



**REGISTERED
NATIONAL STANDARD**

UNIT OF COMPETENCY

Title:	Use digital technology effectively in the workplace <u>Note:</u> A mapping exercise conducted by the developer(s) of this unit of competency has confirmed comparability to units of competency <i>FSKDIG002 Use digital technology for routine and simple workplace tasks</i> and <i>BSBTEC101 Operate digital devices</i> in the Australia Training Package.		
TQF Level:	3	Credits:	8
Version:	1		
National standard code:	NS078-03		
Associated qualification (and code):	1. National Certificate in Work-readiness and Employability skills Level 2 (TBC) 2. National Certificate in Work-readiness and Employability skills Level 3 (TBC)		
Approval date:	TBC	Review date:	TBC
Purpose:	This unit describes the skills and knowledge required to use, or prepare to use, digital skills for personal use and to complete routine workplace activities. It applies to existing workers and individuals preparing for employment through vocational education and training. In successfully completing this unit, candidates will be able to: <ol style="list-style-type: none"> 1. correctly identify digital technology tools appropriate to the task; 		

	<ol style="list-style-type: none"> 2. interpret technical instructions to complete a routine setup, startup and shut down, following all required security protocols; 3. organise work environment to use the technology safely and carefully; 4. follow guidelines and procedures for efficient and productive use of the technology; 5. seek assistance when required, to achieve predetermined outcomes; 6. use skills appropriate to the audience when communicating on line, including follow protocols for email and online communication platforms; 7. use online search tools to locate information effectively.
<p>Learning Outcome 1 (LO1)</p>	<p>Prepare to operate a digital device</p> <p><i>[Range device include but not restricted to: personal computers, smart phones, tablet, laptop, e-reader, digital television]</i></p>
<p>Performance standards</p>	<ol style="list-style-type: none"> 1.1 Explain why it is important to know how to use digital devices in the workplace; 1.2 Set up digital equipment, and adjust work area and furniture in accordance with safe use and ergonomic requirements; 1.3 Activate digital device according to user procedures; 1.4 Recognise a range of software icons on device and their basic functions and features. 1.5 Recognise a range of routine symbols and their basic functions and features; 1.6 Customise device or application with assistance when necessary; 1.7 Set up required digital peripherals, with assistance when necessary; 1.8 Communicate using a range of common terms associated with technology; 1.9 Use routine troubleshooting strategies and access help functions as required. <p><i>[Range strategies include but not restricted to: Free up Random Access Memory (RAM) of device, Shut-down and restart device, Re-start program, Remove unneeded documents from the desktop, Run a virus scan, Use the help function (Alt + Q), Force quit frozen applications (Ctrl+Alt+Delete) - Open Task Manager and End task, Force shut down – hold power button for 10-20 seconds] etc.]</i></p>

Learning Outcome 2 (LO2)	Use electronic mail (<i>email</i>) for communication
Performance Standards	<p>2.1 Open email application package, create new email message and add addressees;</p> <p>2.2 Compose the text of an email message according to organisational guidelines and spell check and edit text as required;</p> <p>2.3 Attach files to the email message where required;</p> <p>2.4 Reply to a received message using available features, distinguishing 'Reply' from 'Reply all';</p> <p>2.5 Forward a received message, using available features,</p> <p>2.6 Open and save an attachment to the relevant folder;</p> <p>2.7 Search for, sort and save email message using available settings.</p>
Learning Outcome 3 (LO3)	<p>Use a video conferencing tool for online communication</p> <p><i>[Range video conferencing tools include but not restricted to: Facebook Live, Zoom, Microsoft Teams, Google Meet, Skype, eZTalks Meeting]</i></p>
Performance standards	<p>3.1 Identify different video-conferencing tools;</p> <p>3.2 Describe the purpose of using a video conferencing tool and how it is different from email and Face-to-face meetings;</p> <p>3.3 Describe the advantages and challenges of using video conferencing tools for workplace communication;</p> <p>3.4 Describe the unique features of a video conferencing tool;</p> <p>3.5 Use a video conferencing tool to communicate with others in the class.</p> <p><i>[Range of applications include but not restricted to: start a call, add/remove a person, share a screen, turn on/off camera, mute/unmute mic, use chat]</i></p>
Learning Outcome 4 (LO4)	Conduct an online search.
Performance standards	<p>4.1 Identify <i>internet browsers</i> and describe what their main function is; <i>Google Chrome, Internet explorer, Microsoft edge, Safari, etc.</i>]</p> <p>4.2 Identify <i>search engines</i> and describe what their main function is; <i>[Range search engines include but not restricted to: Google, Bing, Yahoo, Excite, Duckduckgo]</i></p> <p>4.3 Enter appropriate key words for a search query to locate information;</p> <p>4.4 Retrieve files from workplace network repository;</p> <p>4.5 Use a search engine to locate information on the internet;</p>

	<p>4.6 Browse internet to find related sites via links;</p> <p>4.7 Recognise unsafe web links and warnings.</p>
Learning Outcome 5 (LO5)	Perform routine and simple workplace task using digital technology
Performance standards	<p>5.1 Determine digital devices to use for identified routine and simple workplace task;</p> <p>5.2 Comply with workplace procedures to complete the task;</p> <p>5.3 Identify purpose and required outcome of a routine computing task;</p> <p>5.4 Select and use appropriate computing application functions to complete the routine computing task;</p> <p>5.5 Create and name the file and a folder for the routine computing task, following workplace naming protocols;</p> <p>5.6 Utilise a USB flash drive for storage;</p> <p>5.7 Use application to enter the information relevant to the work task in accordance with simple instructions;</p> <p>5.8 Comply with privacy and security protocols related to workplace task;</p> <p>5.9 Save and file the task following workplace protocols.</p>
Learning Outcome 6 (LO6)	Finalise tasks
Performance standards	<p>6.1 Retrieve relevant file, and edit and format in accordance with simple instructions;</p> <p>6.2 Save changes and use version control in accordance with workplace procedures;</p> <p>6.3 Finalise use of technology for designated task in accordance with workplace procedures;</p> <p>6.4 Review performance against required outcome;</p> <p>6.5 Seek feedback on performance against outcomes and identify ways to improve performance.</p>
Learning Outcome 7 (LO7)	<p>Appreciate the applications of other modern technology in the workplace;</p> <p><i>[Range include but not restricted to: Cash registers, Barcode scanners, Telephones, Document scanners, Photocopiers, Printers, Digital clock, GPS, Wearables, SmartWatch.]</i></p>

<p>Performance standards</p>	<p>7.1 Describe how the workplace used to complete its work before the arrival of the technologies in the Range statement;</p> <p>7.2 Explain how four of the types of technology listed in the Range statement above help improve workplace productivity;</p> <p>7.3 Describe challenges the workplace faces as a result of its use of modern technology;</p> <p>7.4 Describe how the challenges in 7.3 are addressed in the workplace.</p> <p>7.5 Explain possible challenges one could face due to their inability to use smartphones effectively in the workplace.</p>
<p>Pre-requisites</p>	<p>N/A</p>
<p>Co-requisites</p>	<p>N/A</p>
<p>Underpinning skill and knowledge</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Digital devices; • The Internet or Web (<i>World Wide Web</i> or <i>www</i>) • Operating a digital device for personal and professional use; • Organisational guidelines for using digital devices in the workplace; • Care for handling and storing devices; • Security including password and Personal Identification Number (PIN); • Peripherals and devices that can be attached to the device via ports or Bluetooth; • Computer applications for everyday use, • Terminology specific to using a digital device for personal and professional use; • Ergonomic practices when working with technology; • Basic use of Microsoft Suite e.g., Word, Excel • Email to send and receive messages; • Attachments; • SMS to send and receive messages; • Online platform to communicate with a video call e.g. Zoom, Skype; WhatsApp, Messenger; • Help functions; • Search functions; • Internet browsing and links; • Virus and virus scan; • Etc.

	<p>Communication skills to:</p> <ul style="list-style-type: none"> • seek help from others when technical issues arise • complete required workplace documentation using organisational formats. <p>Comprehension skills to:</p> <ul style="list-style-type: none"> • identify responsibilities of own role and follow explicit and implicit organisational protocols and procedure; • interpret numerical information related to timeframes. • use common terms associated with technology, includes, but not limited to: address, application, attachment, Bluetooth, bookmark, bounce, broadband, browser, captcha, case-sensitive, chat, cloud, compress, content, cookie, CPU, cursor, desktop, download, email, firewall, font, freeze, GIF, GPS, hard-drive, homepage, HTML, hyperlink, icon, internet, intranet, JPEG, login, logon, log off, Malware, menu, modem, online, operating system, password, PDF, processor, read-only, resolution, search engine, server, span, unzip, upload, URL, viral, virus, Wi-Fi, Zip. <p>See also: https://learningenglish.voanews.com/a/phrasal-verbs-to-help-you-with-technology/3085650.html</p>
<p>Assessment requirements</p>	<p><u>Assessment requirements:</u></p> <p>Candidates must submit evidence of their ability to:</p> <ol style="list-style-type: none"> 1. Identify routine tasks in everyday life, including the workplace, and identify appropriate digital technology for the task; 2. Use skills appropriate to the audience when communicating on line, including follow protocols for email and online communication platforms; 3. Follow procedures, specifications and/or directions and use digital technology to successfully complete at least three (3) routine and simple workplace tasks with different required outcomes; 4. During the above, the candidate must: <ol style="list-style-type: none"> a. use the main features and functions of the selected digital technology and suitable security protocols;

- b. demonstrate an awareness of potential hazards relating to the use of digital technologies. Examples include breakage, trip, spill, electrical hazards, and personal health hazards such as eye/joint strains;
- c. demonstrate their knowledge, understanding and verbal use of terminology when using digital technology for the task;
- d. review their performance and identify areas for improvement or further learning.

Assessment methods:

Skills must be demonstrated using routine and simple tasks that reflect those typically found in a workplace and in everyday life.

A diverse range of assessment methods is recommended, including the following:

- Self-assessment;
- Reading Quiz (both oral and written responses);
- Assignment;
- Demonstration;
- Portfolio;
- Oral presentation;
- Third party feedback from teachers and/ or supervisors.

Assessment conditions:

1. Access to routine digital technology required to complete the performance evidence within the learner context. This can include:
 - Cash register
 - Barcode scanner
 - Telephone
 - Document scanner
 - Photocopier
 - Printer
 - Speakers
 - Headphones
 - Digital clock
 - GPS
2. Access to routine digital computing applications required to complete the performance evidence within the learner context. This can include:
 - word processing
 - spreadsheets;
 - internet

	<ul style="list-style-type: none"> ○ email <ol style="list-style-type: none"> 3. Workplace procedures required to complete the performance evidence; 4. Access to own familiar resources including a dictionary; 5. An expert or mentor to provide support to learner if requested; 6. Conducted in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry; 7. A work health and safety check of the assessment environment is to be conducted prior to the assessment and any hazards addressed appropriately; 8. Candidates may have up to three (3) attempts at the assessment tasks. Should the candidate’s 1st attempt be unsatisfactory, teachers are to provide feedback and reteach when necessary, before arranging the dates for the candidate’s 2nd and 3rd re-assessments. All re-assessments must be completed within 14 days of their first attempt.
<p>Moderation arrangements</p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> 1 Use their existing moderation processes, which have been approved by TNQAB, to moderate the assessment in this unit; 2 Plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented. Assessment and moderation plan forms are available on request from TNQAB.
<p>Resource requirements</p>	<ol style="list-style-type: none"> 1. Digital technology and applications required to complete the performance evidence (refer to “Point 1 and 2” in the <i>Assessment Conditions</i> in the <i>Assessment requirements</i> section); 2. Relevant printed resources including learner guide; 3. Access to a workplace documentation and workplace procedures required to complete the performance evidence 4. Projector and audio speakers; 5. Relevant Power Point presentations; 6. Chalkboard, white board & markers; 7. Relevant video clips and audio recordings; 8. Student and staff computers with internet access; 9. Student and staff workstations (Tables and chairs); 10. Student and staff stationary (Books & Pens).

<p>Requirements to complete this unit</p>	<p>Candidate of assessment must provide objective evidence of their attainment of all learning outcomes.</p>
<p>Important notes and definitions</p>	<ol style="list-style-type: none"> 1. Where model employment laws have not been implemented, training organisations are advised to contextualize this unit of competency by referring to any existing employment legislative requirements. <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 2. <i>Attachment</i>: refers to a file that is sent with a message, such as an email. 3. <i>Customise desktop</i>: refers to selecting from a variety of available themes, which combine desktop backgrounds, window color schemes, sounds and screen savers. 4. <i>Application</i>: refers to a computer program designed to carry out a specific task by the computer users. Word processors such as MS Word, media players, and accounting software are examples. 5. The <i>Internet</i> – is a vast global network that connects computers all over the world, often referred to as the <i>World Wide Web</i> or <i>www</i>. People use the internet to communicate and share information; 6. <i>Internet browser</i> – a computer programme that enable a computer to access the Internet (e.g., <i>Internet explorer, Google Chrome, Safari</i>); 7. <i>Search engine</i> - is a computer programme that enable users to search for information on the Internet (e.g., <i>Google, Yahoo, Bing, Duckduckgo</i>); 8. <i>Computing application functions</i>: refer to tasks for <ul style="list-style-type: none"> • word processing – entering simple text, underline/bold, cut/paste, copy/paste, delete text, insert text, use of left, right and full justification, use of different fonts, use of different styles (bold, underline, italics), use of spell and grammar checks; • spreadsheets – inserting numeric and textual data, use of simple formulas (e.g. addition of rows/columns, addition of simple format; • graphics – cropping, rotating, flipping, image capture (e.g. from internet, clip art and/or digital camera), inserting images into text documents; • internet – using common browser features, history, bookmark, changing windows, and website navigation;

- email – receiving and sending emails, opening attachments (e.g. images or pdfs), sending attachments (e.g. images or pdfs), organisation of boxes/folders, use of Cc and Bcc;
9. *Digital device*: refers to physical devices or tools, for example: mobile phone, smart phone, personal computer, laptop computer, tablet PC, scanning equipment, digital interface (to operate equipment).
 10. *Digital peripheral*: refers to an external device that provides input and output for the computer.
 - Input examples: keyboard, mouse, joystick
 - Output examples: monitor, printer, scanner, speakers, headphones
 - Input and output examples: hard drives, modems.
 11. *Ergonomic*: refers to the design for efficiency and comfort in the working environment.
 12. *Files*: refers to the common storage unit in a computer, and all programs and data are “written” into a file and “read” from a file. Files include email messages, HTML pages, music, PDF files, pictures and text files.
 13. *Folders*: refer to a storage unit in a computer that holds one or more files.
 14. *Link*: refers to an abbreviation of hyperlink, is a clickable text or object that lets you jump directly to something on the internet.
 15. *Netiquette*: refers to standards of good behaviour in online communication such as email, social media, online chats, forums, social networking sites.
 16. *Network repository*: refers to the central database shared by all members. e.g., Intranet, workplace health and safety repository.
 17. *Online communication platforms*: refers to technology using the Internet that enables communication, such as emails, as well as real time connections that allows chatting by text and video calling and collaboration, E.g., Skype, Zoom, WhatsApp, Messenger, FaceTime, Teams.
 18. *Organisational guidelines*: refers to company rules that include, but are not limited to, for content of emails, downloading information and accessing particular websites, opening mail with attachments, personal use of emails and internet access.

	<p>19. <i>Routine symbols</i>: refer to a range of unique symbols used as identifiers of their basic functions and features, e.g.    </p> <p>    @.</p> <p>20. Search engine: refers to software system that is designed to carry out web searches in a systematic way. e.g., Google, Bing, Ask.com, DuckDuckGo.</p> <p>21. <i>Software icons</i>: refer to a quickly understood symbol of a software tool, e.g., Microsoft Office® suite   </p> <p>22. <i>Start up process</i>: refers to processes that are applicable to the technology to commence using it; this includes, but is not limited to, password creation, password access or log on; calibration of equipment.</p> <p>23. <i>Tablet or tablet PC</i>: refers to a portable computer that uses a touchscreen.</p> <p>24. <i>Troubleshooting strategies</i>: refer to a systematic approach to problem solving used to find and correct issues, e.g., restarting the computer, checking cables.</p> <p>25. <i>USB flash drive</i>: refers to a small, portable data storage device that is typically removable and rewritable.</p> <p>26. <i>Wearables</i>: refers to digital devices to enable constant monitoring of individual workers and the environment. The most common wearable in the SmartWatch, however, wearables are increasing in use, especially for work, health and safety. An example is construction, where wearables include helmets that monitor temperature of the employee to prevent heat stress, glasses that can magnify or register work being completed, belts that register lifting postures.</p>
<p>Public comments on unit</p>	<p>Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>