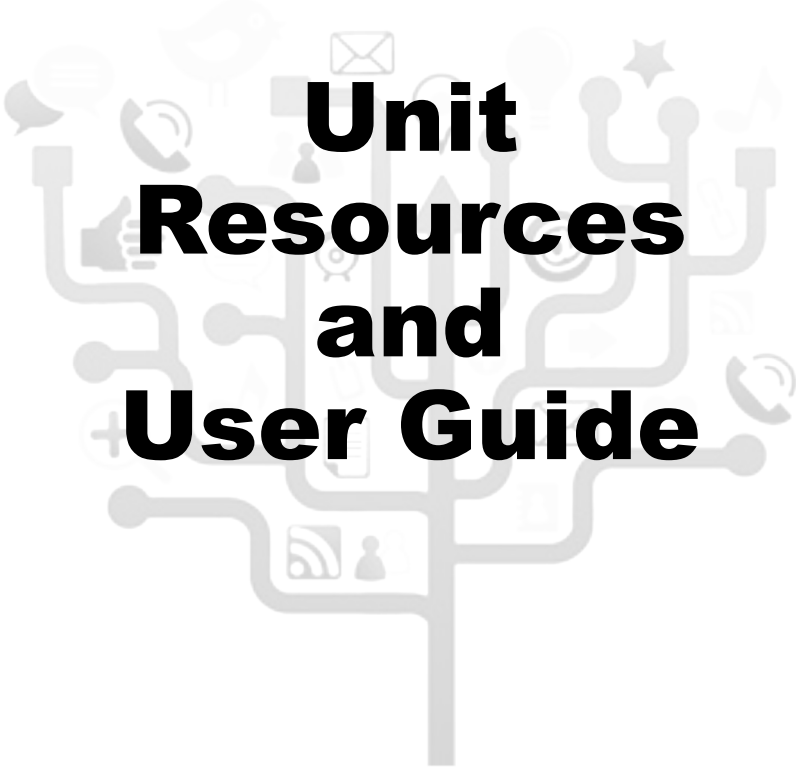


# **ICT - Information and Communications Technology**

## **ICT10115**

### **Cert. I in Information, Digital Media and Technology**



# **Unit Resources and User Guide**



LANE

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**INTRODUCTION**

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

**ICT10115****Cert. I in Information, Digital Media and Technology**

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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## INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals 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.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



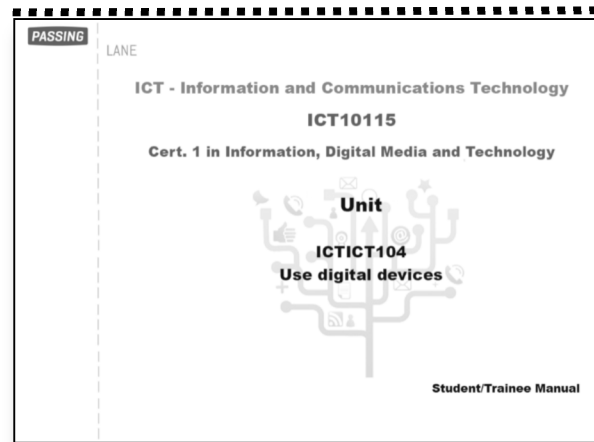
The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

## INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

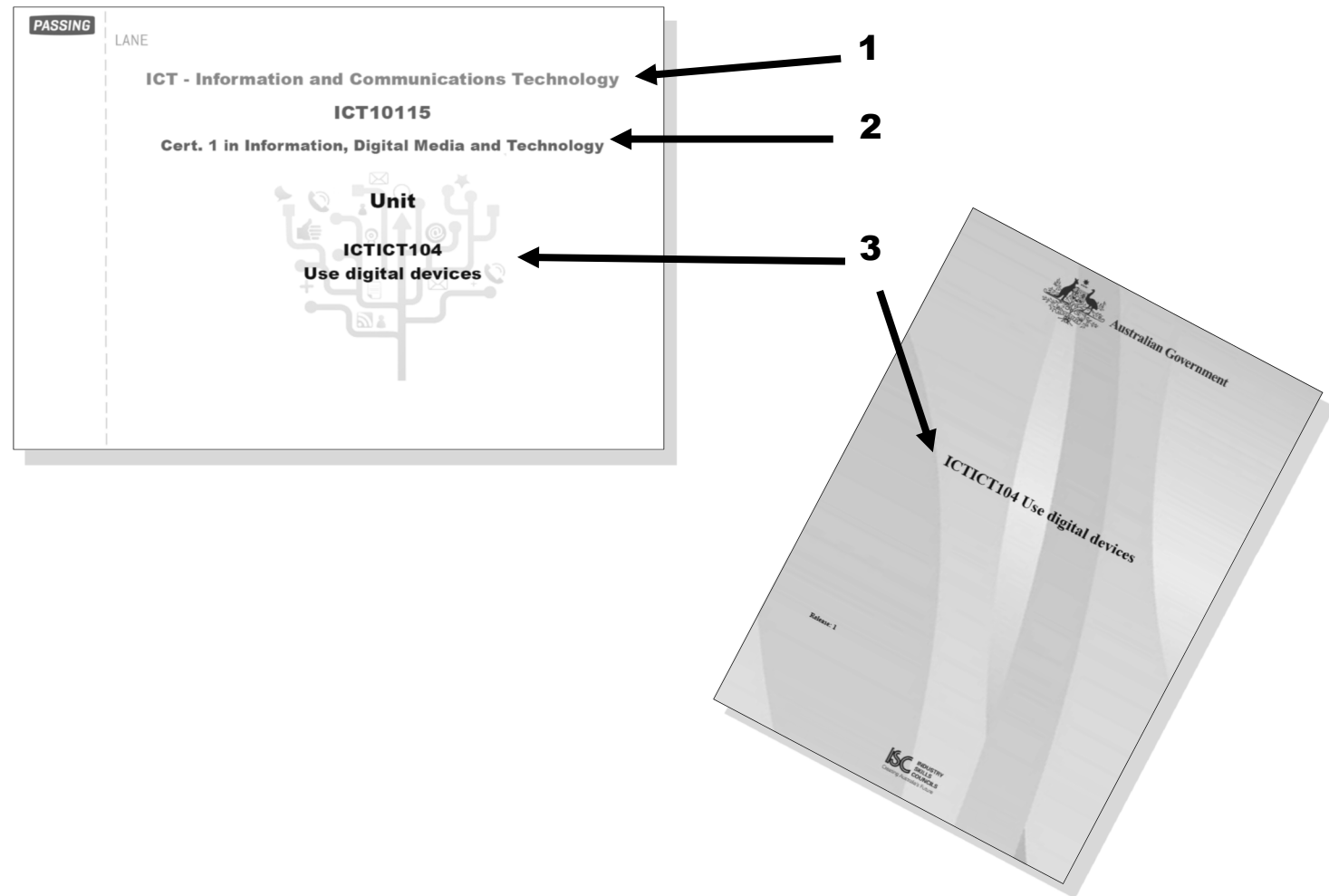
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



## MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



## MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

<b>PASSING</b>	
LANE	
ICTICT104 - Use digital devices Page 8	
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	
ICTICT104 - USE DIGITAL DEVICES	
ELEMENT	PERFORMANCE CRITERIA
1. Prepare to use the digital device	1.1 Review the instruction manual and ensure identified components are available 1.2 Identify the physical components of the digital device 1.3 Turn on and follow access procedures to activate the digital device 1.4 Alter the digital device settings to best suit intended use 1.5 Configure power management settings where appropriate to minimise power consumption, as an environmentally sustainable measure
2. Set up and use the digital device	2.1 Identify and set the basic operating, security and menu settings 2.2 Navigate and manipulate the screen environment 2.3 Customise screen icons and access to applications where applicable 2.4 Use the digital device, and save and edit output where applicable 2.5 Identify more advanced features available and use as required
3. Access and use basic connectivity devices	3.1 Connect to external digital devices, such as computer devices or storage devices, to retrieve, copy, move and save information 3.2 Check physical connectivity of computer devices or storage devices to ensure operation and performance 3.3 Connect to a printer either through a computer device or directly, and use printer settings and print data 3.4 Access audio-visual devices to view and play a multimedia file
4. Shut down digital device	4.1 Save current work and back up important data 4.2 Close open programs on the digital device and any computer device or storage device 4.3 Shut down digital devices, according to manufacturer instructions
Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.	

ICTICT104 Use digital devices	
Date this document was generated: 22 March 2015	
Elements and Performance Criteria	
ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to use the digital device	1.1 Review the instruction manual and ensure identified components are available 1.2 Identify the physical components of the digital device 1.3 Turn on and follow access procedures to activate the digital device 1.4 Alter the digital device settings to best suit intended use 1.5 Configure power management settings where appropriate to minimise power consumption, as an environmentally sustainable measure
2. Set up and use the digital device	2.1 Identify and set the basic operating, security and menu settings 2.2 Navigate and manipulate the screen environment 2.3 Customise screen icons and access to applications where applicable 2.4 Use the digital device, and save and edit output where applicable 2.5 Identify more advanced features available and use as required
3. Access and use basic connectivity devices	3.1 Connect to external digital devices, such as computer devices or storage devices, to retrieve, copy, move and save information 3.2 Check physical connectivity of computer devices or storage devices to ensure operation and performance 3.3 Connect to a printer either through a computer device or directly, and use printer settings and print data 3.4 Access audio-visual devices to view and play a multimedia file
4. Shut down digital device	4.1 Save current work and back up important data 4.2 Close open programs on the digital device and any computer device or storage device 4.3 Shut down digital devices, according to manufacturer instructions
Approved © Commonwealth of Australia, 2015	
Page 3 of 4 Innovation and Business Skills Australia	

1



## MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

**TABLE OF CONTENTS**

Introduction	Page 4
Unit of Competency Overview	Page 5
<b>Section One</b> <i>Prepare to use the digital device</i>	Page 9
<b>Section Two</b> <i>Set up and use the digital device</i>	Page 61
<b>Section Three</b> <i>Access and use basic connectivity devices</i>	Page 83
<b>Section Four</b> <i>Shut down digital device</i>	Page 135
<b>Self Assessment</b>	Page 150

**Section One**

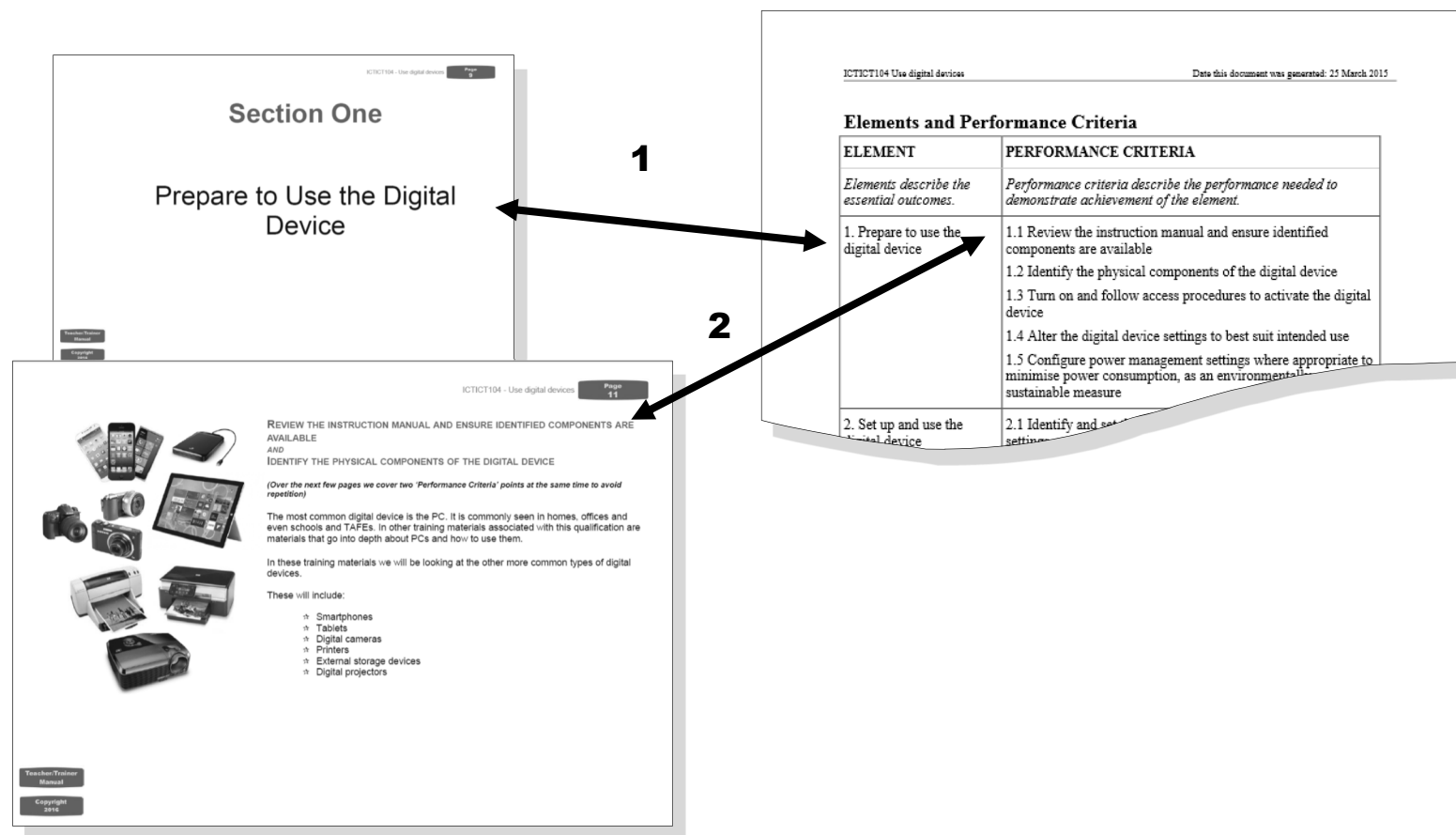
Prepare to Use the Digital Device

**Elements and Performance Criteria**

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare to use the digital device	1.1 Review the instruction manual and ensure identified components are available 1.2 Identify the physical components of the digital device 1.3 Turn on and follow access procedures to activate the digital device 1.4 Alter the digital device settings to best suit intended use 1.5 Configure power management settings where appropriate to minimise power consumption, as an environmental sustainable measure
2. Set up and use the digital device	2.1 Identify and set up the digital device

## MATERIALS CONTENT—CONT'D

In each section 1) the content is broken down into sub-sections and the titles for each sub-section is the same as the 2) 'Element's' 'Performance Criteria'.



The manual's information is supported with graphics, charts, tables, photos and drawings.

## MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

### STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.

**Learning  
Activity**



BSBWOR301 Organise Personal Work Priorities and Development Page 57

**Learning Activity**

**Question**

**LEARNING ACTIVITY ONE**

Why is it important to report variations in quality of products or services to appropriate people in the workplace – in particular those variations for which you as an employee are responsible?

Identify one or more people in a workplace to whom it would be appropriate to report such variations.

## MATERIALS CONTENT-CONT'D

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.



Learning  
Activity

### **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.

## MATERIALS CONTENT—CONTID

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

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .

Learning Activity

TASK

LEARNING ACTIVITY ONE

Below are three pictures.

Have a look at them and tell us what the problems with each are:

1 2 3

1 Type in the answers in the field...

2

3

Student / Trainee Manual

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When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

### **IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.**

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The **'first'** SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

*After* the 'first' SAVE, the student or trainee would need to use the **'SAVE AS'** function.

## MATERIALS CONTENT—CONT'D

### Self Assessment

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

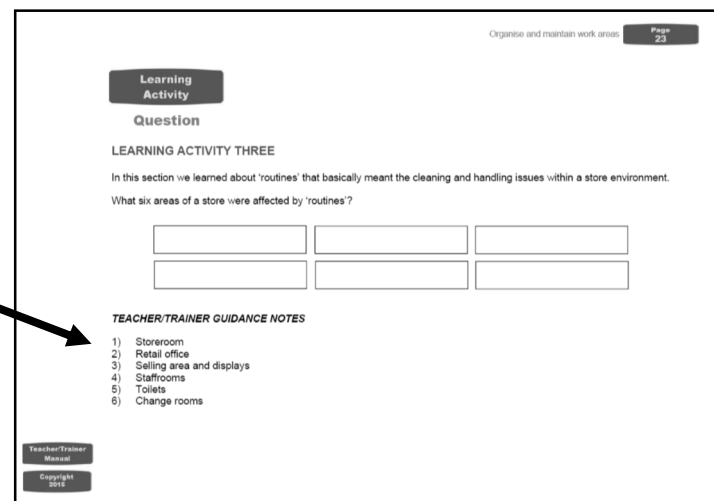
This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

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.

### TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.



Organise and maintain work areas Page 23

**Learning Activity**

**Question**

**LEARNING ACTIVITY THREE**

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?


**TEACHER/TRAINER GUIDANCE NOTES**

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

Teacher/Trainer Manual  
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If the training package changes are substantial, Passing Lane will update the materials.

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