriate folder/directory for user access.

RANGE STATEMENT

This unit applies to using a web-authoring tool to develop a simple web page.

Web authoring tool used may include but not limited to:

- Dream weaver
- Golive
- Adobe Photoshop
- Fireworks
- Frontpage

Web development standards followed may include but not limited to the following:

- Web Content Accessibility Guidelines 1.0 (WCAG)
- Authoring Tool Accessibility Guidelines 1.0 (ATAG)
- User Agent Accessibility Guidelines 1.0 (UAAG)

Mark-up language may include but limited to:

- HTML and DHTML

EVIDENCE GUIDE

Competency is to be demonstrated by using web authoring tool to create basic web site content.

(1)   Critical Aspects of Evidence

It is essential that competence be observed in the following aspects.

- develop web content using authoring tools to meet specifications
- create cross browser web documents

(2)   Pre-requisite Relationship of Units

Pre-requisite for this unit are:

- ITICOR0231A   Operate a personal computer
- ITICOR0241A   Operate a word processing application (basic)
- ITICOR0471A   Access the Internet

(3)   **Underpinning Knowledge and Skills**

<u>Knowledge</u>
Knowledge of:

- basic design principles
- technical environment characteristics
- read and interpret basic authoring specifications
- appropriate software and tools are selected to meet the required specifications

<u>Skills</u>
The ability to:

- basic design
- read and write at a level where basic workplace documents are understood
- communicate clearly and precisely

(4)   **Resource Implications**

The following resources should be made available

- a personal computer
- candidate will need access to more than one browser/ platform to test for consistency.
- a web authoring software
- organizational style guide/ policy
- user requirements

(5)   **Method of Assessment**

Competency should be determined by intermittent checking at various critical stages of project work.

Competency should be determined by observing task assigned at completion (short/long programs).

Competency should be assessed through the application of questions related to the underpinning knowledge.

(6)   **Context of Assessment**

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures**.**

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collecting, analysing and organising ideas and information	Level 1	
Communicating ideas and information	Level 2	
Planning and organising activities	Level 1	
Working with others and in teams	Level 1	
Use mathematical ideas & techniques	Level 1	
Solve problems	Level 1	
Using technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITINET0151A: Maintain equipment and consumables

Competency Descriptor:

> This unit deals with the knowledge and skills required to maintain the operations of basic hardware and the replacement of consumables. This unit applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1 Clean disc drives and peripherals	1.1 Disc cleaning materials are accessed from stores in line with organisational procedures.
	1.2 Inventory systems are accessed and events are documented according to organisational procedures.
	1.3 Discs/peripherals are cleaned as recommended by manual in accordance with vendor requirements and as required by organisation.
2 Replace and maintain consumables and supplies	2.1 Stock is accessed from store and information is recorded according to organisational procedures.
	2.2 Relevant manual is accessed according to guidelines and procedures.
	2.3 Consumables are replaced promptly and with minimum effect on other users.
	2.4 Hardware is tested to ensure it is in working order according to established procedures.
3 Maintain peripherals	3.1 Equipment requiring maintenance is determined accurately.
	3.2 Equipment is maintained as required by organisation guidelines.
	3.3 Maintenance is documented as required by organisation guidelines.
	3.4 Unused peripherals are stored in line with vendor/manuals' guidelines.

RANGE STATEMENT

This unit applies to all individuals operating in the information and communication sector.

Hardware components may include but are not limited to:

- personal computers
- network systems
- personal organisers
- communication equipment

Peripherals may include but are not limited to:

- printers
- scanners
- tape cartridges
- multimedia kits
- speakers

Keyboard equipment may include but are not limited to:

- keyboard
- mouse
- touch pad
- pens

Consumables may include but are not limited to:

- diskettes
- ribbons
- printer
- toner
- paper,
- cartridges
- cleaners,
- tape

Organisation variables may include but are not limited to:

- security procedures
- logged calls procedures
- Occupational Health and Safety legislation
- preventive maintenance and diagnostic policy
- maintenance manuals
- in-house disposal policy
- vendor disposal policy
- contracting arrangements relating to information Technology purchasing

Replenishing of supplies procedures may include but are not limited to:

- requisition from organisation's store
- requisition from suppliers
- request to IT support unit

Cleaning materials may include but are not limited to:

- anti-static cleaner
- pressurized air duster
- lint-free cloth
- non-streaking screen cleaner

Cleaning equipment may include but are not limited to:

- vacuum
- voltage meter
- maintenance kit for laser printer
- brush

EVIDENCE GUIDE

Competency is to be demonstrated by effectively maintaining the operations of basic hardware components and the replacement of consumables according to the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

Assessment must confirm the ability to maintain and replace at least the following equipment and consumables:
- replacing printer ribbons and laser cartridges
- cleaning mouses, monitors, disc drives and keyboards

(2)   Pre-requisite Relationship of Units

- ITICOR0021A   Apply Occupational Health and Safety procedures

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- basic principles and responsibilities of OH&S

- basic understanding of organisational systems, in relation to storage and retrieval of information and goods

- basic knowledge of current industry accepted hardware and software

Skills
The ability to:

- select materials appropriate to given task
- clean components and equipment
- detect faults
- develop and follow cleaning schedule
- work safely and accurately
- initiate preventive measures and respond to emergencies
- employ literacy skills in regard to basic workplace documentation

(4)   Resource Implications

Competency can be demonstrated in a simulated environment on typical workplace equipment and consumables.

The following resources should be provided:
- necessary cleaning supplies, equipment and tools
- safety supplies including gloves and dust masks where required

(5)   Method of Assessment

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Evidence should include a demonstrated understanding of the importance of maintaining the cleanliness and operational efficiency of components. The ability to safely and proficiently carry out maintenance task within appropriate timeframes should be displayed.

Peers and supervisors must be available for obtaining information on the extent and quality of the contribution made.

(6)   Context of Assessment

Work is carried out under direct supervision or limited or no supervision.

This unit maybe assessed on or off-the job. Assessment should include practical demonstration either on-the job or in a simulated workplace environment where cleaning and maintenance can be demonstrated. This should be supported by assessment of underpinning knowledge.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1
Communicate ideas and information	Level 1
Plan and organise activities	Level 1
Work with others and in team	Level 1
Use mathematical ideas and techniques	Level 1
Solve problems	Level 1
Use technology	Level 1

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIMED0351A: Identify components of multimedia

Competency Descriptor: This unit deals with the skills and knowledge required to recognize the components of multimedia and explain their distinguishing features and functions and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify the electronic components of multimedia	1.1 Computer technology including CPU, ROM, RAM, storage devices, monitors and input devices relating to multimedia are identified and their functions explained.
	1.2 Analogue and digital devices relevant to multimedia are identified and the formats distinguished.
	1.3 The properties of digitised data are correctly defined to specifications.
	1.4 Issues relating to rapid technological change including electronic media and digital photography are discussed to deliver specific outcomes.
2. Explore the scope of multimedia	2.1 The scope of multimedia is explored and explained relevant to the industry sector.
	2.2 The authoring role of a multimedia project is identified and correctly explained.
	2.3 The components of various multimedia projects including text, graphics, photography, typography, sound, animation and video are correctly broken down into the component media.
	2.4 The use of multimedia and its relationship to pre-press for delivering a specified outcome is described.
	2.5 The difference between passive and interactive multimedia is explored and correctly explained.
	2.6 The features of contemporary multimedia software relevant to text, graphics, photography, typography, sound, animation and video are identified to ensure application to outcome is relevant.

2.7 The use of multimedia with respect to a variety of outcomes including newspapers, magazines, traditional sheet feed, digital printing, Internet WWW page, digital bill boards and CD-ROM are identified and the suitability of multimedia for such outcomes is discussed.

3. Assess the features and functions of components of multimedia operating systems

3.1 The distinguishing features of contemporary operating systems including DOS, UNIX, OS/2, VMS, Macintosh, Windows systems and emerging systems are correctly identified.

3.2 The disk formats of operating systems are correctly identified.

3.3 Functions and structures of operating systems are correctly identified.

3.4 Compression software appropriate to the operating system is identified.

4. Outline the role of multimedia

4.1 The attributes of a multimedia generalist are defined in relation to the industry sector.

4.2 The attributes of multimedia specialisations are defined in relation to the industry sector.

4.3 The importance of resolution is examined relevant to the mode of multimedia presentation.

RANGE STATEMENT

This unit requires a thorough understanding of the devices, operating systems, software and operations of various multimedia system utilised for the delivery of specified outcomes and applies to individuals operating in the information and communication technology industry.

Operating systems may include but not limited to:

- DOS
- Macintosh
- Windows
- UNIX
- OS/2

Hardware may include but are not limited to:

- personal computers
- networked systems
- personal organisers
- communications equipment

Peripherals may include:

- printers
- scanners
- tape cartridges
- speakers
- multi media kits

Keyboard equipment may include:

- mouse
- touch pad
- keyboard
- pens

Organisational procedures may include but are not limited to:

- security procedures
- Occupational Health and Safety procedures
- maintenance procedures

Organisational standards may be based upon formal, well-documented methodologies or are non-existent. For training delivery purposes best practice examples from industry will be used.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to identify electronic components of multimedia, access the features and functions of operating systems and outline the scope and role of multimedia in the relevant industry in accordance with the performance criteria and the range listed within the range of variables statements.

(1)   Critical Aspects of Evidence

It is essential that the competency be observe in the following aspects:

- indicate compliance with organisational policies and procedures
- apply organisational quality procedures and processes
- identification of components and their functions
- defining properties and scope of multimedia
- identification of features and functions of software and operating systems
- awareness of technological changes
- interactively communicate with others to ensure that a thorough understanding of the parameters of multimedia is gained

(2)   Pre-requisite Relationship of Units

The prerequisite for this unit is:

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- general knowledge of electronic components of multimedia
- general knowledge of the scope of multimedia
- general knowledge of the features and functions of multimedia operating systems
- broad general knowledge of the role of multimedia
- broad knowledge base of quality assurance practices
- broad general knowledge of the client business domain
- a broad knowledge base incorporating current industry multimedia products and procedures with broad knowledge of general features and capabilities and detailed knowledge in some areas

Skills
The ability to:

- plan projects in relation to scope, time, cost, quality, communications
- conduct research for identifying, analysing and evaluating broad features of current multimedia usage and best practice in multimedia products and procedures
- use financial modelling skills for identifying, analysing and evaluating a range of different solutions
- exhibit plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- solve problem for a defined range of predictable problems
- employ group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts

(4)   Resource Implications

The following resources should be provided:

- workplace (actual enterprise or simulated)
- multimedia components

(5)   Method of Assessment

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency of this unit may be determined concurrently, based upon project work. Assessment must be in accordance with performance criteria.

Competency shall be assessed while work is undertaken under direct supervision with regular checks but may include some autonomy when working as part of a team.

(6)   Context of Assessment

This unit may be assessed on or off the job. Competency should demonstrated through practical demonstration in the workplace or simulated workplace setting. A range of methods of testing the underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0012A: Craft personal entrepreneurial strategy

Competency Descriptor:

> This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Demonstrate knowledge of the nature of entrepreneurship	1.1 Concepts associated with entrepreneurship are clearly defined.
	1.2 Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3 The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4 The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5 Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1 Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2 Entrepreneurial characteristics identified are assessed and ranked.
	2.3 An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4 Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

3.	Develop self-assessment profile	3.1	Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.
		3.2	The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.
		3.3	Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.
4.	Craft an entrepreneurial strategy	4.1	A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.
		4.2	Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined.
		4.3	Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.
		4.4	Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.
		4.5	Goals established are specific and concrete, measurable, relate to time, realistic and attainable.
		4.6	Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.
		4.7	Potential problems, obstacles and risks in meeting goals are identified.
		4.8	Specified action steps that are to be performed in order to accomplish goals are identified.
		4.9	The method by which results will be measured is indicated.

4.10   Milestones for reviewing progress and tying these to specific
        dates on a calendar are established.

4.11   Sources of help to obtain resources are identified.

4.12   Evidence of the ability to review process and periodically
        revise goals is demonstrated.

RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability

The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

(1)   Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

(2)   Pre-requisite Relationship of Units

- Nil

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- personal entrepreneurial profile systems
- effective management systems:
  marketing, operations/productions,
  finance, administration, law
- how to measure feedback
- the method of developing a personal
  plan
  and a business plan
- understanding the difference between
  entrepreneurial culture and
  management culture

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular
  situation
- effectively plan and execute activities
- use computer technology to undertake
  assessments

(4)   Resource Implications

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to
conduct the necessary analysis using the internet

(5)   Method of Assessment

A useful method of assessment is to determine if the venture can stand up to the test of critical
evaluation.

(6)   Context of Assessment

This stage of the entrepreneurial process is assessed when comparisons are made between
actual outcomes and plans/projections.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIMED1092A: Operate a presentation package (advance)

Competency Descriptor:

> This unit deals with the skills and knowledge required to operate presentation applications and perform basic operations. This unit applies to individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create presentations	1.1	Design for presentation is created according to organisational requirements.
	1.2	The opening of presentations and addition of texts and symbols follow correct and appropriate procedures.
	1.3	Existing styles within a presentation are correctly determined and used.
	1.4	Presentation templates/master slide are correctly used to create a presentation.
	1.5	Various tools and applications are correctly and appropriately used.
	1.6	Presentation is saved to correct directory/folder.
	1.7	Occupational Health and Safety (OH and S) procedures and precautions are correctly observed.
2. Customise basic settings	2.1	Page display modes and size are adjusted to meet user requirements and/or special needs
	2.2	Toolbar is modified to meet user and document uses.
	2.3	Selected font type, size and colour are appropriate for the purpose of the presentation.
	2.4	Ability to view multiple slides at once is demonstrated.
3. Format presentations	3.1	Organisational charts, charts, bulleted lists are used and modified as required.

		3.2	Objects (images and graphics) are correctly added and manipulated to meet presentation purpose.

3.2   Objects (images and graphics) are correctly added and manipulated to meet presentation purpose.

3.3   Objects such as tables are imported and modified for presentation purposes.

3.4   Slide layout, including text and colours, is modified to meet presentation requirements.

3.5   Formatting tools are used as required within the presentation.

3.6   Slides are duplicated within and/or across presentations following correct procedures.

3.7   The sequence of slides are correctly reordered and/or deleted for presentation purposes.

3.8   Presentation is saved in another format and in a format for posting to a web site.

3.9   Procedures are correctly applied in closing presentation and saving to hard disk and/or disk.

4.   Add slide show effects   4.1   Preset animation and multimedia effects are incorporated into the presentation as required to enhance the presentation.

4.2   Preset animation effects are changed according to presentation purposes and result in the creation of a cohesive presentation.

4.3   Slide transition effects are correctly added to presentation and a smooth progression through the presentation is achieved.

4.4   Procedure for testing slide shows effects for overall effect is correctly applied.

4.5   Onscreen navigation tools are correctly used to start and stop slide show or move between different slides as required.

5.   Print presentation and notes   5.1   Selection of print format is appropriate for slide presentation.

5.2   Slide orientation is appropriately selected.

5.3   Spell check and addition of notes and slides numbers are correctly carried out.

5.4   Slides are previewed in the required formats.

5.5   Slides are printed in the required formats.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a presentation package and applies to individuals in the information technology industry.

Equipment including:

- personal computer
- network system
- printer
- attached peripherals

Disk may include but not limited to:

- diskette
- Zip disks
- CDs
- hard disk

Presentation packages may include applications contained in:

- Microsoft Powerpoint
- Lotus Suite
- Claris Works
- other similar applications

Workplace environment may involve a business involved in:

- total organisational change
- system only change
- business improvement process
- an e-commerce solution involving the total organisation or part of the organisation

Applications include:

- Add, select, copy, delete or move text, images and graphics within a presentation

Organisational variables may include but are not limited to:

- keyboarding and accuracy as per organisation guidelines

Document variables may include but are not limited to:

- established files
- new documents

Operating systems including:

- Command Line and
- Graphical User Interface

Formatting tools include:

- tabs, cut, paste, indents, bookmarks, hyperlinks, borders, lists

Tools include:

- help, search and replace, spell check, undo and simple formatting tools

Cultural understanding requires the capacity to apply an understanding of cultures when carrying out workplace tasks, including:

- commitment to organisational goals such as quality
- safety
- efficiency
- teamwork
- security
- environmental protection
- customer service
- personal development
- interacting with people from widely different backgrounds and cultures in the achievement of common work goals carries out established processes operates in accordance with existing company requirements makes judgments of quality using given criteria
-

OH and S procedures/precautions include:

- company and vendor requirements
- Ergonomic and environmental factors that must be considered. Such as
- Occupational Health and Safety guidelines related to use of screen based equipment
- Computing equipment and peripherals
- Ergonomic work stations
- Security procedures
- Customisation requirements

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly operate a presentation package in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures
- apply organisational quality procedures and processes
- perform all tasks in accordance with standard operating procedures
- perform tasks to specification
- use software tools effectively
- demonstrate the ability to navigate desktop environment
- interpret job specifications
- safe and effective operational use of all equipment
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer (basic)

(3)   Underpinning Knowledge and Skills

<u>Knowledge</u>
Knowledge of:

- general OH&S principles and responsibilities
- basic technical terminology in relation to reading help files and prompts
- logging procedures relating to accessing a PC
- organisational standards for keyboarding
- security, viruses, privacy legislation, copyright
- types of presentations
- slide show effects
- formatting presentations
- manipulating tools and features
- print options
- posting presentation to web page
- customizing settings for special needs

<u>Skills</u>
The ability to:

- apply logging procedure to access personal computer or network
- design presentation
- manipulate tools and features
- customise settings
- format presentation
- create slide show effects
- insert text ,images and graphics
- preview and print presentation correctly
- work safely
- organise work

(4)   Resource Implications

The following resources should be provided:

- personal computer/network
- disk
- appropriate software
- printer
- appropriate communication or documentation relevant to task

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assign competence. Observation of skills may assist in the collection of evidence.

Competencies in this unit may be determined concurrently with other units.

Assessment must be in accordance with the performance criteria

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills

ITIDAT1072A: Operate a spreadsheet application (advanced)

Competency Descriptor: This unit deals with the skills and knowledge required to perform operations using advance features of a spreadsheet application and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create spreadsheets	1.1	Basic built-in functions are appropriately employed.
	1.2	Appropriate formulae are entered using relative and absolute referencing where required.
	1.3	Formulae are promptly corrected when standard error messages occur.
	1.4	Various tools are used appropriately during spreadsheet development.
	1.5	Data entries are copied or increased incrementally for logical and clear presentation of information.
2. Customise spreadsheet environment	2.1	Page display modes, orientation and size are appropriately adjusted to meet user requirements and/or special needs.
	2.2	Toolbar is appropriately modified to meet user and document uses.
3. Format spreadsheet	3.1	Selected format is correctly copied from another cell or group of cells in the spreadsheet or from another active spreadsheet.
	3.2	Appropriate formatting tools are used as required within the spreadsheet and/or individual cells.
	3.3	The ability to identify, set, edit and test basic and conditional cell validations is demonstrated.
	3.4	Message boxes are created.
	3.5	Headers and footers are inserted and all the necessary information and formatting styles are incorporated into the headers and footers using the correct procedures.

		3.6	Document is saved in another format and in a format that is appropriate for posting to a web site.
4.	Incorporate objects and charts in spreadsheets	4.1	Objects are imported to and manipulated within a spreadsheet using the correct procedures.
		4.2	Spreadsheet data is clearly displayed in different charts.
		4.3	Charts are appropriately modified for formatting purposes.
5.	Sort and Lookup Records	5.1	Basic and advanced sorting options are used.
		5.2	Lookup functions to return values from search table are used.
		5.3	Scenarios are created and worked with.
6.	Create nested functions and macros	6.1	Nested functions are created, edited and copied.
		6.2	Macros are created, edited and executed.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to the operations of advance features of spreadsheet applications and applies to individuals in the information and communication industry.

Hardware may include but not limited to:

- personal computer
- networked system
- printer

Software may include but not limited to:

- Microsoft Excel
- Lotus 123

Formatting may include:

- margins
- indentations
- page layout
- orientation

Mathematical formulae may include:

- average
- interest
- multiply
- divide

Data may include:

- numeral
- text
- images
- objects

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with the advanced features of a spreadsheet application in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- creating spreadsheets
- insertion of correct data
- use appropriate formulae
- formatting and modifications done to specifications
- create nested functions and macros
- correct interpretation of job specifications

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- types of software
- basic mathematics
- formatting functions of software
- nested functions and macros

Skills
The ability to:

- create spreadsheets
- format and modify worksheets
- enter basic formulae in spreadsheet
- apply mathematical formulae
- customise settings

(4)   Resource Implications

The following resources should be provided:

- actual workplace or simulated environment
- personal computer/network
- printer

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(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT1082A: Operate a word processing application (advanced)

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a word processing application and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Insert, format and protect form elements	1.1 A rough sketch of the form to be created is drawn on a paper.
	1.2 The form fields required to gather information are determined.
	1.3 The desktop environment is customized to include forms toolbar.
	1.4 Form fields are inserted and their properties set.
	1.5 Form fields are checked to conform that they are long enough to handle input from the user.
	1.6 The form fields are formatted and styled as required.
	1.7 Forms and fields are protected/unprotected.
2. Create tables for forms	2.1 Tables are created for alignment of fields or to control row height.
	2.2 Form fields are placed in table cells.
	2.3 Table cells are formatted as required.
3. Create and work with a long document	3.1 A general outline is decided and work is divided into sections or chapters with headings and sub-headings.
	3.2 Templates are created and styles applied on headings to consider how the final version will be bound.
	3.3 Document maps are used to move quickly around the document.

		3.4	Sections are created in documents when certain parts of the documents are required to be formatted differently from the other parts of the document.

3.5   Different headers and footers are added to different pages within the document as required.

3.6   Table of contents are applied as required.

4.   Create macros and run macros   4.1   Macros are recorded as required.

4.2   Macros are run and edited as required.

4.3   Macros are added to the toolbar.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to advance operations of a word processing application and applies to all individuals in the information and communication industry.

Software may include but are not limited to:

- Microsoft Word
- Microsoft Works
- Corel WordPerfect

Equipment may include:

- personal computer
- printer

Formatting may include:

- page orientation
- margins
- enhancements to text –colour, font, size
- enhancements to format – borders, patterns and colour
- alignment on page

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating and formatting forms, long documents and macros in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create documents in line with organisation's guidelines
- customise settings
- format and layout document to specification
- insert form elements
- use software features and tools appropriately
- create and run macros

(2)   Pre-requisite Relationship of Units

ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- operating systems software and software tools
- applications and their features
- form fields and their properties
- use of document maps
- macros and templates

Skills
The ability to:

- create form elements
- customise settings
- create tables and templates
- work with long documents
- format and style documents

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDBO1392A: Operate a database application (advanced)

Competency Descriptor:

This unit deals with the skills and knowledge required to operate database applications and perform operations. This unit applies to individuals working in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1. Create a database	1.1	Design is correctly formulated for a database incorporating complex design principles.
	1.2	Tables with fields and attributes are developed according to database usage requirements.
	1.3	Data is entered accurately and tables are linked and navigated correctly.
	1.4	A primary key is created and an index is established according to the correct procedures.
	1.5	Table layout and field attributes are appropriately modified as required.
	1.6	Data in tables is appropriately modified for information requirements.
	1.7	Appropriate records are added and deleted as required.
	1.8	Correct closing down procedures are followed to ensure that data is not lost.
2. Customise basic settings	2.1	Page display modes, orientation and size are adjusted to meet user requirements and/or special needs.
	2.2	Toolbar is appropriately modified to meet user and database uses.
	2.3	Appropriate font type, size and colour are selected for the purpose of the database.
3. Create reports	3.1	Report designed is appropriate to present data in a logical sequence.

		3.2	Reports are appropriately modified to include/exclude additional information requirements.
		3.3	Existing reports are modified to accommodate current information requirements using the correct procedures.
		3.4	Reports are distributed in a suitable format (softcopy/hardcopy) in accordance with approved procedures.
4	Create forms	4.1	Simple forms are created which include imported files (images/graphics) and colours are customised using a wizard in accordance with correct procedures.
		4.2	Existing database is opened and records are appropriately modified through a simple form.
		4.3	Objects are rearranged within the form to accommodate information requirements.
		4.4	Database is closed and information saved to disk according to guidelines and correct procedures.
5	Retrieve information	5.1	Existing database is accessed and required record is located in accordance with standard procedures.
		5.2	Simple query is created and required information is retrieved in prescribed manner.
		5.3	Query with multiple criteria is developed and the required information is retrieved using correct procedures.
		5.4	Appropriate filters are applied and the required information accessed in accordance with correct procedures.
		5.5	Queries are refined to retrieve information more precisely.
		5.6	Appropriate data is selected and sorted according to information retrieval requirements.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to operating a database application and applies to individuals in the information technology industry.

Hardware including:

- personal computer
- networked system
- printer
- attached peripherals

Disk may include but not limited to:

- diskette
- zip disk
- compact disk
- hard disk

Document may include but are not limited to:

- established files
- new document

Software may include but are not limited to:

- DB2
- Microsoft Access

Operating Systems:

- Command line
- Graphical User Interface

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to design and develop a database using a standard database package in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create a database
- develop tables with fields and attributes
- modify tables layout and field attributes
- modify data and records to meet information requirements
- access and retrieve data
- navigate through tables
- create queries and filters
- create reports and forms
- exit database without loss of data

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- basic technical terminology in relation   - access database
  to reading help files and prompts   - create database
- logging procedures relating to   - customise settings
  accessing a PC   - access and retrieve information
- security, viruses, privacy legislation,   - create report in suitable formats
  copyright   - modify data to meet information
- types of software and features   requirements
- database design
- queries and filters
- fields and attributes

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

To demonstrate this unit of competence the candidate will require access to documents detailing organisational style guide/policy.

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level -	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIWEB0162A: Write content for the World Wide Web

Competency Descriptor:

> This unit deals with the skills and knowledge required to write concise and relevant content for web pages and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA	
1 Site content requirements are determined	1.1	Site purpose and functionality is confirmed with reference to client specification in accordance with established procedures.
	1.2	Customer information needs are correctly identified with reference to audience, site functionality and client requirements.
	1.3	Content channels and format requirements are accurately identified as required.
	1.4	Templates and style guides are correctly identified where relevant.
	1.5	Relevant content is identified and analysed with reference to audience needs, maintenance requirements, information architecture and site design and functionality.
	1.6	Alterations to site design are negotiated as required by identified content requirements
2 Site content is written	2.1	Appropriate content is generated in accordance with requirements and according to organisational guidelines.
	2.2	Content is able to be scanned and the information is readily digestible.
	2.3	Content is edited with reference to audience needs, site functionality and client requirements.

3	Upload content	3.1	Logging into server site using either the appropriate administrative or anonymous FTP protocol is completed in conformance with appropriate procedures and guidelines.
		3.2	Appropriate transfer software is launched and the selected destination directory navigated to either graphically or through command line following the correct procedures.
		3.3	Files are stored and ordered according user needs and file extensions.
		3.4	Contention is closed using the correct procedures.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to writing for the World Wide Web applies to individuals in the information and communication technology industry.

Content may include but not limited to information and interactive features such as:

- product information
- company information
- copyright and disclaimer notices
- a site search engine
- site map
- frequently asked questions
- what's new
- customer specific information
- customer only information
- error messages
- instructions
- feedback mechanisms
- reference pages
- forms
- background articles
- ratings/rankings/testimonials/quotes from reviews
- hyperlink titles.
- content may be text, video, audio, graphics, animation etc.

The specific content solution will be different for each site.

Content usability considerations may include;

- how easy it is for the user to grasp the nature and extent of a site's content
- how easy it is for them to explore the site
- digest information
- interact with that content

Usability should also account for handicapped persons through devices such as captions and ALT tags for images and providing the same information in a number of formats.

File transfer protocol client may include, but are not limited to, a wide variety of commercial available tools such as:

- AxY FTP for Windows, Linux and Unix
- Dreamweaver
- MS Frontpage,
- CuteFTP
- Win 95/NT File sharing,
- MS Internet Explorer graphical FTP

E-business variables include:

- how organisations structure themselves
- capture information
- manage their workers
- relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts

Knowledge economy involves all individuals participating on-line for:

- professional or personal research and learning,
- communicating with friends or associates
- pursuit of leisure activities.

E-commerce models include any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. These may include:

- Brochure Site
- Customer Service Site
- Real Time Site
- Quote Aggregator
- Insurance Mall
- Direct Channel
- Virtual Carrier
- Quote Mall
- Agent Mall
- Consumer Auction
- Carrier Auction
- Time Limited Information
- Investor Relations
- Technical Support
- Pre Sales Support and Corporate Awareness
- Proprietary Standard Promotion

E-commerce models are changing all the time and the above are just an example of possible models

The knowledge economy is broader than on-line participation and includes:

- knowledge workers and organisations
- recognising the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop content for web site that meets client and audience needs in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures
- apply organisational quality procedures and processes
- identify site purpose and functionality
- identify format and channels
- produce appropriate content
- use appropriate software applications
- complete task to specification
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A   Operate a personal computer

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- content features such as clarity, scan ability, readability and the intuitiveness of micro-content elements
- the function and features of micro-content elements such as headings, highlighted words, link text ,etc
- the relationship between content and site design
- the function and features of style guides
- web design and usability
- copyright and intellectual property
- regulations governing privacy

Skills
The ability to:

- identify target audiences
- analyse audience needs
- identify relevant content
- determine appropriate content channels and formats
- write content

(4)   Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- style guides and templates where they exist
- web site specification
- current software including word processing and or web development software as determined by writing requirements

(5)   Method of Assessment

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects and questioning on underpinning knowledge and skills

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competency

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of performance will assist in the collection of evidence.

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of options to be applied.

An individual demonstrating these competencies would be able to:

- demonstrate some relevant theoretical knowledge and apply a range of well developed skills
- apply known solutions to a variety of predictable problems, perform processes that require a range of well developed skills where some discretion and judgement is required
- interpret available information, using discretion and judgement;
- take responsibility for ones own outputs in work and learning and take limited responsibility for the output of others.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 3	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIMED0392A: Capture a digital image

Competency Descriptor:

This unit deals with the skills and knowledge required to select the appropriate features of a digital camera to obtain digital photographs to be manipulated to produce the desired image and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Assess digital camera qualities	1.1 Camera software compatibility with hardware systems is assessed and the appropriate software is selected for the job.
	1.2 Pixel resolution of the camera is matched to the required quality and resolution of outcome.
	1.3 The RAM capacity of the camera is checked to be appropriate to the number of images required to be captured.
	1.4 Shutter speed, focal lengths and camera feature modes (flash, scrollage, icon menu, close-up, wide angle and telephoto capacity etcetera) are assessed suitable to the quality and use of photographic image required.
	1.5 Lithium batteries are handled and stored in accordance with occupational health and safety requirements.
2. Photograph and upload a digital image	2.1 The digital camera is loaded and operated in accordance with manufacturer specifications appropriate to the quality of image to be photographed.
	2.2 The IBM-PC or Macintosh card interface/disk is uploaded onto the relevant computer and the image saved on hard disk.
	2.3 Photographic image files are created and stored on the computer in accordance with software procedures.
	2.4 Photographic images are enhanced, cropped and altered electronically to deliver the required image using the correct procedures.

2.5   Photographic images are checked for fitness of purpose to comply with the brief specifications.

2.6   Photographic images are assessed fit for the relevant delivery mode (print, CD ROM, etcetera) and delivered appropriately.

RANGE STATEMENT

This unit requires a thorough understanding of the operation of a digital camera, the features used to capture quality digital photographic images and the processing of digital photographic images to produce specified outcomes.

Hardware may include but are not limited to:

- LANs
- WANs

The degree of autonomy will vary as digital photographic image is processed in the workplace in consultation with the supervisor to ensure that correct skills and procedures are used.

Organisational standards may be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used

Documentation and reporting may include:

- audit trails
- naming standards
- version control

Occupational Health and Safety requirements include:

- company requirements
- statutory requirements
- vendor requirements.

File system may involve:

- multiple or single servers
- multiple or single logical disks
- complex directory or folder structures

Ergonomic and environmental factors must be considered during the demonstration of this competency.

Operating system will vary as each product will have different functionality and ways of operating.

Third party products may also be used in administration.

Back-up system may involve;

- simple, single tape unit back-up
- comprehensive and complex back-up facilities across the network.

Software may include but are not limited to:

- commercial system software
- organisational specific systems software

Information Technology components may include:

- hardware
- software
- communications packages

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out manipulation of a digital camera for application in capturing digital images in accordance with the performance criteria and the range listed within the range of variables statement.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate the ability to take photographs
- upload images to computer
- demonstrate the ability to manipulate images
- produce required outcome
- safe and effective operational use of all equipment

(2)   Pre-requisite Relationship of Units

- ITICOR0231A   Operate a personal computer
- ITICOR0021A   Apply Occupational Health and Safety procedures

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- operations of a digital camera
- system software and system tools
- broad knowledge base of vendor product directions
- camera features
- broad knowledge base of quality assurance practices
- broad knowledge of OHS requirements in relation to work safety, environmental factors and ergonomic considerations

Skills
The ability to:

- use a digital camera
- upload and processing digital images using IBM-PC and/or Macintosh
- manipulate images

(4)   Resource Implications

The following resources should be provided:

- digital camera
- batteries
- computer
- appropriate software
- appropriate communication or documentation relevant to task
- user manual

(5)   Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

Simulated activities must closely reflect the workplace and may need to take place over a period of time

(6)   Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT0282A: Locate and evaluate online information

Competency Descriptor:

> This unit deals with the skills and knowledge required to use search engines to locate required information on the web and evaluate the content of sites for accuracy, currency and or authority and applies to individuals operating in the information and communication technology industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Conduct a basic search using a search engine	1.1 A search engine is located on the web and accessed using the correct procedures.
	1.2 Appropriate key words to locate the desired information are entered into the 'search' box.
	1.3 Indices, catalogues and directories provided by the search engine are used following the correct procedures.
	1.4 Confidence and relevancy rankings are used where available in the correct manner.
	1.5 Search is queried or refined depending on outcomes of the search in accordance with procedures.
	1.6 Conduct a search within a web site using the internal search engine (if appropriate) and the correct procedures.
2. Conduct an advanced search using search tools	2.1 Boolean search techniques are used as required in conformance with procedures and guidelines.
	2.2 Multiple or meta search tools are used with a range of key words according to the correct procedures.
	2.3 Advanced search features, provided in most search tools, are used when appropriate in line with the correct procedures.
	2.4 Search engines particular to field of knowledge are utilised following the correct procedures.

2.5   Related virtual community sites, clearinghouses, newsgroups, gofers are accessed according to guidelines and procedures.

2.6   Search with domain names is conducted following the correct procedures.

3.   Evaluate information located

3.1   Accuracy of the information is determined by cross-referencing with a number of sites, and through consideration of identifier information contained on the site.

3.2   Checking of the date that the page was last updated and/or the properties of the site to determine currency of information followed procedures and guidelines.

3.3   Site authority and information reliability is determined, including copyright statements, privacy statements and organisational information.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to locating and evaluating online information and applies to individuals in the information and communication technology industry.

Hardware may include IT equipment of all types:

- work stations, PCs
- networks
- remote sites
- servers

Search types may include:

- custom searches
- simple searches
- directory searches
- current new searches
- web content searches (chat rooms, bulletin boards)

Search tools may include:

- Snap
- Quest finder
- Ask Jeeves
- Google
- Met crawler
- Alt Vista, Excite
- info seek, Find link
- Northern Light
- AOL NetFind
- Hotbot
- Look Smart
- Yahoo
- Netscape
- MSN

- Lycos
- Open Text
- WebCrawler
- Go To Dot Com
- Beaucoup
- Meta Search
- Search.com
- Go2Network
- Savvy Search
- Profusion
- Dog pile
- Metagopher

E-commerce models include any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include:

- Brochure Site
- Customer Service Site
- Real Time Site
- Quote Aggregator
- Insurance Mall
- Direct Channel
- Virtual Carrier
- Quote Mall
- Agent Mall

- Consumer Auction
- Carrier Auctio
- Time Limited Information
- Investor Relations
- Technical Support
- Pre Sales Support and Corporate Awareness
- Proprietary Standard Promotion.

E-commerce models are changing all the time and the above are just an example of possible models.

Knowledge economy involves all individuals participating on-line for:

- professional or personal research and learning
- communicating with friends or associates
- the pursuit of leisure activities.

E-business encompasses how organisations:

- structure themselves
- capture information
- manage their workers
- relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts

The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Means of checking site authority include:

- checking the domain name, high confidence can generally be attributed to sites from the .gov and .edu sites where levels of public and private scrutiny are known.
- known researchers, authors or sites are used
- the likelihood of the information being available is assessed, for example a site purporting to contain highly confidential military technology specifications should be treated with caution
- identify the purpose and reputation of the site being accessed: many sites identify affiliations with organisations that indicate site credibility; eg., this is the home page of the xxx institute, a collaborative joint research venture between the Commonwealth Government, xxx Corporation, and the University of ABC

- links to other sites are checked to determine credibility: credible sites may have reciprocal links with sites that establish its bona fides; e.g., a research institute should have reciprocal links to parent universities and individuals respected in the field
- authors are identified on documents: this can be very helpful, especially if valid biographical information is presented
- the intent of the information

Conduct secondary checks, where appropriate. A variety of techniques can be used including:

- checking the phone book
- ringing the organisation
- checking registration information such as business names with appropriate authorities and professional bodies.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly use search tools to locate information and make an informed assessment of the accuracy, currency, authority and reliability of the site in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures
- apply organisational quality procedures and processes
- perform all tasks in accordance with standard operating procedures
- perform tasks to specification
- use software tools effectively
- demonstrate the ability to navigate desktop environment
- interpret job specifications
- safe and effective operational use of all equipment
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITIDEO0231A   Operate a computing package
- ITICOR0471A   Access the internet

(3)   Underpinning Knowledge and Skills

Knowledge   Skills
Knowledge of: The ability to:

- usage of browser   - understand key words
- usage of the Web   - operate a PC
- usage of research techniques   - open web sites
- copyright and intellectual property
- regulations governing privacy

(4)   Resource Implications

To demonstrate competence in this unit the candidate will need access to:

- personal computer
- server
- remote web sites
- network
- browser software
- search tools

(5)   Method of Assessment

This competency can be assessed in the workplace or in a simulated environment.

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects and questioning on underpinning knowledge and skills.

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills will assist in the collection of evidence.

Simulated activities must closely reflect the workplace.

(6)   Context of Assessment

Work is likely to be carried out under direct supervision.

Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.

Although simulated activities must closely reflect the workplace the candidate will be able to quickly demonstrate competence at locating information and using advanced search techniques.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2
Communicate ideas and information	Level 1
Plan and organise activities	Level 1
Work with others and in team	Level 1
Use mathematical ideas and techniques	Level 1
Solve problems	Level 2
Use technology	Level 2

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITINET1362A: **Connect hardware peripherals**

Competency Descriptor:

> This unit deals with the skills and knowledge required to connect hardware peripherals according to instructions and applies to individuals operating in the information and communication technology industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Confirm requirements of client	1.1 Client's peripheral requirements are identified and are confirmed in accordance with organisation standards.
	1.2 Client requirements and peripherals needed in line with organisation guidelines are documented and are reported to the supervisor.
	1.3 Client requirements are cleared with supervisor in line with organisation guidelines.
	1.4 Client support expectations are covered by vendor's warranty and support services.
2. Obtain required peripherals	2.1 Peripherals are obtained under instruction from management/supervisor.
	2.2 Peripherals are entered into equipment inventory according to organisation's procedures.
	2.3 Contents are validated and method of ensuring the physical contents match the packing list is demonstrated.
	2.4 Peripherals are stored according to vendor/manual guidelines.
3. Connect hardware peripherals	3.1 Timeframe for installation schedule is verified with higher authority in line with organisation guidelines.
	3.2 Existing peripherals are disconnected and replaced, with minimal disruption to clients.
	3.3 New peripherals are connected with minimum disruption using the correct procedures.

3.4   Computer is configured to accept new peripherals.

3.5   Hardware peripherals are tested, client satisfaction is confirmed and amendments are made as required for client in line with procedures and guidelines.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to connecting hardware peripherals according to instruction computer and applies to individuals in the information and communication technology industry.

Peripherals may include but are not limited to:

- printers, scanners, tape cartridges,
- speakers, multi media kits,
- PC fax, modems,
- key board equipment may include mouse, touch pad, key board, pens
- mobile phones, palmtops & PDAs, laptops, and desktop computers
- Bluetooth devices, Universal Serial Bus (USB)

Peripherals can be sourced from existing inventory or vendors.
Peripherals will normally connect to an existing interface port or wireless and do not include peripherals accessed internally.

Hardware may include Information Technology equipment of all types:

- Workstations, PCs, IBM, Compaq, Hewlett Packard, Sun, Dell, Gateway 2000, SGI, Sun Microsystems
- Bridges, 3Com, Compaq, CISCO, IBM
- modems, analog, cable, ISDN, DSL
- servers, Acer, Apple, Compaq, Dell, Gateway 2000, Hewlett-Packard, IBM, Macintosh, NEC, SGI, Sun Microsystems, Unisys
- network cards, Adaptec, ARTIC, Compex, SMC
- switches, 3Com, Accton, Cabletron, CISCO, D-Link, Farallon, Hewlett-Packard, Intel, Network Technologies
- hubs & repeaters, 3Com, Compaq, CISCO, Accton, Asante, D-Link, Farallon, Hewlett-Packard, Intel, Omnitron,
- routers & gateways, 3Com, CISCO, D-Link, Intel,
- File & print servers, AcerAltos, Aerocomm, AlphaServer, Dell, D-Link, Hewlett-Packard, IBM, NEC, Sun Microsystems

Operating systems may include but are not limited to:

- Win 95/98/NT/2000
- Sun Solaris/SunOS
- HP-UX
- AIX
- Digital Unix
- Silicon Graphics IRIX

- DOS
- DEC VMS
- Mac OSX
- Linux
- NetWare

Software and applications may include;

- packaged software
- in-house development
- out-sourced development

The amount of maintenance, change and tailoring that can be undertaken will vary.

Thus documentation and other procedures will vary. Systems to monitor change request may be manual or computerised.

Occupational Health and Safety standards may include:

- company requirements
- statutory requirements
- vendor requirements.

Help desk and maintenance structures for reporting will vary to include:

- call centre or a general contact point which then calls a supplier or other technician
- others may be staffed by technicians capable of solving the problem

Configuration includes:

- automatic
- plug and play
- manual

Ergonomic and environmental factors must be considered during the demonstration of this competency.

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to correctly connect internal hardware components according to vendor and technical specifications in accordance with the performance criteria and the range listed within the range of variable statements.

(1)   Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures
- apply organisational quality procedures and processes
- perform all tasks in accordance with standard operating procedures
- perform tasks to specification
- observe security procedures
- demonstrate the ability to follow installation procedures
- interpret job specifications
- safe and effective operational use of all equipment
- interactively communicate with others to ensure safe and effective workplace

(2)   Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0021A   Apply Occupational Health and Safety procedures

(3)   Underpinning Knowledge and Skills

Knowledge
Knowledge of:

- broad general knowledge of OH&S procedures for electrical equipment
- detailed knowledge of inventory procedures
- organisational guidelines relating to external suppliers and vendors
- general understanding of systems, technical
- broad knowledge base incorporating theoretical concepts of three or more current industry accepted hardware peripherals; knowledge of general features and capabilities and detailed knowledge in some
- broad knowledge base incorporating theoretical concepts of three or more current industry accepted system components; knowledge of general features and capabilities and detailed knowledge in some
- broad knowledge base incorporating theoretical concepts of operating systems
- broad knowledge of help desk and maintenance practices
- current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas
- broad knowledge base incorporating theoretical concepts of input/output devices

Skills
The ability to:

- provide customer service skills in relation to maintenance procedures
- handle difficult clients skilfully in relation to maintenance procedures
- apply conflict resolution skills in relation to maintenance procedures
- make decision in a limited range of options
- display literacy in regard to general workplace documentation
- solve problem for a defined range of predictable problems
- exhibit Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- demonstrate facilitation and presentation skills in relation to transferring and collecting information
- use negotiation skills in relation to other team members and applied to a defined range of predictable problems
- demonstrate report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas

(4)   Resource Implications

To demonstrate this unit of competence the candidate will require access to:
- the organisation's hardware blueprint
- the vendor's support staff (on call if assessment is a live activity)
- additional staff may be required to support the assessment

(5)   Method of Assessment

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects and questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

Simulated activities must closely reflect the workplace and may need to take place over a period of time.

Evidence can be collected through a supervisor's report, peer reports and client reports. Each report should be structured and require comment on each performance criteria and the evidence guide.

(6)   Context of Assessment

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

An individual demonstrating these competencies would be able to: demonstrate knowledge by recall in a narrow range of areas; demonstrate basic practical skills, such as the use of relevant tools; perform a sequence of routine tasks given clear direction; and receive and pass on information.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
• Carries out established processes • Makes judgement of quality using given criteria	• Manages process • Selects the criteria for the evaluation process	• Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.