Use common business tools and technology
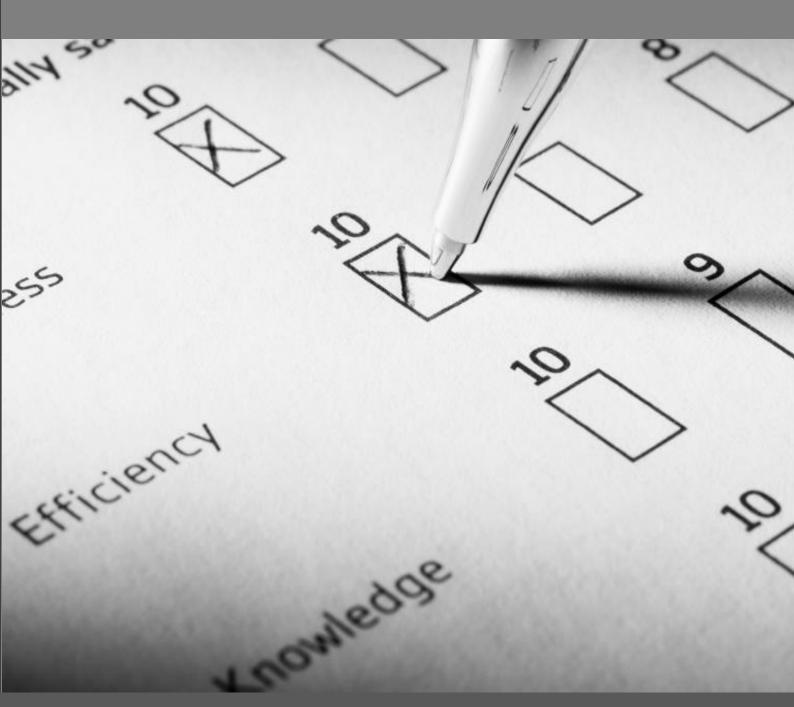
D1.HGE.CL7.12
D1.HGA.CL6.12
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Assessor Manual

Use common business tools and technology

D1.HGE.CL7.12
D1.HGA.CL6.12
D2.TCC.CL1.13

Assessor Manual

Project Base

William Angliss Institute of TAFE
555 La Trobe Street
Melbourne 3000 Victoria
Telephone: (03) 9606 2111
Facsimile: (03) 9670 1330

Acknowledgements

Project Director: Wayne Crosbie
Chief Writer: Alan Hickman
Subject Writers: Alan Hickman, Garry Collins
Project Manager/Editor: Alan Maguire
DTP/Production   Daniel Chee, Mai Vu, Jirayu Thangcharoensamut, Kaly Quach

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Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

  "At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

  These work projects are part of the formal assessment for the unit of competency titled X:

    - You are required to complete these activities:

      a) *Using the 'X' method of assessment*

      b) *At 'X' location*

      c) *You will have 'X time period' for this assessment*

    - You are required to compile information in a format that you feel is appropriate to the assessment

    - Do you have any questions about this assessment?"

- Commence Work Project assessment:

    - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

    - Participants complete work projects in the most appropriate format

    - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:

    - Enter Student name

    - Enter Assessor name

    - Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

  "These oral questions are part of the formal assessment for the unit of competency titled X.

  There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- ▪ I will give you feedback at the end of the assessment
- ▪ Do you have any questions about this assessment?"

- Commence Oral Questioning assessment:
    - ▪ Complete Assessment Record for the Oral Questioning by:
        - a) Ticking PC or NYC, as appropriate
        - b) Entering 'Remarks' as required
        - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- ▪ The due date for completion of this assessment is X
- ▪ On this date you must forward the completed questions to the assessor by X time on the date of X
- ▪ Do you have any questions about this assessment?"

- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:

  - Pass Competent = Yes

  - Not Yet Competent = No

  - Unsure about whether candidate is competent or not = Not Sure

- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: USE COMMON BUSINESS TOOLS AND TECHNOLOGY	NOMINAL HOURS: 25

UNIT NUMBER: D1.HGE.CL7.12   D1.HGA.CL6.12   D2.TCC.CL1.13

UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to use common business tools and technology in a range of settings within the hotel and travel industries.

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Access and use common business tools **1.1** Identify and access *business tools* required to achieve work outcomes in accordance enterprise policy and procedures **1.2** Use business tools efficiently and effectively and in accordance with enterprise policy and procedures **1.3** Obtain and maintain business tools required to support workplace activities **1.4** Store business tools in accordance with enterprise procedures and to *reduce theft and fraudulent activity* **Element 2: Select and use common business technology** **2.1** Select appropriate *business technology* and/or *software applications* to achieve the requirements of *work task* **2.2** Use technology in a way which promotes a safe work environment	**Unit Variables** The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. This unit applies to use common business tools and technology within the labour divisions of the hotel and travel industries and may include: 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation Business tools may include: • Information, knowledge and other intellectual resources • Finances • Facilities

Element 3: Maintain technology	• Equipment
3.1 Identify and replace used technology *consumables* in accordance with manufacturer's instructions and organizational requirements	• Stock and supplies.
	Reduce theft and fraudulent activity may include:
	• Security systems
3.2 Carry out and/or arrange *routine maintenance* to ensure that equipment is maintained in accordance with manufacturer's instructions and enterprise requirements	• Staff undertaking police checks
	• Lockable storage
	• Stock control processes
3.3 Identify equipment faults and take appropriate action in accordance with manufacturer's instructions or by seeking *specialized assistance*	• Restricted assess protocols.
	Business technology may include
	• Computer equipment
	• Digital cameras
	• Security surveillance technology
	• Hand-held input devices
	• Communication systems.
	Software applications may include:
	• Word processing packages
	• Spreadsheet packages
	• Accounting packages
	• Database packages
	• Presentation packages
	• Internet browsers.

Work task may relate to:

- Processing reservations
- Undertaking stock takes
- Processing financial records
- Producing documentation.

Consumables may include:

- Toner
- Tapes
- Discs
- Universal serial bus (USB) drives
- External hardware.

Routine maintenance may relate to:

- Creating more space on the hard disk
- Cleaning dust from internal and external surfaces
- Using up-to-date antivirus programs
- Backing up files before major maintenance
- Reviewing and updating programs
- Deleting unwanted files/programs.

Specialized assistance may include:

- Internal maintenance support
- External maintenance support
- Use of commercial 'help' desks

	• Contractors • Manufacturers. **Assessment Guide** The following skills and knowledge must be assessed as part of this unit: • Knowledge of sources of information and advice on common business tools and technology relevant to the industry sector • Knowledge of current technology options as appropriate to industry sector, including both hardware and software and their general features and capabilities • Typical equipment maintenance procedures conducted by operational staff as opposed to specialist maintenance personnel • Key factors in achieving productivity and efficiency from common business tools and technology, including effective monitoring and reporting of faults and regular maintenance. **Linkages To Other Units** • Manage physical assets and infrastructure • Access and retrieve computer based data • Communicate on the telephone • Plan and establish systems and procedures • Monitor and maintain a business computer system • Read and write English at an advanced level. **Critical Aspects of Assessment** Evidence of the following is essential: • Demonstrated knowledge of the broad technological environment in which the enterprise operates and of the various options of business tools and technology in different industry sectors

- Demonstrated knowledge of and ability to use typical systems and procedures for the maintenance of common business tools and technology.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration of the completion or project or work activities that required the candidate to use common business tools and technology

- Assessment must relate to the individual's work area, job role and area of responsibility

- Assessment must include project or work activities that allow the candidate to respond to multiple and varying workplace situations and demonstrate an ability to use common business tools and technology.

Resource Implications

Training and assessment to include access to a real or simulated workplace and a variety of common business tools and technology appropriate to the industry sector or enterprise; and access to workplace standards, procedures, policies, guidelines, tools, computer equipment and relevant software.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies

- Observation of practical candidate performance

- Oral and written questions

- Portfolio evidence

- Problem solving

- Third party reports completed by a supervisor

- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Review and analyse literature on different business tools and technology
Communicating ideas and information	2	Demonstrate how to perform basic maintenance to team members
Planning and organising activities	2	Organize work flow to facilitate the smooth introduction of a new tool or piece of technology
Working with others and in teams	2	Identify training needs and provide appropriate support to team members
Using mathematical ideas and techniques	0	
Solving problems	2	Identify technology to solve administrative problems
Using technology	2	Use appropriate technology to complete work tasks

Assessor Manual
Use common business tools and technology

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Use common business tools and technology D1.HGE.CL7.12 D1.HGA.CL6.12 D2.TCC.CL1.13
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'C' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. What common business tools do you access and use in your day-to-day activities, and what workplace policies and procedures apply to their use?	❏	❏
2. What do you do to ensure you use workplace business tools efficiently, effectively, safely and correctly?	❏	❏

Questions	Response	
	PC	NYC
3. What basic and/or preventative maintenance are you responsible for providing to common business tools used at your workplace?	❏	❏
4. How are the business tools used in your workplace stored and/or otherwise protected to prevent/minimize the possibility of theft or fraudulent use?	❏	❏
5. What computer software do you use in your workplace activities, and for what different applications do you use the different software available?	❏	❏

Questions	Response	
	PC	**NYC**
6. What do you do when using business tools and/or technology in your workplace to protect your own safety and maintain a safe working environment?	❏	❏
7. What consumables are you responsible for replacing in workplace business tools and technology?	❏	❏
8. You have been asked to be responsible for the routine maintenance of a nominated piece of office equipment (such as computer, photocopier, printer, scanner): how will you find out what is required in order to provide the necessary maintenance according to manufacturer's instructions?	❏	❏

Questions	Response	
	PC	NYC
9. A common business tool or system/technology is not working as usual/required: how would you respond to this situation to effectively address the situation?	❑	❑

Written Questions

Use common business tools and technology – D1.HGE.CL7.12
D1.HGA.CL6.12   D2.TCC.CL1.13

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   When considering a training plan, explain the concept of common skills.

_____

_____

_____

_____

2.   What are consumables?

_____

_____

_____

3.   What is an employment contract? How can it be used in the management of tools?

_____

_____

_____

_____

4.   What is a tool register?

_____

_____

_____

5.   Is knowledge a business tool? Explain.

_____

_____

_____

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6.   What is an audit?

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7.   What is a stocktake?

_____

_____

_____

8.   What is the fault reporting process?

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9.   Explain swipe card access, and the advantages of this system.

_____

_____

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_____

10.   Define RFID and how it could be used in a business.

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11.   What is the maintenance process?

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12.   What is the repair process?

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13.   What is wiki?

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_____

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14.   When considering business tools, what are non-attached items?

_____

_____

_____

_____

15.   Define passwords.

_____

_____

_____

_____

Answers to Written Questions

Use common business tools and technology – D1.HGE.CL7.12
D1.HGA.CL6.12   D2.TCC.CL1.13

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1.   When considering a training plan, explain the concept of common skills.

This is the set of skills that each and every user will need to be able to use the tool to meet the everyday usage of the tool. It may be considered as the minimum level of skills that will ensure the tool is used safely and efficiently.

2.   What are consumables?

These are the resources that are consumed when using the tool and without which the tool becomes unusable and useless.

3.   What is an employment contract? How can it be used in the management of tools?

This is an agreement between management and the employee that determines the additional responsibilities that extend beyond the standard employment contract and may especially address the use of business tools in the business environment.

4.   What is a tool register?

A list of tools that are considered to be of sufficient importance to the operation of the business that they need to be managed and controlled to ensure they are available and the cost of each of the tools remains within an acceptable range.

5.   Is knowledge a business tool? Explain.

Knowledge may be considered as a business tool as it is necessary for the business to achieve its stated objectives. The loss of knowledge may have significant impacts on the future operation of the business. It needs to be managed and controlled just as with any other business tool.

6.   What is an audit?

An audit may be considered as a check on the processes within a business to ensure they are functioning as defined as still meeting the aims of the business process. It may also be considered as an assessment on each of the tools within the business to ensure that they also are supporting the business to meet its objectives.

7.   What is a stocktake?

This is a check to determine the existence of an asset. If a tool is on the books of the business it should be found by a stocktake.

8. What is the fault reporting process?

This is a process of reporting problems or faults in the operation of a business tool. The faults may be damage that needs repair or a situation where a particular tool no longer functions in a manner that is consistent with the business objectives e.g. a film camera may take pictures but the film medium is not consistent with a website.

9. Explain swipe card access, and the advantages of this system

Swipe card access is where access to an asset or room is controlled by a card rather than a key. Logs can be kept of access so that it is known that a tool was accessed by whom and when.

10. Define RFID and how it could be used in a business.

This is hardware that allows an asset to be tracked within a specified location. From a central location the physical location of every asset that has the tag attached can be found. Discovery and location of a tool is much quicker and much more reliable.

11. What is the maintenance process?

A process that takes preventative measures to minimise the likelihood of a tool failing in a reasonable time frame.

12. What is the repair process?

This is the process of rectifying deficiencies in the operation of a tool in order to return the tool to full operational function.

13. What is wiki?

It is a web site that can be updated quickly and easily. As a business tool this would allow a wide range of staff to upload information that would become readily available to people within the business.

14. When considering business tools, what are non-attached items?

These are parts of the tool that are necessary to the operation of the tool but not physically attached so they can be mislaid or become separated from the tool thereby affecting the operation of the tool.

15. Define passwords.

These are a combination of letters, numbers and other keyboard characters that prove that a user is allowed access. The password can be on a computer, landline, mobile phone, or other item.

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Use common business tools and technology D1.HGE.CL7.12 D1.HGA.CL6.12 D2.TCC.CL1.13
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	   a) Access and use common business tools
	
	   b) Select and use common business technology
	
	   c) Maintain technology
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Access and use common business tools		
Identify and access business tools required to achieve work outcomes in accordance enterprise policy and procedures	❑	❑
Use business tools efficiently and effectively and in accordance with enterprise policy and procedures	❑	❑
Obtain and maintain business tools required to support workplace activities	❑	❑
Store business tools in accordance with enterprise procedures and to reduce theft and fraudulent activity	❑	❑
Element 2: Select and use common business technology		
Select appropriate business technology and/or software applications to achieve the requirements of work task	❑	❑
Use technology in a way which promotes a safe work environment	❑	❑

Element 3: Maintain technology		
Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements	❑	❑
Carry out and/or arrange routine maintenance to ensure that equipment is maintained in accordance with manufacturer's instructions and enterprise requirements	❑	❑
Identify equipment faults and take appropriate action in accordance with manufacturer's instructions or by seeking specialized assistance	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor
Strengths:
Improvements needed:

General comments:

Candidate signature		Date	
Assessor signature		Date	

Third Party Statement

Student name:			
Name of third party:		**Contact no**	
Relationship to student:	❑ Employer ❑ Supervisor ❑ Colleague ❑ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Use common business tools and technology D1.HGE.CL7.12 D1.HGA.CL6.12 D2.TCC.CL1.13		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	Yes	No	Not sure
Identifies, accesses, obtains and uses business tools required to achieve work outcomes in accordance enterprise policy and procedures	❑	❑	❑
Uses business tools efficiently and effectively in accordance with enterprise policy and procedures	❑	❑	❑
Provides basic/routine maintenance to business tools and technology	❑	❑	❑
Selects and safely uses appropriate business technology and/or software applications to achieve the requirements of work tasks	❑	❑	❑
Identifies and replaces used technology consumables as and when required	❑	❑	❑
Identifies equipment faults and takes appropriate action in accordance with manufacturer's instructions or by seeking specialized assistance	❑	❑	❑

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency Recording Sheet

Name of Student	
Name of Assessor/s	
Unit of Competency	Use common business tools and technology D1.HGE.CL7.12 D1.HGA.CL6.12 D2.TCC.CL1.13
Date assessment commenced	
Date assessment finalised	
Assessment decision	Pass Competent / Not Yet Competent (Circle one)
Follow up action required (Insert additional work and assessment required to achieve competency)	
Comments/observations by assessor/s	

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Access and use common business tools						
Identify and access business tools required to achieve work outcomes in accordance enterprise policy and procedures						
Use business tools efficiently and effectively and in accordance with enterprise policy and procedures						
Obtain and maintain business tools required to support workplace activities						
Store business tools in accordance with enterprise procedures and to reduce theft and fraudulent activity						
Element 2: Select and use common business technology						
Select appropriate business technology and/or software applications to achieve the requirements of work task						
Use technology in a way which promotes a safe work environment						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Maintain technology						
Identify and replace used technology consumables in accordance with manufacturer's instructions and organizational requirements						
Carry out and/or arrange routine maintenance to ensure that equipment is maintained in accordance with manufacturer's instructions and enterprise requirements						
Identify equipment faults and take appropriate action in accordance with manufacturer's instructions or by seeking specialized assistance						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			