

Training Package	Information and Communications Technology (ICA05)		HSC Requirements and Advice
Title	Operate a personal computer		
Unit code	Unit sector	HSC Indicative Hours	
ICAU1128B	Use	5	
Unit descriptor	<p>This unit defines the competency required to operate a personal computer, including starting the PC, logging in, using and understanding desktop icons and their links to underlying programs, navigating a directory structure, saving work, printing, closing down the PC.</p> <p>The following unit is linked and forms an appropriate cluster:</p> <ul style="list-style-type: none"> ICAU1129B Operate a word processing application <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>		
Prerequisite units	There are no prerequisites for this unit.		
Employability skills	This unit contains employability skills.		

Required skills and knowledge

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

Required skills	Required knowledge
<ul style="list-style-type: none"> Saving and retrieving files to various locations Mouse management (button usage) for different applications Reading and writing at a level where basic workplace documents are understood Ability to communicate with peers and supervisors Seeking assistance and expert advice Interpretation of user manuals and help functions The ability to input user access details for accessing a personal computer (PC) (possibly a networked environment). 	<ul style="list-style-type: none"> Basic keyboarding skills Computer functions Basic parts of a computer and various hardware components Storage devices and basic categories Basic software operation.

Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Method of assessment	Guidance information for assessment
<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to use software, navigate around the desktop, use system features to perform tasks, and save results of work. <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> personal computer printer mouse and keyboard monitor basic software. 	<p>Using a personal computer is an essential business function and basic core skill in most workplaces. Demonstration of this competency will require:</p> <ul style="list-style-type: none"> knowledge of PC operations in a narrow range of areas basic PC practical skills performing a sequence of routine tasks after having received clear direction receiving and passing on messages and information <p>The breadth, depth and complexity of knowledge and skills in this competency would prepare a person to perform a defined range of activities many of which may be routine and predictable.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> Demonstration of knowledge by recall in a narrow range of areas; demonstrating basic practical skills, such as the use of relevant tools and applications; performing a sequence of routine tasks given clear direction; and receiving and passing on messages or information. Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group. 	<p>The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Version 3.0 Section 1.</p> <ul style="list-style-type: none"> Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario. 	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> ICAU1129B Operate a word processing application <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> 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 receive and pass on messages and information maintain knowledge of industry products and services.

Elements	Performance criteria	Range Statement
1 Start the computer	1.1 Check <i>peripheral device</i> connections for correct position	<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p> <p><i>Peripheral device</i> may include but is not limited to:</p> <ul style="list-style-type: none"> • mouse • keyboard • visual display unit • monitor • printer.
	1.2 Switch on power at both the power point and <i>computer</i>	<p><i>Computer</i> may include:</p> <ul style="list-style-type: none"> • laptops • workstations • servers • other devices.
2 Access basic system information	2.1 Insert user name and password as prompted and note access, privacy, security and related conditions of use displayed on introductory screens	
	2.2 Navigate through the <i>operating system</i> to access <i>system information</i> to identify system configuration and application versions in operation	<p><i>Operating System</i> may include but is not limited to:</p> <ul style="list-style-type: none"> • Linux 7.0 or above • Windows 2000 or above • Apple OS X or above. <p><i>System Information</i> may include but is not limited to:</p> <ul style="list-style-type: none"> • hardware and software components that run a computer.
	2.3 Use <i>on-line help functions</i> as required	<p><i>On-line help functions</i></p> <ul style="list-style-type: none"> • an instruction manual or a portion of the manual, integrated into the program.
3 Navigate and manipulate desktop environment	3.1 Create and customise desktop icons	

Elements	Performance criteria	Range Statement
	3.2 Select, open and close desktop icons to access <i>application programs</i>	Application programs may include: <ul style="list-style-type: none"> • database programs • word processors • email programs • internet browsers • system browsers • spreadsheets.
	3.3 Manipulate application windows and return desktop to original condition	
4 Organise basic directory/folder structure and files	4.1 Create and name directories and subdirectories	
	4.2 Identify <i>attributes</i> of directories	Attributes <ul style="list-style-type: none"> • indicates several properties of the directory. For example, they indicate whether the directory is read-only, whether it needs to be backed up, and whether it is visible or hidden.
	4.3 Move subdirectories between directories	
	4.4 Rename directories as required	
	4.5 Access directories and subdirectories via different paths	
5 Organise files for user and/or organisation requirements	5.1 Use <i>system browser</i> to search drives for specific files	System browser may include but is not limited to: <ul style="list-style-type: none"> • Windows Explorer • Konqueror.
	5.2 Access the most commonly used types of files in the directories	
	5.3 Select, open and rename groups of files as required	
	5.4 Move files between directories	
	5.5 Copy files to <i>disk</i>	Disks may include but are not limited to: <ul style="list-style-type: none"> • floppy disks

Elements	Performance criteria	Range Statement
	5.6 Restore deleted files as necessary	<ul style="list-style-type: none"> • CDs • CR-RW (Compact Disks – Read Write) • DVD-RW • zip disks • flash drives • solid state hard drives
	5.7 Erase and format <i>disks</i> as necessary	
6 Print information	6.1 Add a printer if required and ensure correct <i>printer settings</i>	<p>Printer settings may include:</p> <ul style="list-style-type: none"> • layout • paper size • paper tray • cartridge type • number of copies • orientation.
	6.2 Change the default printer if appropriate	
	6.3 Print <i>information</i> from an installed printer	<p>Information may include but is not limited to:</p> <ul style="list-style-type: none"> • documents • text pages • web pages • other output.
	6.4 View and delete progress of print jobs as required	
7 Shut down computer	7.1 Save any work to be retained and close all open application programs correctly	
	7.2 Shut down computer correctly	