

FSK - Foundation Skills Training Package

# FSK20113—Certificate 2 Skills for Work and Vocational Pathways

Unit

FSKDIG03

Use digital technology for routine workplace tasks

*This is not a complete document.  
SAMPLE ONLY*

Trainer/Teacher Manual



LANE

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## STUDENT/TRAINEE DETAILS

**Student/Trainee Name****Student/Trainee Email****Teacher / Trainer Name****School / Institution / Training Organisation / Employer**

SAMPLE SAMPLE

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## INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

## INTRODUCTION—CONT'D

### LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online, the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning  
Activity**

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

#### ***Questions***

Questions would relate to the information presented on previous pages.

#### ***Research***

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**INTRODUCTION—CONT'D****Tasks**

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

**Interviews**

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.



Learning  
Activity

Research

**SELF ASSESSMENT**

At the end of each manual is a series of questions that the student/trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in their manual.

The questions in the 'Self Assessment' section are questions that align with the 'Unit of Competency—Required Knowledge'.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

## UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

### FSKDIG03 - USE DIGITAL TECHNOLOGY FOR ROUTINE WORKPLACE TASKS

ELEMENT	PERFORMANCE CRITERIA
<b>1. Prepare to use digital technology</b>	1.1 Identify routine workplace tasks 1.2 Identify appropriate digital technology for the task 1.3 Interpret routine workplace information and terminology
<b>2. Complete routine workplace task</b>	2.1 Identify routine learning strategies to develop required skills 2.2 Develop a career plan to implement strategies 2.3 Review plan and strategies

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# Section One

## Prepare to Use Digital Technology

SAMPLE SAMPLE

# USE DIGITAL TECHNOLOGY FOR ROUTINE WORKPLACE TASKS

## SECTION ONE—PREPARE TO USE DIGITAL TECHNOLOGY

### INTRODUCTION

In virtually all of today's workplaces, the use of digital technology is a necessity.

So what is digital technology?

Digital technology involves electronic tools, systems, devices and resources that generate, store or process data. They include software such as Word or Excel and 'apps' you have on Smartphones or tablets. It also generally requires devices such as computers, Smartphones, cameras and so on.

It also includes digital TV and radio, telephone signals and the internet.

New cars, trucks, airplanes and other transportation vehicles and equipment all run on digital technology.

So there is not much around you that is not affected in some way through digital technology. In these training materials we focus on digital technology common in the workplace.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Identifying routine workplace tasks
- ☆ Identifying appropriate digital technology for the task
- ☆ Interpreting routine workplace information and terminology



## IDENTIFY ROUTINE WORKPLACE TASKS

Before you learn about digital technology in the workplace, you should be aware of what types of tasks you may do as part of your duties at work that would require the use of some type of digital technology.

Let's say you work in an office. The tasks you would perform that would require digital technology would include:

- ☆ Answering the telephone
- ☆ Making calls
- ☆ Typing out a letter
- ☆ Sending an email to a customer
- ☆ Buying office equipment on line
- ☆ Sending a facsimile
- ☆ Creating a presentation
- ☆ Photocopying a newsletter

...just to name just a few.

Let's say you work in a retail store. The tasks you would perform that would require digital technology could include:

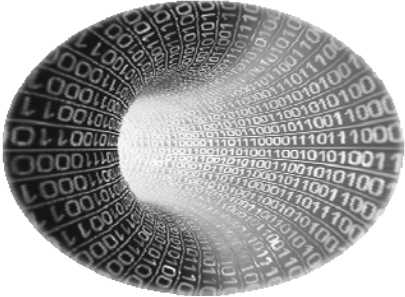
- ☆ Answering the telephone
- ☆ Accepting payments for merchandise
- ☆ Creating pricing tickets
- ☆ Taking inventory
- ☆ Operating security systems

...just to name just a few

Let's say you work in restaurant or café. The tasks you would do that would require digital technology may include:

- ☆ Answering the telephone
- ☆ Creating menus
- ☆ Accepting payments for food and drinks
- ☆ Operating food preparation equipment
- ☆ Operating the background music system
- ☆ Taking inventory
- ☆ Operating security systems

...just to name just a few



Let's say you work in a warehouse. The tasks you would do that would require digital technology would include:

- ☆ Answering the telephone or intercom system
- ☆ Making calls
- ☆ Receiving goods
- ☆ Despatching orders
- ☆ Processing orders
- ☆ Packing, unpacking and labelling goods
- ☆ Sending emails
- ☆ Taking inventory
- ☆ Operating security systems

...just to name just a few

Finally, let's say you work as a plumber. The tasks you would perform that could require digital technology would include:

- ☆ Answering the telephone
- ☆ Making calls
- ☆ Making calculations
- ☆ Using tools and equipment
- ☆ Creating invoices
- ☆ Doing some bookkeeping
- ☆ Sending emails
- ☆ Taking inventory of parts and materials
- ☆ Using GSP
- ☆ Operating a vehicle

...just to name just a few

I think you now get the picture. We have only mentioned a few types of workplaces. Like we suggested earlier, there would not likely exist any workplaces that would not use some level or type of digital technology.

**Learning  
Activity**

Task

SAMPLE SAMPLE

**LEARNING ACTIVITY ONE**

Below are three other types of workplaces or jobs that would use digital technology. In the space provided list the tasks that would often use some type of digital technology. DO NOT tell us the type of digital technology, just name the task or activity.

***Teacher******Taxi driver******Hotel reception***

**TEACHER/TRAINER GUIDANCE NOTES**

The answers will vary, but should include:

**Teacher**—creating assignments, doing classroom presentations, receiving and sending emails, marking student assignments, communicating with parents on the telephone, showing videos in a classroom and so on.

**Taxi driver**—getting pickup information, finding directions, accepting payments, driving a vehicle and so on.

**Hotel reception**—Answering and making calls, accepting reservations, providing tourist information, creating room accounts, accepting payments and so on.

The idea behind this activity is to reinforce in the student's or trainee's mind that there are very few tasks or activities, that would not require the use of digital technology.

This would be an ideal classroom brainstorming session.



## IDENTIFY APPROPRIATE DIGITAL TECHNOLOGY FOR THE TASK

On the previous pages we reviewed various types of tasks and activities in various types of workplaces.

Next we look at what digital technology would be used in order to perform those tasks and activities.

Digital technology can be classified in three ways:

- ☆ Hardware
- ☆ Software (including 'apps')
- ☆ Communication

Let's look at hardware first.

These common digital hardware devices will be in most workplaces :

- ☆ Telephone systems (including wireless and Smartphones)
- ☆ Facsimile machines
- ☆ Computers (including desktop and laptops)
- ☆ Photocopiers
- ☆ Printers (including scanners)

In retail workplaces those common types of hardware would be used, but may also include:

- ☆ Cash registers
- ☆ Hand held scanners
- ☆ Price ticketing machines
- ☆ Weight scales
- ☆ EFTPOS machines
- ☆ Security systems



Restaurants or café workplaces would also use those common types of hardware, but may also include:

- ☆ Cash registers
- ☆ EFTPOS machines
- ☆ Microwaves
- ☆ Food processing equipment
- ☆ Weight scales
- ☆ Food storage monitoring devices
- ☆ Security systems

Warehouses would use those common types of hardware, but also include:

- ☆ Hand scanners
- ☆ Tablets
- ☆ Pagers
- ☆ Specialised goods handling equipment
- ☆ Labellers and barcoders
- ☆ Packing equipment
- ☆ Security systems

As a plumber, you would likely have a home office and would require those common types of hardware, but also need:

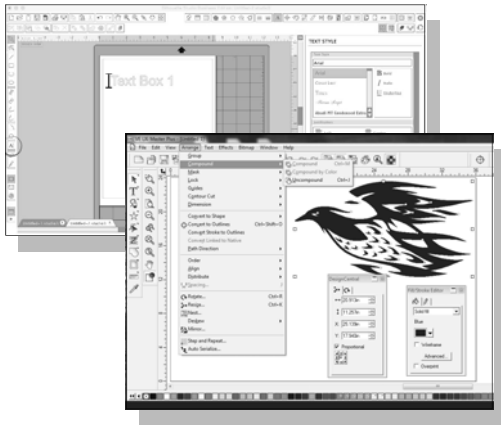
- ☆ Calculators
- ☆ Tablets
- ☆ Specialised plumbing tools, such as drain cameras
- ☆ Handheld EFTPOS machine

Other types of digital devices could include:

- ☆ Digital cameras (both still and video)
- ☆ Digital projectors for presentations
- ☆ GPS devices
- ☆ Booking systems, as those used in taxi cabs

...to name a few.





## SOFTWARE

The most common types of software in most business environments are:

- ☆ Word processing
- ☆ Spreadsheets
- ☆ Database
- ☆ Presentation software, such as PowerPoint

In specific industries there would be the need for specialised software and some examples include:

- ☆ **Creative industries**—2D and 3d software such as Illustrator, animation software, photography as well as video editing software and so on.
- ☆ **Retail industry**—inventory control software, barcoding software and so on.
- ☆ **Hospitality industry**—booking systems, rostering software, maintenance scheduling software and so on.
- ☆ **Manufacturing industries**—product design software, production equipment software, production scheduling software, materials and inventory control software and so on.
- ☆ **Education and training**—student management systems, online learning platforms and so on.

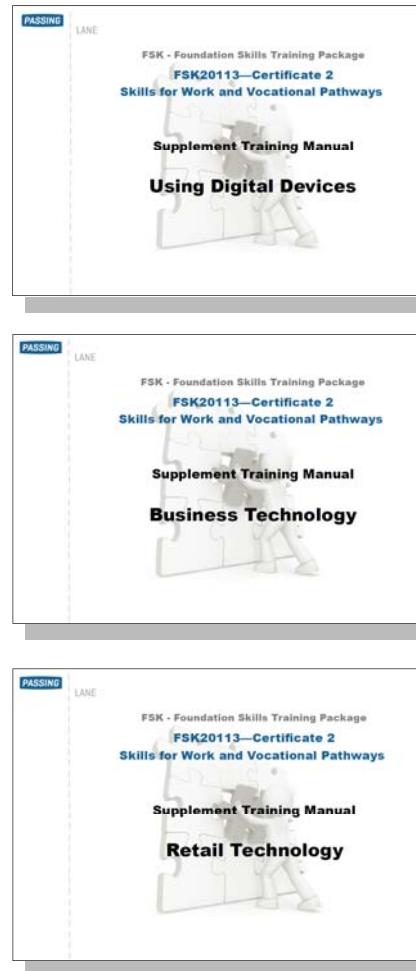
Every industry sector would have some type of specialised software or 'app' that was designed specifically for tasks and activities that are only performed in that industry. We named as few above but other industries could include sports and recreation, agriculture and horticulture, medical and health care, community services, fishing, timber and the list goes on.

## COMMUNICATION

Digital communication would include:

- ☆ Mobile phone technology
- ☆ Internet connectivity, such as broadband
- ☆ Wi Fi
- ☆ Wireless connectivity for various digital devices

With this training 'Unit of Competency' we have also provided a series of supplementary training manuals called 'Using Digital Devices', 'Business Technology' and 'Retail Technology'. These supplementary training manuals go into detail about identifying and using various types of digital devices and technology.



SAMPLE SAMPLE

Your teacher or trainer may at times refer you to these manuals for additional information, or you as the student or trainee may want to use these supplementary training manuals for building your knowledge.

SAMPLE SAMPLE

**TEACHER/TRAINER GUIDANCE NOTES**

We have provided these supplementary training manuals as additional learning materials that you the teacher or trainer may want to include into your learning plans .

There is far more detail relating to digital hardware and devices that may not be suitable to include in this unit, however may be suitable to refer to in some training scenarios.



**Learning  
Activity**

## Task

SAMPLE SAMPLE

**LEARNING ACTIVITY TWO**

Below are some pictures of digital devices that you may encounter in various types of workplaces. Tell us the name of the device.

1



2



3



4



5



6



7



8



9



10



11



12

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_

10 \_\_\_\_\_ 11 \_\_\_\_\_ 12 \_\_\_\_\_

**TEACHER/TRAINER GUIDANCE NOTES**

- 1—Facsimile machine
- 2—EFTPOS machine
- 3—Digital camera
- 4—Cash register
- 5—Barcode scanner
- 6—Telephone system
- 7—Labeller
- 8—Photocopier
- 9—Electronic weighing scale
- 10—Security system
- 11—Digital projector
- 12—Digital food probe

SAMPLE SAMPLE

SAMPLE SAMPLE

**Learning  
Activity**

## Research

**LEARNING ACTIVITY THREE**

Below are names of some common software programs and applications found in many workplaces. Do some research and tell us what each is used for.

**ACCESS**

---

**PHOTOSHOP**

---

**WORD**

---

**EXCEL**

---

**ILLUSTRATOR**

---

**PUBLISHER**

---

**GOOGLE**

---

**OUTLOOK**

---

**POWERPOINT**

---

**KASPERSKY**

---

**ACROBAT READER**

---

**VLC MEDIA PLAYER**

---

SAMPLE SAMPLE

**TEACHER/TRAINER GUIDANCE NOTES**

ACCESS—used to create simple databases

PHOTOSHOP—used to edit photos

WORD—used to create word processed documents

EXCEL—used to create spreadsheet documents

ILLUSTRATOR—used to create 2D illustrations and drawings

PUBLISHER—used to create desktop published documents

GOOGLE—used to search the internet

OUTLOOK—used to send and receive emails

POWERPOINT—used to create electronic presentations

KASPERSKY—used to scan computers for viruses

ACROBAT READER—used to reader PDF documents

VLC MEDIA PLAYER—used to play video files

SAMPLE SAMPLE



## INTERPRET ROUTINE WORKPLACE INFORMATION AND TERMINOLOGY

When working with digital technology you will encounter times when you may be unfamiliar with certain information or terminology.

When this happens you need to spend some time and either do some research, or seek assistance.

Here are some examples of terminology that is often associated with the use of digital technology in most workplace environments.

**Putting the call on hold**—this means that you are using a feature on the telephone that allows you to keep a caller on the line while either transferring the call to someone else, or while taking another call.

**Printing queue**—in an office where staff share a printer, your print job may be placed in a 'print queue' while someone else's print job is being done.

**Collate copies**—this is when you are making multiple copies of a document that has several pages and the photocopier copies and sorts the pages in the same order as the original.

**Fields**—this often refers to online forms or database pages where information or data is entered. The area the information or data is typed into is called a 'field'.

**Archiving emails**—this is when you take old emails that you no longer need and place them in another folder or storage device in case in the future you may need them.

**Back ups**—this is when all the information on a computer and other digital devices are copied and saved on another device in case the information is lost or damaged.

**External storage devices**—this refers to digital devices that connect to another devices, such as a PC and files are copied to it. Types of external storage devices include external hard drives, USB memory sticks and CD or DVD burners.

**Bluetooth connections**—this refers to a wireless technology where digital devices, such as printers can be connected to a PC without cables.





There are many, many terms that relate only to digital technology.

Many of these terms are explained in the digital device user manuals and in the software 'HELP' features.

You can also ask a supervisor, colleague or a friend to help you understand certain digital technology terminology.

As you learn new terminology, it is often suggested that you have a notebook and write the terms down and what the definition of the term is. Then should the term come up again and you cannot remember it, you then can refer to your notes.

SAMPLE

**Learning  
Activity**

## Research

**LEARNING ACTIVITY FOUR**

Below are some common digital technology terms you will often encounter in a workplace environment. Do some research and tell us the meaning of each term.

***Boot a computer*** \_\_\_\_\_

***A bug*** \_\_\_\_\_

***Icon*** \_\_\_\_\_

***Peripherals*** \_\_\_\_\_

***Network*** \_\_\_\_\_

***Work station*** \_\_\_\_\_

***Webcam*** \_\_\_\_\_

***Memory card*** \_\_\_\_\_

***Spooling*** \_\_\_\_\_

***Toner*** \_\_\_\_\_

***Driver*** \_\_\_\_\_

SAMPLE SAMPLE

**TEACHER/TRAINER GUIDANCE NOTES**

**Boot a computer**—this means to start, or restart a PC

**A bug**—something wrong with a software program or an ‘app’ that causes it to not work properly

**Icon**—a small image to describe something instead of words such as a program, app or feature. Icons are found on almost all digital devices

**Peripherals**—digital devices that are connected to a PC, such as a printer, scanner, webcam and so on

**Network**—a series of computers and/or peripherals connected together and shared by staff in the workplace

**Work station**—this describes a desk or bench that has a computer and likely some peripherals sitting on it

**Webcam**—a digital camera used to sending images through the internet such as Skype

**Memory card**—a small card used in digital cameras and tablets that store files

**Spooling**—this describes the process of transferring digital information to another device to process such as printers and/or photocopiers

**Toner**—this is the substance used by laser printers and photocopies to make images

**Driver**—a small software program that allows a PC to run a peripheral such as a printer, keyboard, mouse monitors and so on

**Learning  
Activity**

## Task

**LEARNING ACTIVITY FIVE**

Below are some instructions to Sally given to her by her supervisor. The instructions used various terms that are associated with a task to be completed using digital technology.

The terms are underlined.

In the area provided, tell us what Sally has been told to do without using the terminology.

***“Sally, there is a customer on Line Two wanting a faxed copy of an old invoice. Could you take the call and ask for the invoice number and then go to the customer folder to find the invoice. Print it on the network printer and fax it to the customer. Also make a PDF of the invoice and email me a copy.”***

SAMPLE SAMPLE

**TEACHER/TRAINER GUIDANCE NOTES**

***“Sally, there is a customer on Line Two wanting a faxed copy of an old invoice. Could you take the call and ask for the invoice number and then go to the customer folder to find the invoice. Print it on the network printer and fax it to the customer. Also make a PDF of the invoice and email me a copy.”***

**Line Two** refers to a telephone line on a multiline telephone system in an office. **Faxed** means to send the invoice to the customer using a facsimile machine. To **take a call** is to answer and talk with someone on the telephone. The **customer folder** would be a ‘folder’ in the computer system that contained files and information about customers. A **network printer** is a printer in an office that is shared by everyone. To **make a PDF** is to make a special type of file called ‘Portable Document File’ that is easily emailed and read by others.

The student’s or trainee’s revised version should reflect those definitions.

# Section Two

## Complete Routine Workplace Task

SAMPLE SAMPLE

# USE DIGITAL TECHNOLOGY FOR ROUTINE WORKPLACE TASKS

## SECTION TWO—COMPLETE ROUTINE WORKPLACE TASK

### INTRODUCTION

In the previous section we reviewed how to identify common workplace tasks and identified what digital technology could be used in order to complete those tasks.

In this section we are going to review some information regarding how to access and use digital technology, as well as what common steps should be considered when using technology.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Interpreting routine information from a range of sources to access and use digital technology
- ☆ Following workplace procedures to perform a task using technology
- ☆ Reviewing performance



## INTERPRET ROUTINE INFORMATION FROM A RANGE OF SOURCES TO ACCESS AND USE DIGITAL TECHNOLOGY

To use digital technology in the workplace, you need to be able to access it. There are various ways of accessing digital technology.

You may need to have a username and password to access folders and files on the computer system.

You may need access a printer through your printer function on your PC.

You may need to ask for a key to a storage room, or filing cabinet to access the company's digital camera.

Whatever digital technology you are wanting access to, you will need information regarding how to access it.

Information on how to access the workplace digital technology can usually be sourced from:

- ☆ Organisational procedure manuals
- ☆ Supervisors or managers
- ☆ Work colleagues

To 'interpret' information, is to clearly understand the information that you have just read, or have been told.

When interpreting information and encountering information that is not clear or totally understandable, you need to clarify the information by asking questions.

If you are reading manuals, you may want to take notes on what areas are not clear and ask your supervisor, manager or work colleague to explain it to you in order for further clarification.

This also applies if you are receiving verbal information or emails from your work colleagues, supervisor or manager.

If all else fails, you may need to have your supervisor, manager or work colleague walk you through the steps associated with accessing digital technology. As you are watching them, you should be taking notes as they go through the steps.



SAMPLE SAMPLE

**INFORMATION ON HOW TO USE DIGITAL TECHNOLOGY**

Once you have accessed the technology the next stage is to understand how to use the technology. Again there are several common sources you can use to gain information on how to use the technology.

They would include:

- ☆ Hardware and software user manuals
- ☆ Software HELP features
- ☆ Online information
- ☆ Training sessions and short courses
- ☆ Supervisors
- ☆ Work colleagues

With most common office equipment it would be the user manuals and work colleagues or supervisors that would be the most likely source of information as to how to use the equipment.

For example, a work colleague may sit with you for half a day while you get used to and confident with a complex telephone system. Or, a work colleague would demonstrate how to use the photocopier once or twice .

Both of these examples could also be backed up with reading the user manuals of each piece of office equipment.

Some software programs such as internal databases, customer records and other internal software applications would often require internal assistance usually from an experienced work colleague. However, there may be software applications that require extensive training that may require you to attend training sessions or short courses.

There are also numerous websites that have information on how to use almost every type of digital device and software application.



SAMPLE

SAMPLE

**Learning  
Activity**

## Question

**LEARNING ACTIVITY ONE**

Below is a list of types of digital technology. They all have something in common when it comes to access. What could that be?

- ☆ Cash register
- ☆ Employee records on the computer
- ☆ Security systems

**TEACHER/TRAINER GUIDANCE NOTES**

They all need a username and password or personal identification number (PIN) to be able to use them.

Question

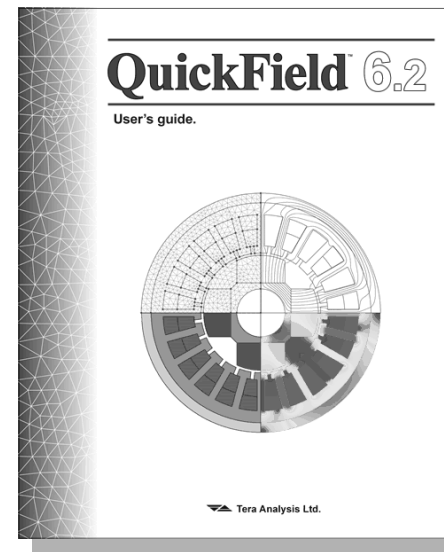
LEARNING ACTIVITY TWO

Below are two types of user manuals. What is the difference between the two?

1



2



TEACHER/TRAINER GUIDANCE NOTES

Number 1 is for a piece of hardware or equipment and Number 2 is for software.

Discrimination  
Environmental  
WHS Copyright  
Repairs

# POLICIES PROCEDURES

Maintenance  
Security

## FOLLOW WORKPLACE PROCEDURES TO PERFORM A TASK USING TECHNOLOGY

Generally most workplaces have policies and procedures that they expect every employee to learn, understand and follow.

These policies and procedures are often found in procedural manuals. There would be policies and procedures relating to the access and use of digital technology.

Some of the those policies and procedures are in place to ensure all employees, as well as the organisation comply with various laws and regulations. Those would include:

- ☆ **Workplace health and safety (WHS)** - policies and procedures would require all employees to use any digital technology especially office and retail equipment, safely and use them only for which they were designed to be used.
- ☆ **Anti-discrimination**—this would relate to sending emails and using other digital communication methods that harass, bully, or discriminate against other employees and those outside the organisation.
- ☆ **Copyright**—this refers to the unauthorised use of any copyright materials, such as those that may have been downloaded from the internet to be used in other digitally produced materials.

Not following those policies and procedures could lead to legal action against both the organisation and the employee. Other policies and procedures would include:

- ☆ **Security**—employees are often issued password user names to access computer files and PINs to activate and disable security systems. These policies and procedures would require the employee to keep any access codes secret and access computer files or secured areas only when authorised to.
- ☆ **Repairs and maintenance**—employees working at work stations would be expected to keep their PC and peripherals clean and maintained. The procedures would likely outline what maintenance tasks are required and when. The employees would also be expected to report any digital equipment faults so that repairs or replacements can be made.
- ☆ **Environmental**—there would also be environmental policies and procedures relating to the use of digital equipment. Common environmental procedures would be the recycling of ink and toner cartridges, recycling of scrap paper, using power management features on digital devices and turning off equipment at the end of the day, or when not in use.

# POLICIES PROCEDURES

Filing

Approvals

Guides

## OTHER COMMON POLICIES AND PROCEDURES

Some other policies and procedures would include:

- ☆ **Filing**—most organisations would have a procedure on how computer files are stored on the organisation computer system. This would include how files are named, what folders they are placed in and what security access levels would be applied to the files.
- ☆ **Style guides**—many organisations would have style guides that would need to be followed when creating word processed documents, newsletters, electronic presentations and other digitally created content. This would include logos placement and size, layouts, colours and other elements.
- ☆ **Approvals**—there would also be policies and procedures relating to the need to seek various types of approvals, including the use of specific equipment, access certain electronic information, document approvals and so on.

So when performing tasks using any workplace technologies ensure you learn, understand and follow any policies and procedures relating to workplace digital technology.

SAMPLE SAMPLE



## Work Performance

### REVIEW PERFORMANCE

As you progress through your working life and pursue a career, you will need to monitor your work performance.

As we have learned through these many pages, your tasks will often require the use of some type of digital technology.

Your ability to use workplace digital technology effectively will definitely have a positive effect on your work performance.

So it is important that you review your abilities to use digital technology regularly and look for ways of improving your digital technology user effectiveness.

New digital technology is regularly released and this not only includes new technology, but also updates and upgrades to existing technology. This means you need to find ways of keeping up to date with new technologies, as well as updates and upgrades.

Ask for feedback from your supervisor or managers or work colleagues. Many times this feedback will reveal where you can improve your use and abilities to use digital technology at work.

Sometimes this feedback will reveal the need for further training.

So it is very important that you review your performance relating to the use of digital technologies at work. There are very few jobs or workplaces that do not use some type, or level of digital technology.

SAMPLE SAMPLE

## ADDITIONAL TRAINING MATERIALS

Earlier we mentioned a series of supplementary training manuals called 'Using Digital Devices', 'Business Technology' and 'Retail Technology'. These supplementary training manuals go into detail about identifying and using various types of digital devices and technology focusing on hardware and devices.

We have also provided a series of supplementary training manuals focusing on applications such as word processing, spreadsheets, electronic presentations and email. Also included is the use of PC files and folders.



Your teacher or trainer may at times refer you to these manuals for additional information, or you as the student or trainee may want to use these supplementary training manuals to do assessment tasks or for building your knowledge.



## TEACHER/TRAINER GUIDANCE NOTES

We have provided these supplementary training manuals as additional learning materials that you the teacher or trainer may want to include into your learning plans .

There is far more detail relating to software applications as well as PC files and folders that may not be suitable to include in this unit, however may be suitable to refer to in some training scenarios.

SAMPLE SAMPLE



**Learning  
Activity**

## Question

**LEARNING ACTIVITY THREE**

At the end of this section there is a 'self-assessment' page with a series of questions that are basically Yes or No answers. (Hopefully all your answers will be 'Yes')

In this activity however, we want you to do some additional self assessment by describing a job or career you would like to have, think about what digital technology that you would use in that job or career and where you think you need more practice and/or training in areas of digital technology. (This includes using hardware, digital devices, software applications and other digital technology)

Take some time doing this. If you are considering two or three types of jobs or careers, do this for each.

Outline this information on a Word document or hand write it and when completed, present it to your teacher or trainer for review and discussion.

**TEACHER/TRAINER GUIDANCE NOTES**

As a teacher or trainer, you would want the student or trainee to take this activity quite seriously.

This activity serves a few purposes. First it asks the student or trainee to think ahead regarding future job opportunities. If they are currently working part-time or as work experience, they may want to consider advancement in the company they are already employed with.

The second purpose is that it has the student or trainee think about digital technology and how it relates to working, specific to certain jobs and careers.

This activity is an ideal lead into other 'Foundation Skill' units on the topics of career planning, developing learning skills and researching job opportunities.

## SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities. This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would be need to have acquired and in which you will be assessed on.

This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ Have you a good understanding now regarding what it means to identify routine workplace tasks and then identify appropriate digital technology for the task?
- ☆ Also, have you now a good understanding on what it means to interpret routine workplace information and terminology, including interpreting routine information from a range of sources to access and use digital technology?
- ☆ Do you see the importance of following workplace procedures in order to perform a task using technology?
- ☆ Do you now know what it means to review your own work performance?

If there were any questions that you were unable to confidently say YES to, we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

## NOTES

SAMPLE SAMPLE