



# Access and retrieve computer-based data

D1.HRS.CL1.01

D1.HOT.CL1.06

D2.TCC.CL1.10

Assessor Manual





# **Access and retrieve computer-based data**

**D1.HRS.CL1.01**

**D1.HOT.CL1.06**

**D2.TCC.CL1.10**

**Assessor Manual**



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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/audio tapes
- Case studies
- 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 'Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of two - three 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

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 C/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**

<b>Prior to the assessment I have:</b>	<b>Tick (✓)</b>	<b>Remarks</b>
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.		
<b>During the assessment I have:</b>		
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.		
<b>After the assessment I have:</b>		
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
- 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:
  - Ticking C or NYC, as appropriate
  - Entering ‘Remarks’ as required
  - 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 '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:
  - 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 '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

<b>UNIT TITLE:</b> ACCESS AND RETRIEVE COMPUTER-BASED DATA		<b>NOMINAL HOURS:</b> 25 hours
<b>UNIT NUMBER:</b> D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10		
<b>UNIT DESCRIPTOR:</b> This unit deals with the skills and knowledge required to access and retrieve computer-based data in the hotel and travel industries workplace context.		
<b>ELEMENTS AND PERFORMANCE CRITERIA</b>	<b>UNIT VARIABLE AND ASSESSMENT GUIDE</b>	
<p><b>Element 1: Open file</b></p> <p>1.1 Turn on/access computer system correctly</p> <p>1.2 Select or load appropriate software</p> <p>1.3 Identify and open correct file</p> <p><b>Element 2: Access computer-based data</b></p> <p>2.1 Use computer features to access a range of data or information</p> <p>2.2 Retrieve data using prescribed systems, sequences and appropriate keyboard techniques</p> <p>2.3 Access data stored on a variety of data storage mediums, private computer networks and the Internet</p> <p>2.4 Use searches and queries to find desired Information</p>	<p><b>Unit Variables</b></p> <p>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.</p> <p>This unit applies to accessing and retrieving computer-based data within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> <li>1. Front Office</li> <li>2. Housekeeping</li> <li>3. Food and Beverage</li> <li>4. Travel Agencies</li> <li>5. Tour Operation</li> </ol> <p><i>Computer system</i> will vary depending on the enterprise, and may include:</p> <ul style="list-style-type: none"> <li>• Windows</li> <li>• Mac</li> <li>• Portable computers</li> </ul>	

**Element 3: Retrieve computer-based data**

3.1 Locate data to be retrieved

3.2 Check that data meets requirements

3.3 Print or transfer file to data storage medium as required.

- Stand-alone computers
- Networked computers.

*Data or information* may include:

- Costs
- Availability, e.g. room, tour, seats, etc
- Product information
- Industry information
- Customer information
- Time
- Timetables
- Reservation data.

*Retrieve data* may relate to:

- Finding document data
- Saving changes made to the document
- Finding document.

*Data Storage mediums* include:

- Compact Disks – (CDR)
- Digital Video Disks (DVDR)
- Floppy disks
- Flash Drives
- Portable hard drives
- External hard drives
- Local hard drives

- Network drives.

*Locate data to be retrieved* may relate to data stored on:

- Compact Disks – (CD)
- Digital Video Disks (DVD)
- Blu Ray Disks
- Floppy disks
- Flash Drives
- Portable hard drives
- External hard drives
- Local hard drives
- Network drives.

#### **Assessment Guide**

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of enterprise policies and procedures in regard to using the computer system to
- Access and retrieve computer-based data
- Ability to apply basic principles of computer searches and/or queries
- Ability to undertake administrative procedures related to accessing requested data.

#### **Linkages To Other Units**

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate

#### **Critical Aspects of Assessment**

Evidence of the following is essential:

- Demonstrated ability to access enterprise computer system

- Demonstrated ability to access and retrieve computer-based data within accepted timeframe
- Demonstrated ability to apply knowledge of basic computer operations.

**Context of Assessment**

This unit may be assessed on or off the job

- Assessment should include practical demonstration of accessing and retrieving computer-
- Based data either in the workplace or through a simulation activity, supported by a range of
- Methods to assess underpinning knowledge
- Assessment must relate to the individual's work area, job role and area of responsibility.

**Resource Implications**

Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

**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
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

<b>Key Competencies in this Unit</b>		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
<b>Key Competencies</b>	<b>Level</b>	<b>Examples</b>
Collecting, organising and analysing information	1	Compare sources of information and data; retrieve data in a format that is useful
Communicating ideas and information	1	Use searches and queries to find information
Planning and organising activities	1	Prioritise actions
Working with others and in teams	0	
Using mathematical ideas and techniques	0	
Solving problems	1	Use computer to find information to resolve complaints
Using technology	1	Use computer to access and retrieve data



## Oral Questions

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Access and retrieve computer-based data D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Ask student questions from the attached list to confirm knowledge, as necessary</li> <li>2. Place tick in boxes to reflect student achievement (Competent 'C' or Not Yet Competent 'NYC')</li> <li>3. Write short-form student answer in the space provided for each question.</li> </ol>

Questions	Response	
	C	NYC
1. Tell me how you turn on your computer at work.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
2. What different software is available on your workplace computer and how do you switch from one to another when you need to use different programs?	<input type="checkbox"/>	<input type="checkbox"/>
3. What arrangement of folders, sub-folders and files exists on your workplace computer to help you identify and open required files?	<input type="checkbox"/>	<input type="checkbox"/>
4. What features does the software on your workplace have? What things do they allow/enable you to achieve?	<input type="checkbox"/>	<input type="checkbox"/>



Questions	Response	
	C	NYC
5. Tell me how you retrieve data from your workplace computer.	<input type="checkbox"/>	<input type="checkbox"/>
6. Where and how is electronic data stored in your workplace in a way it can be accessed using your computer?	<input type="checkbox"/>	<input type="checkbox"/>
7. A person has asked you to identify and retrieve a file containing the phrase 'It has come to our attention': how would you find the files containing this phrase?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	C	NYC
8. When you have a file opened on the screen of your workplace computer, how can you identify the name of that file?	<input type="checkbox"/>	<input type="checkbox"/>
9. How would you verify the data you have accessed and retrieved meets the requirements of the person who requested the data?	<input type="checkbox"/>	<input type="checkbox"/>
10. You have been asked to provide a hard copy of the document open on your computer: tell me how you do this.	<input type="checkbox"/>	<input type="checkbox"/>

# Written Questions

Access and retrieve computer-based data –  
D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10

Student Name: \_\_\_\_\_

Answer all the following questions and submit to your Trainer.

1. What is the difference between a username and a password?

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2. Why do computer have usernames and password?

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3. When considering a computer program, what does sort mean?

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4. What is a query?

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5. What is the naming system given to storage medium in a Windows computer?

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6. How does a user commence a file search?

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7. When printing, what does collated mean?

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8. Explain what the filter process does in a table in Excel.

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9. Are searches case sensitive?

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10. What is a multi-level sort?

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11. What is a quick sort?

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12. Which program creates a spreadsheet?

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13. What is a table in Access?

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14. When considering page setup, what factors should be considered?

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15. Describe the operation of a search engine.

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16. Which program stores data in fields?

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# Answers to Written Questions

## Access and retrieve computer-based data – D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10

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. What is the difference between a username and a password?

A username is a name created by the system administrator to distinguish each user from the other user. A password is a set of characters to prove the person is the user.

### 2. Why do computer have usernames and password?

They are used to maintain the security and ensure that only approved users are allowed to access the data. They also ensure that correct permissions are allocated to the correct user.

### 3. When considering a computer program, what does sort mean?

The process of sorting reorders the data into a more meaningful order to make the information more usable.

### 4. What is a query?

A query is the process of accepting or rejecting records for inclusion by using an identifiable set of criteria.

### 5. What is the naming system given to storage medium in a Windows computer.

Each storage medium is given a letter and a colon, “:”. So a drive may be G:.

### 6. How does a user commence a file search?

A search can be commenced by clicking on start and then entering the search criteria in the Start Search box.

Entering the search criteria into the top window located on the top right in an Explorer window.

### 7. When printing, what does collated mean?

The term relates to situations where there a multiple copies of the same document produced. A collated print produces an entire copy of the document before printing another copy. An uncollected document would print the total number of a page and then print the total number of the next page.

### 8. Explain what the filter process does in a table in Excel.

A filter hides records that do not meet a specified criterion.

**9. Are searches case sensitive?**

There are usually options in the search box that indicates where the search should be case sensitive or not.

**10. What is a multi-level sort?**

A multi-level sort is where a sort uses more than one key or level so that a secondary sort occurs, and this is especially true when considering records that have duplicate criteria that is the key of the first search. For example, customers may be sorted on surname and, the secondary sort, then on given names to assist in finding the correct record.

**11. What is a quick sort?**

This is a sort using a previously defined set of criteria. Especially useful when re-sorting a table using the same keys after a new record has been added or a row edited.

**12. Which program creates a spreadsheet?**

Excel is the most common program to create a spreadsheet.

**13. What is a table in Access?**

Access is the most common program to create a spreadsheet.

**14. When considering page setup, what factors should be considered?**

Page setup factors cover the orientation of the paper, margins which determine where printing will start and stop on a page, number of copies, and collation requirements.

**15. Describe the operation of a search engine.**

It is a program that searches a database of website information to find matches to criteria supplied by the user and presents the results in the form of a webpage.

**16. Which program stores data in fields?**

Access stores data in records which presents a complete picture about the object in the record. A record may be a customer. A field is a group of data elements that make up the record. E.g. Given name, surname, street, etc.



# Observation Checklist

<b>Student name</b>	
<b>Assessor name</b>	
<b>Location/venue</b>	
<b>Unit of competency</b>	Access and retrieve computer-based data D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10
<b>Dates of observation</b>	
<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. Over a period of time observe the student completing each of the following tasks:             <ol style="list-style-type: none"> <li>a. Open file</li> <li>b. Access computer-based data</li> <li>c. Retrieve computer-based data</li> </ol> </li> <li>2. Enter the date on which the tasks were undertaken</li> <li>3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise</li> <li>4. Complete the feedback sections of the form, if required.</li> </ol>

<b>Did the candidate.....</b>	<b>Yes</b>	<b>No</b>
<b>Element 1: Open file</b>		
Turn on/access computer system correctly	<input type="checkbox"/>	<input type="checkbox"/>
Select or load appropriate software	<input type="checkbox"/>	<input type="checkbox"/>
Identify and open correct file	<input type="checkbox"/>	<input type="checkbox"/>
<b>Element 2: Access computer-based data</b>		
Use computer features to access a range of data or information	<input type="checkbox"/>	<input type="checkbox"/>
Retrieve data using prescribed systems, sequences and appropriate keyboard techniques	<input type="checkbox"/>	<input type="checkbox"/>
Access data stored on a variety of data storage mediums, private computer networks and the Internet	<input type="checkbox"/>	<input type="checkbox"/>
Use searches and queries to find desired information	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate.....	Yes	No
<b>Element 3: Retrieve computer-based data</b>		
Locate data to be retrieved	<input type="checkbox"/>	<input type="checkbox"/>
Check that data meets requirements	<input type="checkbox"/>	<input type="checkbox"/>
Print or transfer file to data storage medium as required	<input type="checkbox"/>	<input type="checkbox"/>
<b>Did the student's overall performance meet the standard?</b>	<input type="checkbox"/>	<input type="checkbox"/>

**Feedback to student and trainer/assessor**

**Strengths:**

**Improvements needed:**

**General comments:**

<b>Candidate signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	



## Third Party Statement

<b>Student name:</b>			
<b>Name of third party:</b>		<b>Contact no</b>	
<b>Relationship to student:</b>	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
<b>Unit of competency:</b>	Access and retrieve computer-based data D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
<b>Do you believe the trainee has demonstrated the following skills?</b> <i>(tick the correct response]</i>	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Turns on/accesses computer system and selects/loads required software correctly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies and opens correct files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses computer features to access a range of data or information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Retrieves data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accesses data stored on a variety of data storage mediums, private computer networks and the Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses searches and queries to find desired information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Locates and checks data to be retrieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prints and/or transfers file to data storage medium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Comments/feedback from Third Party to Trainer/Assessor:**

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**Third party signature:**

**Date:**

**Send to:**

## Competency Recording Sheet

<b>Name of Student</b>		
<b>Name of Assessor/s</b>		
<b>Unit of Competency</b>	Access and retrieve computer-based data	D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10
<b>Date assessment commenced</b>		
<b>Date assessment finalised</b>		
<b>Assessment decision</b>	Competent / Not Yet Competent (Circle one)	
<b>Follow up action required</b> (Insert additional work and assessment required to achieve competency)		
<b>Comments/observations by assessor/s</b>		

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
<b>Element 1: Open file</b>						
Turn on/access computer system correctly						
Select or load appropriate software						
Identify and open correct file						
<b>Element 2: Access computer-based data</b>						
Use computer features to access a range of data or information						
Retrieve data using prescribed systems, sequences and appropriate keyboard techniques						
Access data stored on a variety of data storage mediums, private computer networks and the Internet						
Use searches and queries to find desired information						
<b>Element 3: Retrieve computer-based data</b>						
Locate data to be retrieved						
Check that data meets requirements						
Print or transfer file to data storage medium as required						





William  
**Angliss**  
Institute

Specialist centre  
for foods, tourism  
& hospitality



**Australian  
AID** 