



Australian Government

Department of Education, Employment and Workplace Relations

ICAICT102A Operate word-processing applications

Release: 1

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Modification History

Release	Comments
Release 1	This Unit first released with <i>ICA11 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to operate word-processing applications and perform basic operations, including creating and formatting documents, creating tables and printing labels.

Application of the Unit

This unit applies to workers who perform a range of routine tasks in the workplace using fundamental knowledge of word processing under direct supervision or with limited responsibility.

Operating a word-processing application is a core function and essential skill for most businesses.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Apply OHS practices	1.1 Use workplace <i>ergonomic work practices</i> and strategies 1.2 Organise work area ensuring an <i>ergonomic work environment</i>
2. Create documents	2.1 Open word-processing application, create document and add data according to <i>information requirements</i> 2.2 Use document templates as required 2.3 Use simple <i>formatting tools</i> when creating the document 2.4 Save document to directory
3. Customise basic settings to meet page layout conventions	3.1 Adjust page layout to meet information requirements 3.2 Open and view different toolbars 3.3 Change <i>font format</i> to suit the purpose of the document 3.4 Change alignment and line spacing according to document information requirements 3.5 Modify margins to suit the purpose of the document 3.6 Open and switch between several documents
4. Format documents	4.1 Use <i>formatting features</i> and styles as required 4.2 Highlight and copy text from another area in the document or from another active document 4.3 Insert headers and footers to incorporate necessary data 4.4 Save document in another <i>file format</i> 4.5 Save and close document to <i>a storage device</i>
5. Create tables	5.1 Insert standard table into document 5.2 Change cells to meet information requirements 5.3 Insert and delete columns and rows as necessary 5.4 Use formatting tools according to style requirements
6. Add images	6.1 Insert appropriate <i>images</i> into document and customise as necessary 6.2 Position and resize images to meet document formatting needs
7. Print documents	7.1 Preview document in print preview mode

	7.2 Select basic <i>print settings</i>
	7.3 Print document or part of document from printer

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - communicate with peers and supervisors
 - seek assistance and expert advice
- literacy skills to:
 - interpret user manuals and help functions
 - read and write basic workplace documents
- problem-solving skills to address common operational problems when using word-processing applications
- technical skills to:
 - operate a personal computer (PC)
 - use a keyboard to enter text and numerical data.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- organisational requirements for ergonomics, such as work periods and breaks
- organisational style guide
- purpose, use and function of word-processing software.

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 the Training Package.

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • follow OHS requirements • create, open and retrieve documents • customise basic settings • format documents • create tables • add text, objects and images • save and print documents.
Context of and specific resources for assessment	Assessment must ensure access to: • personal computer and printer • word-processing software currently used in industry • documents detailing organisational style guide or policy and OHS requirements • data suitable for use with word-processing packages • appropriate learning and assessment support when required. Where applicable, physical resources should include equipment modified for people with special needs.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • verbal or written questioning to assess candidate's knowledge of word-processing operations • direct observation of candidate creating and formatting documents • review of documents prepared by candidate demonstrating word-processing skills, including formatting, tables and images.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate. Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.

	Indigenous people and other people from a non-English speaking background may need additional support. In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.
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Range Statement

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.

<i>Ergonomic work practices</i> may include:	• pause exercises • personal strategies: • chair height • footrests • monitor and keyboard alignment • monitor reflection angle • task and postural variety.
<i>Ergonomic work environment</i> may relate to:	• air quality • furniture and storage • lighting • noise • temperature.
<i>Information requirements</i> may include:	• agendas • letters • memos • minutes • other business documents required by the organisation.
<i>Formatting tools</i> may include:	• menu commands within the application: • borders • copy, cut and paste • help • find and replace • shading • spell check • undo.
<i>Font format</i> may include:	• combination of typeface and other attributes: • pitch and spacing • size.
<i>Formatting features</i> may include:	• bold • hyphenation • italics • underline.

<i>File format</i> may include:	• CSV files • doc files • HTML pages • PDF files • SXW (star office) files • RTF files • text files.
<i>Storage device</i> may include:	• CD • DVD • external hard drive, including universal serial bus (USB) flash drive • internal hard drive • web storage space.
<i>Images</i> may include:	• clip art • graphics • pictures.
<i>Print settings</i> may include:	• layout • number of copies • orientation • paper size • sides.

Unit Sector(s)

General ICT