

## About this resource

This resource is for trainers and assessors of the *TLIK2010 Use infotechnology devices in the workplace*. It complements the corresponding Aspire learner guide.

The *Trainer and assessor resource* (TAR) provides you with ideas and guidance on how you can encourage and support learners through the training and assessment process using Aspire resources. It is designed to help you optimise the learner's experience and record details of their competency.

The TAR is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	How to use the TAR
Formative assessment	Formative assessment marking guide
Summative assessment	Summative assessment marking guide
Mapping	Formative mapping tool Summative mapping tool
Sample documents	Sample documents (if applicable)
Student assessment	Student assessment workbook

### Key features of the TAR

- The *Trainer and assessor resource* complements the Aspire learner guide (print, eBook or online).
- Includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.
- Includes sample student templates for training and assessment.

#### Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to direct online or classroom discussion about the learning content.
- Clearly maps the learning content to the unit of competency requirements.

#### Summative assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.

# Formative assessment overview

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This resource complements the corresponding Aspire learner guide.

Aspire provides activities in its learner guides. The formative assessment marking guide provides solutions and suggested answers to activities. It also provides discussion topics.

## How to use formative assessment

Formative assessment is used to help students consolidate their learning and to help trainers determine how the learners are progressing.

Formative assessment tasks can be used by learners in a variety of settings, including face to face and online. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the activities provided by Aspire. This should be done according to the interest level, the experience of the learners and the specific learning situation.

## Activities

The activities provided in the learner guides are mapped to the unit of competency and include a range of question styles to suit most learners.

Each activity asks the learner to review their understanding of the content. The question styles are designed to complement the final assessment questions. This provides students with an opportunity to practise for the final assessment questions.

Solutions to activities are provided in this TAR. Activity solutions are also provided immediately as part of online activities, which are accessible via links in the eBook.

Solutions should serve as a reliable guide to the type of information that a trainer would **expect to see in a learner's response**. **The nature and variety of the activities means that**, in some cases, there will be numerous correct responses and the solutions provided cannot cater for all contexts and possible outcomes.

The answers provided by the learner will vary due to a number of factors, including:

- the **learner's** personal and work-related experiences
- the situations and strategies presented by the trainer
- **the learner's or trainer's** interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the learner.

## Talk with others

Discussion questions allow the learner to reflect more widely on what they have learned and their personal experiences. Discussion allows learners to apply their learning to a broader context and share responses to questions with others.

# Summative assessment marking guide

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## Assessment questions with suggested responses

This resource complements the corresponding *Aspire Student assessment workbook* for this unit.

This *Summative assessment marking guide* provides questions, along with solutions and suggested answers.

## Assessment task 1: Questions

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### Instructions to the assessor

#### What is this assessment for?

Students' correct responses to the questions show that they have the required knowledge of the topics, including:

- IT equipment
- Risks and hazards
- Using IT systems and devices

#### How do students complete this assessment?

This is an open book task – students can use their learner guide, the internet, and other books and resources to assist if required.

Students must answer all 14 questions correctly for this task to be completed satisfactorily. The questions are divided into three (3) sections.

Students must respond to the questions in the spaces provided.

Students must submit an answer to each of the questions.

Advise students on how to submit their responses if they are using a computer to type their answers.

#### What do students need to complete this assessment?

Students need access to the *Student assessment workbook* or learning management system to complete the questions.

Students need access to a learner guide, the internet and/or other resources.

#### What evidence needs to be submitted?

An assessment task cover sheet must be completed and submitted with this task.

You must provide students with the due date for the assessment, which can be recorded in the assessment plan section of their workbook.

**What if the assessment is not suitable?**

You may choose to modify this assessment to suit a candidate's needs. For example, you may offer the candidate the option to undertake oral assessment.

You must record the reasonable adjustment and evidence collected in the assessment cover sheet for this assessment.

Any adjustments to this assessment must comply with the unit requirements and with the RTO's policies and procedures.

**What happens when answers are not satisfactory?**

If any answers are marked as unsatisfactory, the candidate will need to redo the question/s.

The student must be provided with an opportunity for reassessment. The student is allowed three (3) attempts at this assessment.

**Case study 1: Following IT procedures (Question 1)**

*Read the case study to answer the question that follows.*

Jessica is a new employee in the customer service department at Universal Warehouse Supplies. Jessica's role is to enter new customer details, update existing customer information and enter customer orders.

Today she is updating customer information in the database. Ming, her supervisor, is in a sales meeting and has left instructions for her and a stack of invoices containing the information on the new customer.

Jessica selects the software program that is used for customer data entry and searches for the customer using her last name. There are several customers with the same last name, so she opens each file and checks for the customer's first name until she locates the correct file.

Jessica is unsure which file to use to update the information. She refers to workplace instructions that describe how to ensure the right file is updated, and she double checks the location, file path and the directory where the file is saved.

Jessica starts to update the data for the new customer, but the program will not advance to the next screen. She is unsure whether she needs to save the file, if she has entered information incorrectly or if there is a step she has missed. Since she is unable to ask Ming, Jessica refers to the 'Help' menu to help her figure out what is wrong. She realises that she has forgotten to fill in some information that is required before she can move on to the next screen.

Before Jessica saves the information, she follows procedures by cross-checking the information she has entered with the information on the invoices and uses the spellcheck feature to check for any errors.

Satisfied that the information is correct, Jessica selects 'Save as' to save the new information. This is so she can see where the file is going to be saved and can make sure that it is saved in the correct directory. Jessica refers to the file-naming conventions to make sure she names the file correctly.

When she has finished entering all the customer information in the invoices, she closes down all of the windows that are open on her screen and selects 'Shut down'.

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Unit of competency	Content	Activities
	<ul style="list-style-type: none"> <li>Use other sources of information</li> </ul>	
2.6 Required file and/or data to be accessed is identified	1A IT equipment and systems <ul style="list-style-type: none"> <li>Computer directory</li> </ul> 2A Access and operate equipment and systems Locate files	Activity 3: Q3
2.7 Files/data are filed in accordance with workplace procedures	2A Access and operate equipment and systems <ul style="list-style-type: none"> <li>Follow procedures to store files</li> </ul>	Activity 3: Q3
2.8 Shut-down procedures for files, applications and equipment are followed	2A Access and operate equipment and systems <ul style="list-style-type: none"> <li>Follow shut down procedures</li> </ul>	Activity 3: Q4
<b>Element 3: Input, store and present files/data</b>	<b>n/a</b>	<b>n/a</b>
3.1 Data is entered using appropriate equipment, keyboard/mouse, bar code reader, touch screen or other system	2B Input, present, store and secure data <ul style="list-style-type: none"> <li>Enter data</li> </ul>	Activity 4: Q1
3.2 Accurate input is confirmed	2B Input, present, store and secure data <ul style="list-style-type: none"> <li>Check entered data</li> </ul>	Activity 4: Q1
3.3 Files are accessed in accordance with workplace procedures	2B Input, present, store and secure data <ul style="list-style-type: none"> <li>Access files</li> </ul>	Activity 3: Q2
3.4 Data is manipulated to suit work requirements and is checked for accuracy	2B Input, present, store and secure data <ul style="list-style-type: none"> <li>Manipulate data</li> </ul>	Activity 4: Q2
3.5 Saved files are accessed through relevant directories	2A Access and operate equipment and systems	Activity 3:Q3

Performance evidence		Part A – Questions	Part B – Case study	Part C – Observation
PE6	Identifying fault-finding procedures			O10
PE7	Implementing contingency plans when using infotechnology devices in the workplace including using security and backup software and procedures	Q13		O6
PE8	Modifying activities depending on operational contingencies, risk situations and environments	Q5		O12
PE9	Operating infotechnology devices used within the workplace in accordance with operational requirements	Q10		O9
PE10	Reading and interpreting instructions, procedures, information, operational instructions and manuals relevant to using infotechnology devices in the workplace		CS1	O5
PE11	Reporting and/or rectifying identified problems, faults or malfunctions promptly, in accordance with regulatory requirements and workplace procedures			O13
PE12	Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment			O4

Knowledge evidence		Part A – Questions	Part B – Case study	Part C – Observation
KE1	Work health and safety (WHS)/occupational health and safety (OHS) risks and hazards when using computer equipment for work tasks, and ways of controlling these risks/hazards	Q8		

# Final assessment

## How to work through this final assessment

*TLIK2010 Use infotechnology devices in the workplace*

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

This final assessment has three (3) sections that you must complete.

## Assessment plan for this unit

The table below is a summary of the final assessment for this unit.

Ask your assessor to confirm the dates for submitting each assessment task. Add the dates to the table below for your records.

Assessment task	Description of task	Due date
1. Questions	There are three (3) sections. The student must correctly answer all 14 questions.	
2. Case studies	There is one (1) case study. The student must read the scenario, then correctly answer the question.	
3. Observation	There are four (4) sections. The student must show they can do each of the following: <ol style="list-style-type: none"> <li>Using appropriate IT equipment and software</li> <li>IT and system security</li> <li>Following SOPs to operate IT equipment</li> <li>Responding to contingencies</li> </ol>	

## How to submit assessments

You must submit your completed assessments to your assessor. Instructions for what to submit for assessment are detailed in each assessment task.

## How to appeal an assessment result

If you believe your assessment result is not right you should discuss this with your assessor. They will direct you to your student handbook, which will have information about how to appeal an assessment result.

## Section 1: IT equipment (Questions 1–7)

### Question 1

There is a variety of information technology (IT) equipment that is used to source, transfer and gather information.

Match the equipment on the left to the function, parts and accessories on the right.

A. Desktop computer	a. Uses a wireless non-contact system to transfer data from one object to another for identification and tracking. Accessories include a desk holder, portable handheld holder, USB adaptor, holster, battery pack and power supply.
B. Radio-frequency (RF) scanner	b. Fully portable and can be used in any location. Accessories include a carry case, external modem, external hard drive, camera, USB port and DVD/CD drive.
C. Laptop computer	c. Used to control computer-automated processes. Parts include a hard drive and processor and accessories include a USB port, DVD/CD drive, monitor, keyboard and mouse.
D. Tablet	d. Portable IT device primarily operated by touchscreen. Accessories include a case, stylus, power pack and hard cover.

Result

S ☐U ☐

### Question 2

In the warehouse, you will use specific IT equipment and systems to complete tasks.

Match the beginning of each sentence about systems, software or equipment to the correct ending.

A. Database management systems are used to	a. for managing and locating stock or materials.
B. Inventory control systems are used	b. computers to share the same resources, such as an intranet, internet connection, files, printers and other IT equipment.
C. Electronic data interchange (EDI) systems	c. store and organise information so that it can be easily accessed.
D. Invoicing systems	d. transfer data from one computer system to another automatically through agreed message standards.
E. Networking systems allow	e. keep track of customer orders, invoices and payments received, issue statements and generate profit/loss reports.

Result

S ☐U ☐

### Question 3

IT systems in a warehouse can affect how you do your work tasks.

If you do not understand how IT systems apply to your work tasks, how could you clarify this?