



Australian Government

Department of Education, Employment and Workplace Relations

BSBCMN107A Operate a personal computer

Release: 1

Modification History

Not Available

INTRODUCTION

Unit Descriptor This unit covers the competencies required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

This unit is related to BSBCM213A Produce simple wordprocessed documents and BSBCM214A Create and use simple spreadsheets. Consider co-assessment with BSBCM108A Develop keyboard skills.

Competency Field Common

Element	Performance Criteria
1. Start computer and basic system information and features	1.1 Computer is started or user logged on according to user procedures 1.2 Basic functions and features are identified using system information 1.3 Desktop configuration is customised if necessary with assistance from appropriate persons 1.4 Disks are erased and formatted as necessary 1.5 Available help functions are used as required
2. Navigate and manipulate desktop environment	2.1 Desktop icons are correctly selected, opened and closed to access features (directories/folders, files, network devices, recycle bin and waste basket) 2.2 Different roles and parts of the desktop window are identified for particular functions 2.3 Desktop windows are opened, resized and closed for navigation purposes 2.4 Shortcuts from the desktop are created if necessary with assistance from appropriate persons
3. Organise basic directory and folder structures	3.1 Directories/folders with subdirectories/subfolders are created and suitably named 3.2 Directory/folder attributes (size, dates, etc) are identified 3.3 Subdirectories/folders are moved between directories/folders 3.4 Directories/folders are renamed as required

- 3.5 Directories/folders and subdirectories/folders are accessed via different paths
- 4. Organise files for use and/or organisational requirements
 - 4.1 The most commonly used types of files in a directory/folder are identified
 - 4.2 Files are created and suitably named when required
 - 4.3 Groups of files are selected and opened and renamed as required
 - 4.4 Files are copied or cut and pasted across directories
 - 4.5 Files are copied to disk where necessary
 - 4.6 Deleted files are restored as necessary
 - 4.7 Software tools are used to locate files
- 5. Print information
 - 5.1 Information printed from installed printer
 - 5.2 Progress of print jobs viewed and deleted as required
 - 5.3 Default printer is changed for installed list if available
- 6. Shutdown computer
 - 6.1 All open applications are closed
 - 6.2 Computer is shutdown in accord with user procedures

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

- | | |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Legislation, codes and national standards relevant to the workplace which may include: | <ul style="list-style-type: none">• award and enterprise agreements and relevant industrial instruments• relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity• relevant industry codes of practice |
| Documents may include but are not limited to: | <ul style="list-style-type: none">• help files• established files and applications |
| Operating systems may include | <ul style="list-style-type: none">• command line and graphical user interface |
| Disks may include but are not limited to: | <ul style="list-style-type: none">• diskettes• CDs• zip disks |
| IT components can include: | <ul style="list-style-type: none">• hardware• software• communications packages |
| OHS standards may include: | <ul style="list-style-type: none">• statutory requirements• OHS guidelines related to the use of the screen equipment, computing equipment and peripherals, and ergonomic work stations, security procedures, customisation requirements |

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence	<ul style="list-style-type: none"> • Ability to perform start up and filing procedures, file name conventions and • To navigate and manipulate the desktop environment within the range of assigned workplace tasks
Underpinning Knowledge*	<ul style="list-style-type: none"> • Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti-discrimination and diversity • Organisational benchmarks for keyboarding • Basic ergonomics of keyboard and computer use • Main types of computers and basic features of different operating system • Main parts of a computer • Storage devices and basic categories of memory • Relevant types of software • Suitable file naming conventions • General security, viruses, privacy legislation and copyright
* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.	
Underpinning Skills	<ul style="list-style-type: none"> • Literacy skills to identify work requirements and to comprehend basic workplace documents and interpret basic user manuals • Communication skills to identify lines of communication, request advice, effectively question, follow instructions and receive feedback • Problem solving skills to solve routine problems in the workplace, while under direct supervision • Technology skills to use equipment safely while under direction, basic keyboard and mouse using skills and logging procedures relating to accessing a PC • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental
Resource Implications	The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

- Consistency of Performance In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations
- Context/s of Assessment
- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
 - Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
 - Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
 - Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit

KEY COMPETENCY LEVELS

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

- Collecting, analyse and organise information – to access equipment instructions
- Communicating ideas and information – to obtain advice
- Planning and organising activities – to plan own work
- Working with teams and others – to complete scheduled tasks
- Using mathematical ideas and techniques – not applicable for this unit
- Solving problems – to operate a computer
- Using technology – to operate equipment and complete a task

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies