



***Assessment Guide for
Recognition of Prior Learning***

Course No 19001

**Certificate II in Information
Technology**

**(from ICA05 Information and Communication
Technology Training Package)**

LOVE YOUR WORK



Contents

19001 Certificate II in Information Technology	3
Competency Units	3
Personal information	5
Introduction to the assessment process	6
Purpose:	6
About recognition and assessment of evidence:	6
Steps in the recognition process:	7
Evidence of competency	8
How much evidence is enough for assessment?.....	8
Can I gather evidence myself?.....	8
Can evidence be used more than once?	8
What can be used as evidence?	9
What are competency standards?	11
Following the steps in the recognition process:	13
Assembling your portfolio folder	13
Workplace assessment of evidence Your interview with your supervisor and your assessor.....	13
Assessment Units.....	14
ICAU1128A Operate a personal computer	15
BSBCM106A Follow workplace safety procedures	18
ICAD2012A Design organisational documents using computing packages	20
ICAU2005A Operate computer hardware	22
ICAU2006A Operate computing packages	24
ICAU2013A Integrate commercial computing packages	27
ICAU2231A Use computer operating system	30
ICAW2001A Work effectively in an IT environment.....	32
ICAW2002A Communicate in the workplace	34
Checklist for recognition of prior learning.....	36

19001 Certificate II in Information Technology

Competency Units

To gain the Certificate II nine (9) core units and six (6) elective units of competency are required to be completed.

Group 1 Core Modules:

The Group 1 module is a pre-requisite to some core units found in Group 2. This module must be completed first if it has not already been completed elsewhere.

Number	Module Name
ICAU1128A	Operate a personal computer

Group 2 Core Modules:

The Group 2 units are core units, all of which must be completed.

Number	Module Name
BSBCMN106A	Follow workplace safety procedures
ICAD2012A	Design organisational documents using computing packages
ICAU2005A	Operate computer hardware
ICAU2006A	Operate computing packages
ICAU2013A	Integrate commercial computing packages
ICAU2231A	Use computer operating system
ICAW2001A	Work effectively in an IT environment
ICAW2002A	Communicate in the workplace

Group 3 Elective Modules:

The Group 3 units are elective units, of which 6 units must be completed. There are many units in this elective group, however, due to the current availability of resources not all units may be available. Check with your teacher which units can be supported.

Number	Module Name
ICAD2003A	Receive and process oral and written communication
ICAD3218A	Create user documentation
ICAI2015A	Install software applications
ICAI3021A	Connect internal hardware components
ICAS2008A	Maintain inventories for equipment, software and documentation
ICAS2009A	Interact with clients
ICAS2010A	Apply problem solving techniques to routine malfunctions

ICAS2014A	Connect hardware peripherals
ICAS2016A	Record client support requirements
ICAS2017A	Maintain system integrity
ICAS2243A	Detect and protect from spam and destructive software
ICAS3034A	Determine and action network problem
ICAS3115A	Maintain equipment and software in working order
ICAS3121A	Administer network peripherals
ICAS3234A	Care for computer hardware
ICAT3025A	Run standard diagnostic tests
ICAU2007A	Maintain equipment and consumables
ICAU3004A	Apply occupational health and safety procedures
ICAU3019A	Migrate to new technology
ICAW2011A	Work individually or in a team to achieve organisational goals
ICPKN315A	Apply knowledge and requirements of the multimedia sector
ICPMM263A	Access and use the Internet
ICPMM321A	Capture a digital image

The ICA05 Information & Communication Technology Training Package can be viewed at www.ntis.gov.au

Follow the prompts to see each of the Competencies and associated detail. The Training Package Code is ICA05. The relevant units of competence are also in the back of this guide

Personal information

Please complete the following details and hand in to your facilitator

Student Details

Date employment commenced:	
Student's name:	
Home address (postal):	
State:	Postcode:
Phone numbers: (Work): (Home):	
Email address:	
Date of birth:	

Employment Details

Name of Organisation:	
Postal Address:	
Town:	Postcode:
Supervisor's Name:	
Phone number:	
Fax number:	
Email address:	

Assessor/Facilitator Details

Name of Organisation: TAFE NSW, Western Institute	
Postal Address:	
Town:	Postcode:
Assessor's Name:	
Phone number:	
Fax number:	
Email address:	

Introduction to the assessment process

Purpose:

The purpose of this booklet is to guide students through an assessment process using workplace evidence for recognition of skills.

You will be providing evidence in **two** ways:

- 1 Assembling a folder of workplace evidence (see sample contents on page 29), units of competence (at rear of guide), resume and any qualifications including the School Certificate
- 2 Workplace assessment and collection of evidence with confirmation of your duties by your supervisor

About recognition and assessment of evidence:

Recognition is your assessor recognising your skills and knowledge from work and study you have already done. People who consider that they already have some or all of the skills that make up the competencies outlined in this course may be granted recognition based on assessment of relevant qualifications, and/or from evidence collected from the workplace.

Assessment of things you already know is called Recognition or Prior Learning (RPL). Your assessor will offer you this kind of assessment. The benefit of using RPL is that you do not need to do unnecessary training or assessment. By getting recognition for the skills and knowledge you already have, you can put more effort into the Units of Competency you don't know yet. You do need to prove to your assessor by showing them evidence of what you do.

The competency standards (like subjects) form the benchmarks for assessment, and, as such, are the basis of the nationally recognised Australian Qualifications Framework (AQF). Assessment within this framework is defined as the process of collecting evidence and making judgements about whether or not competency has been achieved.

Role of the candidate (student):

To provide valid, reliable, sufficient, current and authentic evidence against each of the competency areas

Role of the assessor:

To assess the evidence provided by the student and make a judgement as to whether the student can perform to the standards and criteria expected in the competency units in the Information and Communication Technology Training Package.

Steps in the recognition process:

1. Arrange to attend an information session at your local campus to guide you through the recognition assessment process
2. Enrol at your local campus in Certificate II in Information Technology and pay the current administration fee.
3. Prepare your folder for assessment in consultation with your facilitator. Include in the folder
 - ✓ a table of contents
 - ✓ brief resume
 - ✓ any workplace samples of work you do
 - ✓ the units of competence (at the back of this guide)
4. Organise your workplace assessment time with your employer and facilitator
5. Complete the workplace assessment and any gaps as agreed with your facilitator
6. Upon successful completion of the Core and elective modules described previously you will exit the course with a Certificate II in Information Technology, a Transcript of Results and a Statement of Competencies achieved.
7. Results will be reported as “by recognition”. Grading is not awarded in a recognition process.
8. If you do not fulfil course completion requirements, you will receive a Transcript showing the competencies gained.

Evidence of competency

How much evidence is enough for assessment?

Assessment is about gathering evidence of your skills and knowledge, then comparing that evidence to a set of competency standards to judge whether you are competent.

Competent means:

- ✓ Knowing how to do a job
- ✓ Understanding why the job should be done that way
- ✓ Being able to do different tasks at the same time
- ✓ Dealing with everyday problems that occur on the job

Evidence is how you prove that you are competent - the documents to show to your assessor as proof that you are competent (see page 7 and 27 for types of evidence).

Your assessor will discuss with you the amount of evidence that should be collected. As a general rule you will need more than one type of evidence to prove your competence for a particular Competency Unit.

For example, answering questions might show that you know about the importance of your job's occupational health and safety policy but it does not prove that you can actually put that policy into practice. Your assessor may prefer to combine different forms of evidence, for example confirmation from your supervisor, which is called a third party report.

Can I gather evidence myself?

You may be able to collect some of the evidence yourself. Discuss what types of evidence are needed with your assessor. Doing things like gathering samples of your work, taking photos, organising third party reports/testimonials (from people you have worked with confirming what you've done) or keeping a work diary might all be useful for assessment and can speed up progress towards your qualification.

It is important that any evidence you gather should be verified by someone who has witnessed your work and who is considered competent. Keep your work examples in a folder. Ask your supervisor to write a brief comment with a signature and date next to each one. This will help the assessor check the evidence later on.

It is also important that you match each piece of evidence to the unit of competency being assessed. You do this by writing down the elements you think it relates to.

Can evidence be used more than once?

Yes, because there are overlaps between Competency Units, one piece of evidence may be able to be used for more than one Competency Unit. If you can see ways of doing this, let your assessor know.

What can be used as evidence?

The following table lists the most common **types** of evidence. There are tips about what you can do to make sure that your evidence can be used by your assessor.

Type of Evidence	Tips
Answering questions	<p>Your assessor will ask questions for a number of reasons, like getting to know you and understanding your workplace. When questions are used to gather evidence, your assessor should tell you that you are being assessed and what topics you will cover. Remember:</p> <ul style="list-style-type: none"> • ask your assessor for some practice questions • do not worry too much if you cannot answer all questions
Qualifications or Statements of Attainment	<p>Training you have done may be useful evidence. Remember:</p> <ul style="list-style-type: none"> • get copies of your relevant certificates (eg School Certificate) and relevant licenses • you may not need to be assessed again if you have successfully completed an equivalent unit or program
Work records and reports from supervisors, employers or workplace mentors	<p>Records include any information that shows what work you did and when you did it. This includes job cards, production records, time sheets, reports, etc. Remember:</p> <ul style="list-style-type: none"> • ask your supervisor what you can use and what the assessor can use and keep • find records that cover a period of time or a number of tasks • ask your supervisor, employer or workplace mentor for reports that can be given to your assessor
Sample products of your work	<p>Provide examples of work you have produced. Remember you need to:</p> <ul style="list-style-type: none"> • show what part of the work is yours • explain the process behind the product • show that it was efficient and that it followed any relevant rules
Sample documents you have created from your workplace	<p>Provide examples of workplace documents you have worked with, for example:</p> <ul style="list-style-type: none"> • letters • spreadsheets • mail merges • databases
Sample policies and of your work (Note: if a small business these may be verbal, not written)	<p>Provide examples of policies and procedures in your workplace, for example:</p> <ul style="list-style-type: none"> • Occupational health and safety • Computer maintenance procedures

Being observed at work	<p>Before going ahead with an observation, find out from your assessor:</p> <ul style="list-style-type: none"> • what is going to be assessed • when this will happen and who is going to be assessing • who else will be present • whether you have to answer questions at the same time
Demonstrating particular tasks	<p>By asking you to demonstrate a task, the assessor can focus on skills that might not occur in a normal observation. Remember:</p> <ul style="list-style-type: none"> • if it is an uncommon task you might want to practice first • you may have to answer questions • if you make a mistake, you can usually ask to start again
Simulations and role-plays	<p>Simulations and role-plays involve you doing tasks that are difficult to observe or demonstrate at work. These are often used so that the assessor can see how you manage unplanned tasks like emergencies.</p> <p>Role-plays make some people nervous, so it can be helpful to practise before the assessment.</p>

What are competency standards?

Competency standards are used all around Australia. They describe what your industry accepts as effective performance in the workplace. This includes the skills and knowledge you need to do a job. These competency standards match particular activities that people carry out at work, such as using appropriate retail equipment, dealing with customers or following the workplace's occupational health and safety procedures.

Competency Standards are often referred to as **Competency Units** and they can be found in a document called a **Training Package**. The Retail industry has a Training Package and your training is delivered from the Training Package Qualification code WRR20102. Each Competency Unit (like a subject at school) is in turn broken down into smaller parts, called **elements** (like a topic in a subject) and **performance criteria** (like subheadings in a topic). These are what assessors use when they are judging whether or not someone is competent. Look at the following example:

ICAU1128A – Operate a personal computer (this is a “work activity” – something you do at work)	
Elements: (Part of this “work activity” is to...)	Performance Criteria: (You will know you can do this part of your job when...)
1. Start the computer	1.1 Check peripheral device connections for correct position 1.2 Switch on power at both the power point and computer
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 operating system to access system information to identify system configuration and application versions in operation 2.3 Use on-line help functions as required
3. Navigate and manipulate desktop environment	3.1 Create and customise desktop icons 3.2 Select, open and close desktop icons to access application programs 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 attributes of directories 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 system browser to search drives for specific files 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 disk 5.6 Restore deleted files as necessary 5.7 Erase and format disks as necessary
6. Print information	6.1 Add a printer if required and ensure correct printer settings 6.2 Change the default printer if appropriate

	6.3 Print information from an installed printer 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

Competency Units can seem confusing when you first look at them. But they let you know the standard you are being assessed against. The units take into consideration the way things are done at your workplace.

Following the steps in the recognition process:

1. Assembling your portfolio folder

- ✓ Divide the folder into sections. The following are some suggested sections:
 - Table of Contents
 - Resume
 - Copies of any qualifications held
 - Position Description and/or list of your work duties
 - Work Highlights and Duties OR Work Project/s
 - Special awards/recognition
 - Evidence collected in your workplace (please note on this evidence which unit/s it relates to)
 - Report from your manager confirming your period of employment
 - Any 3rd party reports you are including (eg references)
 - Completed evidence against the units for assessment (with the self assessment completed)

2. Workplace assessment of evidence

Your interview with your supervisor and your assessor

The assessor will have certain questions in mind when looking at the evidence gathered about your competence. You should ask yourself the same questions (following), and be able to answer 'yes' to all of them, before asking to be assessed.

- ✓ Does my evidence relate directly to the Competency Units that are being assessed?
- ✓ Is there enough evidence to cover all the parts of the Competency Unit?
- ✓ When all the evidence is put together does it show a consistent picture of my competence? In other words, do all the pieces of evidence 'agree'?
- ✓ Does the evidence show that I have the knowledge and skills right now?
- ✓ Can I guarantee that the evidence shows my work, and not someone else's?
- ✓ Have I cross referenced my evidence to the different Competency Units it relates to?

If your assessor answers 'yes' to all of these questions, then they will sign the assessment record. When all of the assessment records you need for your course have been signed you are well on your way to receiving your qualification.

If your assessor cannot answer 'yes' to all of these questions they will discuss with you the reasons you are "Not Yet Competent" and will provide suggestions for further learning which will tell you how to get the extra skills and knowledge you need to fill this gap, before being assessed again.

3. Assessment Units

Fill in the following templates with your supervisor to ensure you have covered the “Learning” section of the template, and put it in your folder for assessment.

Your assessor will complete the “Assessment” section of the template when they visit your workplace.

ICAU1128A Operate a personal computer

Element: Start the computer	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Check peripheral device connections for correct position								
1.2 Switch on power at both the power point and computer								
Element: Access basic system information	Learning				Assessment			
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 operating system to access system information to identify system configuration and application versions in operation								
2.3 Use on-line help functions as required								
Element: Navigate and manipulate desktop environment	Learning				Assessment			
3.1 Create and customise desktop icons								
3.2 Select, open and close desktop icons to access application programs								
3.3 Manipulate application windows and return desktop to original condition								
Element: Organise basic directory/folder structure and files	Learning				Assessment			
4.1 Create and name directories and subdirectories								
4.2 Identify attributes of directories								
4.3 Move subdirectories between directories								
4.4 Rename directories as required								
4.5 Access directories and subdirectories via different paths								

<p>Element: Organise files for user and/or organisation requirements</p>	Learning				Assessment			
<p>5.1 Use system browser to search drives for specific files</p> <p>5.2 Access the most commonly used types of files in the directories</p> <p>5.3 Select, open and rename groups of files as required</p> <p>5.4 Move files between directories</p> <p>5.5 Copy files to disk</p> <p>5.6 Restore deleted files as necessary</p> <p>5.7 Erase and format disks as necessary</p>								
<p>Element: Print information</p>	Learning				Assessment			
<p>6.1 Add a printer if required and ensure correct printer settings</p> <p>6.2 Change the default printer if appropriate</p> <p>6.3 Print information from an installed printer</p> <p>6.4 View and delete progress of print jobs as required</p>								
<p>Element: Shut down the computer</p>	Learning				Assessment			
<p>7.1 Save any work to be retained and close all open application programs correctly</p> <p>7.2 Shut down computer correctly</p>								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

BSBCMN106A Follow workplace safety procedures

Element: Follow workplace safety procedures	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Hazards in the work area are recognised, while under direct supervision and reported to appropriate people according to workplace procedures								
1.2 Workplace procedures and work instructions for own area of responsibility, for assessing and controlling risks are followed accurately while under direct supervision								
1.3 Workplace procedures for dealing with incidents (accidents), fire and other emergencies are followed under direct supervision , whenever necessary within the scope of responsibilities and competencies								
Element: Contribute to Occupational Health & Safety in the workplace	Learning				Assessment			
2.1 Occupational Health and Safety issues are raised with appropriate people in accordance with workplace procedures and relevant Occupational Health and Safety legislation								
2.2 Contributions to participative arrangements for Occupational Health and Safety management in the workplace are made within organisational procedures and the scope of responsibilities and competencies								

Evidence gathered included and numbered for BSBCMN106A Follow Work Safety Procedures :

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAD2012A Design organisational documents using computing packages

Element: Design documents to meet organisational needs	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
<p>Use <i>applications</i> to design and configure document templates for use in a business environment</p> <p>Demonstrate the implementation of design guidelines</p> <p>Select appropriate <i>software</i></p> <p>Use <i>software</i> as per specifications to design documents</p> <p>Store documents for access and editing as required</p> <p>Obtain approval of design of documents from <i>appropriate person</i></p>								
Element: Access, retrieve, manipulate and save data	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
<p>Use <i>software</i> as per specification</p> <p>Locate and open <i>files</i></p> <p>Amend designs according to requirements</p> <p>Exit <i>applications</i> successfully without loss of <i>data</i></p>								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2005A Operate computer hardware

Element: Identify computer hardware components	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify <i>external hardware components and peripherals</i>								
1.2 Identify <i>internal hardware components</i>								
Element: Understand the inter relationship between computer hardware and software	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Describe the functions of computer hardware and associated OH&S standards and environmental considerations around hardware use and disposal								
2.2 Describe the function of a computer operating system								
2.3 Describe the boot process								
2.4 State the relationship between an application program, the operating system and hardware								
2.5 State the general differences between the different computer platforms and their respective operating systems								
2.6 Draw a simple block (schematic) diagram showing the interconnection of the various components of a computer								
Element: Use computer input equipment	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Follow OH&S standards and organisational policies and procedures when using computer input equipment								

Evidence gathered included and numbered for module ICAU2005A Operate computer hardware:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2006A Operate computing packages

Element: Use appropriate software	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Select software appropriate to perform activity								
1.2 Use software to produce required outcome using a range of features related to the activities								
1.3 Save documents in appropriate directories/folders								
Element: Access, retrieve and manipulate data	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Select and access files								
2.2 Amend and save files according to requirements								
2.3 Produce documents and files that meet organisational needs								
2.4 Save files in appropriate directories/folders								
2.5 Exit software correctly without loss of data								
Element: Access and use help functions within each application	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Identify the help resources available for basic difficulties with the software								
3.2 Access user help documentation and other resources for basic difficulties with the software								

Element: Use keyboard and equipment	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Follow OH&S standards and regulations to avoid injury or illness								
4.2 Use wrist rests and document holders where appropriate								
4.3 Use monitor anti-glare and radiation reduction screens where appropriate								
4.4 Ensure user equipment is maintained and free from defects that could cause injury								

Evidence gathered included and numbered:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2013A Integrate commercial computing packages

Element: Determine work requirements	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Identify the requirement of the task								
1.2 Select appropriate software and file formats								
Element: Produce required data/documents to new format	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Create a mailing list using a database, spreadsheet or address book, and merge mailing list with another document								
2.2 Use a conversion tool of a software application package to convert data from one format to another to enable additional work on the converted data								
2.3 Save data to a new file format								
2.4 Import objects from another software application package and modify as required to produce a required outcome								
2.5 Export data to another software application package to produce a required outcome								
2.6 Create a link between one software application package and another, and use this to update information to a document								
Element: Save and retrieve data with the aid of help functions	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Save data to disk								

3.2 Convert data to a new file format									
3.3 Re-access data and check information									
3.4 Obtain organisational documentation, such as procedures, manuals and guides and use when appropriate									
3.5 Save data to disk									
3.6 Access user help documentation or other resources for basic difficulties with software application package									

Evidence gathered included and numbered from ICAU2013A Integrate commercial computing packages:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAU2231A Use computer operating system

Element: Configure operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Configure operating system to suit the working environment, including but not limited to setting variables								
Element: Use operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Install, upgrade and uninstall application software to suit the working environment								
2.2 Use both the graphical user interface and the command line interface to perform basic tasks								
Element: Optimize operating system	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
3.1 Use operating system and third-party utilities								
3.2 Customise the graphical user interface								
3.3 Use techniques unique to the command line interface								
Element: Support input and output devices	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
4.1 Set up input and output devices and check functionality								
4.2 Install drivers as appropriate and check functionality								

Evidence gathered included and numbered from ICAU2231A Use computer operating system:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAW2001A Work effectively in an IT environment

Element: Identify IT in an organisation and related relevant policies and procedures	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>
1.1 Identify IT roles in an organisation and briefly describe what services they perform								
1.2 Identify and describe key players from the IT service areas previously identified								
1.3 Identify IT policies and procedures and research whether they are used in practice								
Element: Identify IT equipment, software and operating systems used by the organisation	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>	<small>Date</small>	<small>Initials</small>
2.1 Identify IT equipment, operating systems and software used in the organisation and understand the importance and role within the organisation								
2.2 Establish that all of the equipment locations and service requirements are maintained according to organisational requirements and prevailing policies and procedures								

Evidence gathered included and numbered from ICAW2001A Work effectively in an IT environment:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

ICAW2002A Communicate in the workplace

Element: Establish contact with clients	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
1.1 Receive requests and enquiries from clients in a polite and appropriate manner								
1.2 Use verbal and non-verbal communication to respond to the client requests and enquiries effectively								
1.3 Use appropriate questioning and active listening techniques to understand client needs and determine support requirements								
1.4 Accommodate cultural differences in the workplace								
Element: Process information	Learning				Assessment			
Performance Criteria	Can do		Evidence of this		On-job		Off-job	
	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>	<i>Date</i>	<i>Initials</i>
2.1 Answer enquiries promptly and appropriately								
2.2 Record information or messages and refer client requests to the appropriate person in accordance with organisational procedures								
2.3 Inform client of the progress of their request or enquiry and advise them of the organisational process for answering their request or enquiry								
2.4 Investigate the organisational follow-up procedure or policy and record follow-up action taken in regard to the client request or enquiry								

Evidence gathered included and numbered from ICAW2002A Communicate in the workplace:

(Optional) Comments from Assessor:

(Optional) Comments from Student:

(Signature/date)

(Optional) Comments from Supervisor:

(Signature/date)

This section for TAFE assessor only:

Result (*Circle one*):

COMPETENT

MORE EVIDENCE REQUIRED

NOT YET COMPETENT

Name and Signature of Assessor: _____

Date: _____

Checklist for recognition of prior learning

- Attend an initial workshop (date and location to be advised) with your Assessment Facilitator, who will guide you through the assessment process
- Enroll at your local campus at the initial workshop, if you decide to go ahead with the assessment
- Speak to your employer about the process and confirm their support and involvement in the process
- Gather evidence for your folder
- Complete the Learning column and Evidence section of your competency unit assessment templates and place in the back of your folder
- Number all evidence and put in folder behind the assessment templates
- Complete Table of Contents and put at the front of your folder
- Organize a workplace visit between yourself, your facilitator and your supervisor to provide evidence in the workplace
- Include a resume, job description and certified copies of all qualifications and evidence of experience claimed at the front of your folder behind the Table of Contents

Contact details for my Assessment Facilitator are:

Name	
Phone	
Email	
Fax	