



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAU1130B Operate a spreadsheet application**

**Release: 1**

## ICAU1130B Operate a spreadsheet application

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to correctly operate spreadsheet applications and perform basic operations.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAU1128B Operate a personal computer</li> <li>• ICAU1129B Operate a word processing application</li> <li>• ICAU1131B Operate a database application</li> <li>• ICAU1132B Operate a presentation package</li> </ul> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Create spreadsheets	1.1. Open spreadsheet application and create/open spreadsheet file and enter numbers, text and symbols into cells according to information requirements 1.2. Enter simple formulas using cell referencing where required 1.3. Correct formulas when error messages occur 1.4. Use a range of common <i>tools</i> during spreadsheet development 1.5. <i>Edit</i> columns and rows within the spreadsheet 1.6. Use the auto-fill function to increment <i>data</i> where required 1.7. Save spreadsheet to correct directory or folder
2. Customise basic settings	2.1. Adjust page <i>layout</i> to meet user requirements or special needs 2.2. Open and view different <i>toolbars</i> 2.3. Change <i>font settings</i> so they are appropriate for the purpose of the document 2.4. Change <i>alignment</i> options and line spacing according to spreadsheet <i>formatting features</i> 2.5. Format cell to display different styles as required 2.6. Modify margin sizes to suit the purpose of the spreadsheets 2.7. View multiple spreadsheets concurrently
3. Format spreadsheet	3.1. Use formatting features as required 3.2. Copy selected <i>formatting features</i> from another cell in the spreadsheet or from another active spreadsheet 3.3. Use <i>formatting tools</i> as required within the spreadsheet 3.4. Align information in a selected cell as required 3.5. Insert headers and footers using <i>formatting features</i> 3.6. Save spreadsheet in another <i>format</i> 3.7. Save and close spreadsheet to <i>disk</i>
4. Incorporate object and chart in spreadsheet	4.1. Import an <i>object</i> into an active spreadsheet 4.2. Manipulate imported <i>object</i> by using <i>formatting features</i> 4.3. Create a chart using selected data in the spreadsheet 4.4. Display selected data in a different chart 4.5. Modify chart using formatting features

ELEMENT	PERFORMANCE CRITERIA
5. Print spreadsheet	5.1. Preview spreadsheet in print preview mode 5.2. Select basic printer options 5.3. Print spreadsheet or selected part of spreadsheet 5.4. Submit the spreadsheet to the <i>appropriate person</i> for approval or feedback

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- Low-level decision making in relation to creating and manipulating spreadsheet data
- Reading and writing at a level where basic workplace documents are understood
- Clear and precise communication
- Interpretation of user manuals

#### Required knowledge

- Logging in procedures relating to accessing a PC
- Basic mathematics
- Basic technical terminology in relation to reading help files and prompts

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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 the Training Package.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>Assessment must confirm ability to complete basic operations associated with creating, formatting, saving and printing a spreadsheet, including creating basic formulas and working with objects and charts.</li> </ul> <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> <li>Personal computer</li> <li>Printer</li> <li>Mouse and keyboard</li> <li>Monitor</li> <li>Basic software</li> <li>Documents or information containing data suitable for creating spreadsheets</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>An individual demonstrating this competency may use pre-existing data (e.g. documents, spreadsheet data, data from database tables) or create new data when creating and manipulating spreadsheets.</p> <p>The use of spreadsheets for business and mathematical applications is widespread. In some cases, spreadsheets can operate as sophisticated computerised ledgers and enable the collation, manipulation and presentation of complex data.</p> <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>

<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Method of assessment</b>	<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 Section 1.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>
<b>Guidance information for assessment</b>	<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"> <li>ICAU1128B Operate a personal computer</li> <li>ICAU1129B Operate a word processing application</li> <li>ICAU1131B Operate a database application</li> <li>ICAU1132B Operate a presentation package</li> </ul> <p>An individual demonstrating this competency would be</p>

**EVIDENCE GUIDE**

	<p>able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge by recall in a narrow range of areas</li> <li>• Demonstrate basic practical skills, such as the use of relevant tools</li> <li>• Perform a sequence of routine tasks given clear direction</li> <li>• Receive and pass on messages and information</li> <li>• Maintain knowledge of industry products and services</li> </ul>
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**Range Statement**

<b>RANGE STATEMENT</b>	
<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. Bold italicised 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>	
<b><i>Tools</i></b> may include:	<ul style="list-style-type: none"> <li>• help</li> <li>• search and replace</li> <li>• spell check</li> <li>• undo</li> <li>• simple formatting tools</li> </ul>
<b><i>Edit</i></b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• add</li> <li>• select</li> <li>• copy</li> <li>• paste</li> <li>• delete</li> <li>• move</li> </ul>
<b><i>Data</i></b> may include:	<ul style="list-style-type: none"> <li>• text or symbols added to the document</li> </ul>
<b><i>Layout</i></b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• display modes</li> <li>• orientation</li> <li>• size</li> </ul>
<b><i>Toolbars</i></b> may contain:	<ul style="list-style-type: none"> <li>• buttons</li> <li>• menus</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• a combination of both</li> </ul>
<i>Font settings</i> may include:	<ul style="list-style-type: none"> <li>• type</li> <li>• size</li> <li>• colour</li> </ul>
<i>Alignment</i> may be:	<ul style="list-style-type: none"> <li>• left</li> <li>• centred</li> <li>• right</li> <li>• justified</li> </ul>
<i>Formatting features</i> may include:	<ul style="list-style-type: none"> <li>• italics</li> <li>• bold</li> <li>• underline</li> <li>• hyphenation</li> </ul>
<i>Formatting tools</i>	<ul style="list-style-type: none"> <li>• Menu commands within the application, such as: help, search and replace, spell check, undo, cut, copy, paste.</li> </ul>
<i>Format</i>	<ul style="list-style-type: none"> <li>• Saving the spreadsheet as another type of document, such as: HTML, XML, comma separated values or text.</li> </ul>
<i>Disk</i> may include but are not limited to:	<ul style="list-style-type: none"> <li>• disks</li> <li>• CDs</li> <li>• CD-RW (Compact Discs-Read Write)</li> <li>• DVD RW</li> <li>• zip disks</li> <li>• solid state hard drives</li> </ul>
<i>Object</i>	<ul style="list-style-type: none"> <li>• Any item that can be inserted into the spreadsheet, such as: other documents, pictures and sound.</li> </ul>
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>

## Unit Sector(s)

Unit sector	Use

## Co-requisite units

<b>Co-requisite units</b>		

## Competency field

<b>Competency field</b>	
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