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# Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

## 1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
<p><b>Australian Qualifications Framework</b></p> <p>The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.</p> <p>You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.</p>	<p>Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: <a href="http://www.aqf.edu.au">www.aqf.edu.au</a>.</p>
<p><b>Volume of learning</b></p> <p>When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: <a href="http://www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf">www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf</a></p>	<p>The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.</p>

## Section 2: Unit of competency information

### 2.1 Unit of competency

#### BSBITU101 Operate a personal computer

##### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

##### Application

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

It applies to individuals who perform a range of routine computer tasks in the various sectors of the business services industry and generally work under direct supervision.

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

##### Unit Sector

Information and Communications Technology – IT Use

##### Elements and Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

## 2.2 Unit of competency assessment requirements

### Assessment Requirements for BSBITU101 Operate a personal computer

#### Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

<b>Performance Evidence</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"><li>• adjust equipment, furniture and workspace to suit individual ergonomic requirements</li><li>• follow organisational and WHS requirements when operating a computer</li><li>• follow user procedures and system information when using the basic functions on a computer, seeking assistance when necessary</li><li>• use desktop icons and create shortcuts</li><li>• create and manipulate folders and subfolders</li><li>• check and delete print jobs and change default printer</li><li>• correctly shut down software applications and the computer.</li></ul> <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
<b>Knowledge Evidence</b>	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"><li>• outline the main work health and safety requirements for working with a computer</li><li>• list the main points to consider when setting up an ergonomic work environment</li><li>• list the main components of the computer system, and briefly explain what each one does</li><li>• briefly explain the functions of the operating system</li><li>• outline the organisation's conventions for naming files</li></ul>

## 3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBITU101 Operate a personal computer*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Start a computer and use system	
<b>Suggested time allocation:</b> 6 hours <b>Suggested resources:</b> <ul style="list-style-type: none"> <li>Recommended reading</li> <li>Slide presentation software</li> </ul>	Slide nos: 2–29
<b>Recommended reading</b>	<b>Terminology checklist</b>
Aspire learner guide <i>BSBITU101 Operate a personal computer</i> , Release 1 Topic 1: Start a computer and use system	<ul style="list-style-type: none"> <li>WHS legislation relating to computers/office use</li> <li>CPU</li> <li>Workstation</li> <li>OOS and RSI</li> <li>Dialog and instruction boxes</li> <li>Desktop, icons and desktop background</li> <li>Operating system</li> <li>User interface</li> <li>Network</li> <li>Menus and sub-menus</li> <li>Screensavers</li> <li>Default</li> <li>Help function</li> </ul>
<b>Suggested training strategies</b>	
<ul style="list-style-type: none"> <li>Commence facilitation of this unit of competency by introducing learners to the Aspire learner guide for <i>BSBITU101 Operate a personal computer</i>. You may wish to discuss recognition of prior learning processes with learners at this stage.</li> </ul>	
<ul style="list-style-type: none"> <li>Discuss with learners the importance of identifying the foundation skills that they develop as they progress through this unit. The preliminary pages of the learner guide include useful information regarding the foundation skills relevant for this unit.</li> </ul>	
<ul style="list-style-type: none"> <li>Encourage learners to develop a personal glossary to record any terms that are new to them. They should record a definition and use the term in the correct context. The personal glossary could be included in a portfolio of evidence for assessment.</li> </ul>	

## 3.3 Learning mapping

*BSBITU101 Operate a personal computer, Release 1*

Unit of competency	Content	Practice tasks	Learning checkpoint
<b>Element 1: Start computer, system information and features</b>			
1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements	1A Make your workspace safe	1	LC 1: Part A 1, 2, 3, 4
1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation	1B Work safely	2	LC 1: Part A 1, 2, 3, 4
1.3 Start computer or log on according to user procedures	1C Start up the computer	3	LC 1: Part B 1, 2, 3
1.4 Identify basic functions and features using system information	1D Know about basic functions and features	4	LC 1: Part B 1, 2, 3
1.5 Customise desktop configuration, if necessary, with assistance from appropriate persons	1E Organise your desktop	5	LC 1: Part C 1, 2, 3
1.6 Use help functions as required	1F Use Help functions	6	LC 1: Part D 1, 2
<b>Element 2: Navigate and manipulate desktop environment</b>			
2.1 Open, close and access features by selecting correct desktop icons	2A Use desktop icons	7	LC 2: Part A 1, 2, 3, 4 Part B Part C
2.2 Open, resize and close desktop windows by using correct window functions	2B Work with the desktop windows	8	LC 2: Part B Part C

## Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

<b>Complete the following task</b>	Part A – Questioning You will demonstrate a sound knowledge of the unit requirements in your responses.
<b>Select and complete one of the following</b>	Part B – Project: Operating a personal computer at BizOps Enterprises You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment. OR Part C – Project: Operating a personal computer at work You will demonstrate your skills and knowledge by completing a project in your workplace.
<b>Select and complete one of the following</b>	Part D – Observation Your work performance will be documented while being observed by an assessor. OR Part E – Third-party report Your work performance will be documented using a third-party report completed by a relevant supervisor.

## Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

## 4.3 Assessment mapping

*BSBITU101 Operate a personal computer, Release 1*

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
<b>Element 1: Start computer, system information and features</b>					
1.1 Adjust workspace, furniture and equipment to suit user ergonomic requirements				O1	O1
1.2 Ensure work meets organisational and work health and safety (WHS) requirements for computer operation				O2	O2
1.3 Start computer or log on according to user procedures				O3	O3
1.4 Identify basic functions and features using system information				O4	O4
1.5 Customise desktop configuration, if necessary, with assistance from appropriate persons				O6	O6
1.6 Use help functions as required				O8	O8
<b>Element 2: Navigate and manipulate desktop environment</b>					
2.1 Open, close and access features by selecting correct desktop icons				O9	O9
2.2 Open, resize and close desktop windows by using correct window functions				O10	O10



## 4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

### Record of outcome

<b>Training organisation name:</b>		
<b>Candidate name:</b>		
<b>Unit code and title:</b>	BSBITU101 Operate a personal computer, Release 1	
<b>Assessor name:</b>		
<b>Assessor email:</b>		
<b>Assessor phone number:</b>		
<b>Assessment tasks:</b>		<b>Satisfactorily completed</b>
Part A – Questioning		<input type="checkbox"/>
<input type="checkbox"/> Part B – Project: Operating a personal computer at BizOps Enterprises		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part C – Project: Operating a personal computer at work		
<input type="checkbox"/> Part D – Observation		<input type="checkbox"/>
OR		
<input type="checkbox"/> Part E – Third-party report		