



Access and retrieve computer-based data

D1.HRS.CL1.01

D1.HOT.CL1.06

D2.TCC.CL1.10

Trainer Guide



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Trainer Guide



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Competency Based Training (CBT) and assessment an introduction for trainers

Competency

Competency refers to the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified knowledge, skills and attitudes relevant to effective participation, consistently over time and in the workplace environment.

The essential skills and knowledge are either identified separately or combined.

Knowledge identifies what a person needs to know to perform the work in an informed and effective manner.

Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

Attitude describes the founding reasons behind the need for certain knowledge or why skills are performed in a specified manner.

Competency covers all aspects of workplace performance and involves:

- Performing individual tasks
- Managing a range of different tasks
- Responding to contingencies or breakdowns
- Dealing with the responsibilities of the workplace
- Working with others.

Unit of Competency

Like with any training qualification or program, a range of subject topics are identified that focus on the ability in a certain work area, responsibility or function.

Each manual focuses on a specific unit of competency that applies in the hospitality workplace.

In this manual a unit of competency is identified as a 'unit'.

Each unit of competency identifies a discrete workplace requirement and includes:

- Knowledge and skills that underpin competency
- Language, literacy and numeracy
- Occupational health and safety requirements.

Each unit of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Element of Competency

An element of competency describes the essential outcomes within a unit of competency.

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

In this manual elements of competency are identified as an 'element'.

Performance criteria

Performance criteria indicate the standard of performance that is required to demonstrate achievement within an element of competency. The standards reflect identified industry skill needs.

Performance criteria will be made up of certain specified skills, knowledge and attitudes.

Learning

For the purpose of this manual learning incorporates two key activities:

- Training
- Assessment.

Both of these activities will be discussed in detail in this introduction.

Today training and assessment can be delivered in a variety of ways. It may be provided to participants:

- On-the-job – in the workplace
- Off-the-job – at an educational institution or dedicated training environment
- As a combination of these two options.

No longer is it necessary for learners to be absent from the workplace for long periods of time in order to obtain recognised and accredited qualifications.

Learning Approaches

This manual will identify two avenues to facilitate learning:

Competency Based Training (CBT)

This is the strategy of developing a participant's competency.

Educational institutions utilise a range of training strategies to ensure that participants are able to gain the knowledge and skills required for successful:

- Completion of the training program or qualification
- Implementation in the workplace.

The strategies selected should be chosen based on suitability and the learning styles of participants.

Competency Based Assessment (CBA)

This is the strategy of assessing competency of a participant.

Educational institutions utilise a range of assessment strategies to ensure that participants are assessed in a manner that demonstrates validity, fairness, reliability, flexibility and fairness of assessment processes.

Flexibility in Learning

It is important to note that flexibility in training and assessment strategies is required to meet the needs of participants who may have learning difficulties. The strategies used will vary, taking into account the needs of individual participants with learning difficulties. However they will be applied in a manner which does not discriminate against the participant or the participant body as a whole.

Catering for Participant Diversity

Participants have diverse backgrounds, needs and interests. When planning training and assessment activities to cater for individual differences, trainers and assessors should:

- Consider individuals' experiences, learning styles and interests
- Develop questions and activities that are aimed at different levels of ability
- Modify the expectations for some participants
- Provide opportunities for a variety of forms of participation, such as individual, pair and small group activities
- Assess participants based on individual progress and outcomes.

The diversity among participants also provides a good reason for building up a learning community in which participants support each other's learning.

Participant Centred Learning

This involves taking into account structuring training and assessment that:

- *Builds on strengths* – Training environments need to demonstrate the many positive features of local participants (such as the attribution of academic success to effort, and the social nature of achievement motivation) and of their trainers (such as a strong emphasis on subject disciplines and moral responsibility). These strengths and uniqueness of local participants and trainers should be acknowledged and treasured
- *Acknowledges prior knowledge and experience* – The learning activities should be planned with participants' prior knowledge and experience in mind
- *Understands learning objectives* – Each learning activity should have clear learning objectives and participants should be informed of them at the outset. Trainers should also be clear about the purpose of assignments and explain their significance to participants
- *Teaches for understanding* – The pedagogies chosen should aim at enabling participants to act and think flexibly with what they know
- *Teaches for independent learning* – Generic skills and reflection should be nurtured through learning activities in appropriate contexts of the curriculum. Participants should be encouraged to take responsibility for their own learning

- *Enhances motivation* – Learning is most effective when participants are motivated. Various strategies should be used to arouse the interest of participants
- *Makes effective use of resources* – A variety of teaching resources can be employed as tools for learning
- *Maximises engagement* – In conducting learning activities, it is important for the minds of participants to be actively engaged
- *Aligns assessment with learning and teaching* – Feedback and assessment should be an integral part of learning and teaching
- *Caters for learner diversity* – Trainers should be aware that participants have different characteristics and strengths and try to nurture these rather than impose a standard set of expectations.

Active Learning

The goal of nurturing independent learning in participants does not imply that they always have to work in isolation or solely in a classroom. On the contrary, the construction of knowledge in tourism and hospitality studies can often best be carried out in collaboration with others in the field. Sharing experiences, insights and views on issues of common concern, and working together to collect information through conducting investigative studies in the field (active learning) can contribute a lot to their eventual success.

Active learning has an important part to play in fostering a sense of community in the class. First, to operate successfully, a learning community requires an ethos of acceptance and a sense of trust among participants, and between them and their trainers. Trainers can help to foster acceptance and trust through encouragement and personal example, and by allowing participants to take risks as they explore and articulate their views, however immature these may appear to be. Participants also come to realise that their classmates (and their trainers) are partners in learning and solving.

Trainers can also encourage cooperative learning by designing appropriate group learning tasks, which include, for example, collecting background information, conducting small-scale surveys, or producing media presentations on certain issues and themes. Participants need to be reminded that, while they should work towards successful completion of the field tasks, developing positive peer relationships in the process is an important objective of all group work.

Competency Based Training (CBT)

Principle of Competency Based Training

Competency based training is aimed at developing the knowledge, skills and attitudes of participants, through a variety of training tools.

Training Strategies

The aims of this curriculum are to enable participants to:

- Undertake a variety of subject courses that are relevant to industry in the current environment
- Learn current industry skills, information and trends relevant to industry
- Learn through a range of practical and theoretical approaches
- Be able to identify, explore and solve issues in a productive manner

- Be able to become confident, equipped and flexible managers of the future
- Be 'job ready' and a valuable employee in the industry upon graduation of any qualification level.

To ensure participants are able to gain the knowledge and skills required to meet competency in each unit of competency in the qualification, a range of training delivery modes are used.

Types of Training

In choosing learning and teaching strategies, trainers should take into account the practical, complex and multi-disciplinary nature of the subject area, as well as their participant's prior knowledge, learning styles and abilities.

Training outcomes can be attained by utilising one or more delivery methods:

Lecture/Tutorial

This is a common method of training involving transfer of information from the trainer to the participants. It is an effective approach to introduce new concepts or information to the learners and also to build upon the existing knowledge. The listener is expected to reflect on the subject and seek clarifications on the doubts.

Demonstration

Demonstration is a very effective training method that involves a trainer showing a participant how to perform a task or activity. Through a visual demonstration, trainers may also explain reasoning behind certain actions or provide supplementary information to help facilitate understanding.

Group Discussions

Brainstorming in which all the members in a group express their ideas, views and opinions on a given topic. It is a free flow and exchange of knowledge among the participants and the trainer. The discussion is carried out by the group on the basis of their own experience, perceptions and values. This will facilitate acquiring new knowledge. When everybody is expected to participate in the group discussion, even the introverted persons will also get stimulated and try to articulate their feelings.

The ideas that emerge in the discussions should be noted down and presentations are to be made by the groups. Sometimes consensus needs to be arrived at on a given topic. Group discussions are to be held under the moderation of a leader guided by the trainer. Group discussion technique triggers thinking process, encourages interactions and enhances communication skills.

Role Play

This is a common and very effective method of bringing into the classroom real life situations, which may not otherwise be possible. Participants are made to enact a particular role so as to give a real feel of the roles they may be called upon to play. This enables participants to understand the behaviour of others as well as their own emotions and feelings. The instructor must brief the role players on what is expected of them. The role player may either be given a ready-made script, which they can memorize and enact, or they may be required to develop their own scripts around a given situation. This technique is extremely useful in understanding creative selling techniques and human relations. It can be entertaining and energizing and it helps the reserved and less literate to express their feelings.

Simulation Games

When trainees need to become aware of something that they have not been conscious of, simulations can be a useful mechanism. Simulation games are a method based on "here and now" experience shared by all the participants. The games focus on the participation of the trainees and their willingness to share their ideas with others. A "near real life" situation is created providing an opportunity to which they apply themselves by adopting certain behaviour. They then experience the impact of their behaviour on the situation. It is carried out to generate responses and reactions based on the real feelings of the participants, which are subsequently analysed by the trainer.

While use of simulation games can result in very effective learning, it needs considerable trainer competence to analyse the situations.

Individual /Group Exercises

Exercises are often introduced to find out how much the participant has assimilated. This method involves imparting instructions to participants on a particular subject through use of written exercises. In the group exercises, the entire class is divided into small groups, and members are asked to collaborate to arrive at a consensus or solution to a problem.

Case Study

This is a training method that enables the trainer and the participant to experience a real life situation. It may be on account of events in the past or situations in the present, in which there may be one or more problems to be solved and decisions to be taken. The basic objective of a case study is to help participants diagnose, analyse and/or solve a particular problem and to make them internalize the critical inputs delivered in the training. Questions are generally given at the end of the case study to direct the participants and to stimulate their thinking towards possible solutions. Studies may be presented in written or verbal form.

Field Visit

This involves a carefully planned visit or tour to a place of learning or interest. The idea is to give first-hand knowledge by personal observation of field situations, and to relate theory with practice. The emphasis is on observing, exploring, asking questions and understanding. The trainer should remember to brief the participants about what they should observe and about the customs and norms that need to be respected.

Group Presentation

The participants are asked to work in groups and produce the results and findings of their group work to the members of another sub-group. By this method participants get a good picture of each other's views and perceptions on the topic and they are able to compare them with their own point of view. The pooling and sharing of findings enriches the discussion and learning process.

Practice Sessions

This method is of paramount importance for skills training. Participants are provided with an opportunity to practice in a controlled situation what they have learnt. It could be real life or through a make-believe situation.

Games

This is a group process and includes those methods that involve usually fun-based activity, aimed at conveying feelings and experiences, which are everyday in nature, and applying them within the game being played. A game has set rules and regulations, and may or may not include a competitive element. After the game is played, it is essential that the participants be debriefed and their lessons and experiences consolidated by the trainer.

Research

Trainers may require learners to undertake research activities, including online research, to gather information or further understanding about a specific subject area.

Competency Based Assessment (CBA)

Principle of Competency Based Assessment

Competency based assessment is aimed at compiling a list of evidence that shows that a person is competent in a particular unit of competency.

Competencies are gained through a multitude of ways including:

- Training and development programs
- Formal education
- Life experience
- Apprenticeships
- On-the-job experience
- Self-help programs.

All of these together contribute to job competence in a person. Ultimately, assessors and participants work together, through the 'collection of evidence' in determining overall competence.

This evidence can be collected:

- Using different formats
- Using different people
- Collected over a period of time.

The assessor who is ideally someone with considerable experience in the area being assessed, reviews the evidence and verifies the person as being competent or not.

Flexibility in Assessment

Whilst allocated assessment tools have been identified for this subject, all attempts are made to determine competency and suitable alternate assessment tools may be used, according to the requirements of the participant.

The assessment needs to be equitable for all participants, taking into account their cultural and linguistic needs.

Competency must be proven regardless of:

- Language
- Delivery Method
- Assessment Method.

Assessment Objectives

The assessment tools used for subjects are designed to determine competency against the 'elements of competency' and their associated 'performance criteria'.

The assessment tools are used to identify sufficient:

- a) Knowledge, including underpinning knowledge
- b) Skills
- c) Attitudes

Assessment tools are activities that trainees are required to undertake to prove participant competency in this subject.

All assessments must be completed satisfactorily for participants to obtain competence in this subject. There are no exceptions to this requirement, however, it is possible that in some cases several assessment items may be combined and assessed together.

Types of Assessment

Allocated Assessment Tools

There are a number of assessment tools that are used to determine competency in this subject:

- Work projects
- Written questions
- Oral questions
- Third Party Report
- Observation Checklist.

Instructions on how assessors should conduct these assessment methods are explained in the Assessment Manuals.

Alternative Assessment Tools

Whilst this subject has identified assessment tools, as indicated above, this does not restrict the assessor from using different assessment methods to measure the competency of a participant.

Evidence is simply proof that the assessor gathers to show participants can actually do what they are required to do.

Whilst there is a distinct requirement for participants to demonstrate competency, there are many and diverse sources of evidence available to the assessor.

Ongoing performance at work, as verified by a supervisor or physical evidence, can count towards assessment. Additionally, the assessor can talk to customers or work colleagues to gather evidence about performance.

A range of assessment methods to assess competency 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
- Role plays
- Group projects
- Group discussions
- Examinations.

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.

Also known as a Skills Recognition Audit (SRA), this process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Assessing competency

As mentioned, 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. Traditionally in education, grades or marks were given to participants, dependent on how many questions the participant successfully answered in an assessment tool.

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'

Competency Standard

UNIT TITLE: ACCESS AND RETRIEVE COMPUTER-BASED DATA		NOMINAL HOURS: 25 hours
UNIT NUMBER: D1.HRS.CL1.01; D1.HOT.CL1.06; D2.TCC.CL1.10		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to access and retrieve computer-based data in the hotel and travel industries workplace context.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Open file</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>Element 2: Access computer-based data</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>Unit Variables</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"> 1. Front Office 2. Housekeeping 3. Food and Beverage 4. Travel Agencies 5. Tour Operation <p><i>Computer system</i> will vary depending on the enterprise, and may include:</p> <ul style="list-style-type: none"> • Windows • Mac • Portable computers 	

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

	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none">• 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. <p>Context of Assessment</p> <p>This unit may be assessed on or off the job</p> <ul style="list-style-type: none">• 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. <p>Resource Implications</p> <p>Training and assessment to include access to a real or simulated workplace; and access to workplace standards, procedures, policies, guidelines, tools and equipment.</p> <p>Assessment Methods</p> <p>The following methods may be used to assess competency for this unit:</p> <ul style="list-style-type: none">• Case studies• Observation of practical candidate performance• Oral and written questions• Portfolio evidence• Problem solving
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- Role plays
- 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	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

Notes and PowerPoint slides

Slide

Access and Retrieve Computer-based Data

Unit Code: D1.HRS.CL1.01
D1.HOT.CL1.06
D2.TCC.CL1.10



Slide 1

Slide No

Trainer Notes

1.

Trainer welcomes trainees to class and introduces the unit.

Slide

Turning on the Computer

- Turn the computer on
- Turn the monitor on
- Get comfortable in your chair.



Slide 2

Slide No	Trainer Notes
2.	<ul style="list-style-type: none">• Trainer will need to explain where the on switch is for the computer and the screen• The order is not important but it is usually better to turn the computer and then the screen on.

Slide

Accessing the Computer

To Access the computer system you will need

- The 'username' as provided by the systems administrator – normally case this not case sensitive
- Your password as provided by the systems administrator - normally case sensitive.



Slide 3

Slide No	Trainer Notes
3.	<ul style="list-style-type: none">• The username is normally case insensitive but this should be checked with the system administrator• Both the username and password will be provided or there will be rules for the password• The username and password may be a combination of the given name, surname, student number, and date of birth.

Slide

The Start Button

- The start button is located on the lower left hand side of the screen
- Click All Programs
- Scroll to Microsoft Office
- Start MS Word.



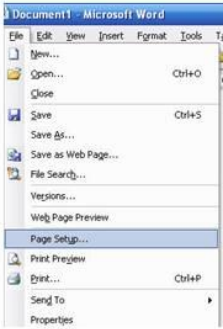
Slide 4

Slide No	Trainer Notes
4.	<ul style="list-style-type: none">• Windows will have loaded• Trainer to show the desktop and the start bar to the trainees• Computer may only be accessible from the desktop depending on the setup of the system• There may be a word icon on the screen or they may have to obtain access via the menu start bar• Direct students to the icon and also show them how to load from the start button• Demonstrate how to close down the computer.

Slide

Word

- Word has a tab interface
- Each Tab has buttons
- There is also the Quick Access tool bar
- Open File is under 'File>Open'
- To close the program use 'File>Exit'
- They can also use the 'X' on the top of the form on the right hand side to close



Slide 5

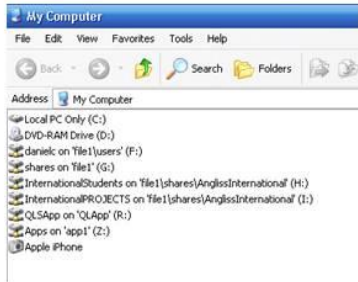
Slide No	Trainer Notes
5.	<ul style="list-style-type: none"> • Describe the tabs and show the students the various tabs • Exercise: Get the students to click through the various tabs so they can see the options that are available • The important buttons are File, save, find, and print • Show these in Word • Also, demonstrate the various methods to close the program.

Slide

Finding A File

Open Computer

- This shows all storage devices
- Drives have a letter, A, B, C ..Z
- They are case insensitive
- Followed by: (full colon).



Slide 6

Slide No	Trainer Notes
6.	<ul style="list-style-type: none">• Much will depend on the setup for each system• Click on 'My Computer' may be on desktop or from Start Button and on the right• "M Computer" will show all the storage devices that are attached to the computer• Teacher to discuss the options that are visible• Draw attention to any USB devices.

Slide

Compact Disk

- DVD or CD disks are read by lasers
- CD ROM or DVD ROM are read only and cannot be changed
- ROMS are often supplied with programs.




Slide 7

Slide No	Trainer Notes
7.	<ul style="list-style-type: none">• Operation is via a light which hits the disk to read the data. DVDs and CDs are very similar. A DVD stores about 7 times more data than a CD• Some are read only memory – ROM – which means the data cannot be changed• This is the most common method to distribute programs on media.

Slide

Memory Stick

- Most common portable storage
- Available in various sizes
- Available on most computer systems.



Slide 8

Slide No	Trainer Notes
8.	<ul style="list-style-type: none">• These devices do not require any special software so they can be attached to most computers• Allows files to be available on different computers• When correctly connected the drive will appear in 'My Computer'• There is a specific process to detach. Click the icon in the lower right hand and follow the instructions• Teacher to demonstrate the process.

Slide

Portable Hard Disk

- Larger portable storage
- Same as the disk inside the computer
- Usually has a greater storage than the memory sticks.



Slide 9

Slide No	Trainer Notes
9.	<ul style="list-style-type: none">• These are connected by a cable to the computer into the USB connection• They may hold as many as 100 DVDs or more• A person can have all the Word, Excel and Access files from their computer on hand.

Slide

Network Drive

- Drive attached to another computer within a network
- Often accessible to many in the network
- May be a drive that only stores data files from users.



Slide 10

Slide No	Trainer Notes
10.	<ul style="list-style-type: none">• These are disks that are attached to another computer within a network• In a network a user can save to a disk that is attached to a computer that is in another room or building• In a network all users will normally save to a drive in a computer and this is 'backed up' to ensure that, should there be an issue, the possibility of data loss is minimal.

Slide

Extensions

Each file has an extension after the dot

- Each extension indicates the program that created the file
- Can be 3 or 4 letters
- Case insensitive
- Allows the operating system to know which program to open when the file is double-clicked.



Slide 11

Slide No	Trainer Notes
11.	<ul style="list-style-type: none">• When Word, Excel, or any other program saves a file an extension is added to the filename. The extension indicates which program made the file and which program should be used to open or edit the file• When a user is looking at the list of files and double clicks on the file the computer looks at the extension and uses this to open the appropriate program and then open the file• The extension is usually three but may be as long as four characters.

Slide

Exercise

MS Word

- Open Word
- Click on all of the tabs and examine the buttons on each
- Close Word.

MS Excel

- Open Excel
- Click on all of the tabs and examine the buttons on each
- Close Excel.



Slide 12

Slide No**Trainer Notes****12.**

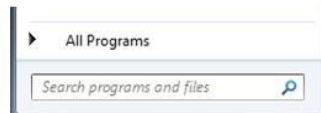
- Provide instructions on how to open the program
- It may be a desktop icon.

Slide

Searching

File names can be forgotten

- Click Start
- Enter the name or partial name in the search block.



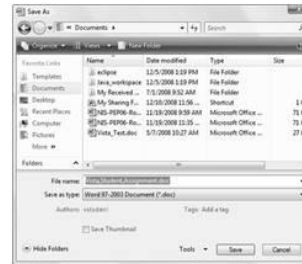
Slide 13

Slide No	Trainer Notes
13.	<ul style="list-style-type: none">• It is possible that a person wants to open a file that they created a year ago and cannot remember the filename or where the file was saved• Searching asks the computer to find a file with all or part of the filename• Searching may take some time depending on the size of the disk, the number of files, and the speed of the computer.

Slide

File Name Rules

- Some businesses have conventions on file naming
- May include
 - Department name
 - Author
 - Version Number
 - For example – “HK_GC_V1_13032012”.



Slide 14

Slide No	Trainer Notes
14.	<ul style="list-style-type: none">• Where there are many users and a file may be edited or accessed by many users a file naming convention may be useful• This means that the name of the file has details to assist in determining the contents of the file without opening the file• It is impossible for two files in the same folder to have the same name• So by adding a version number to the filename you will be able to keep a copy of the file before the edits were made.

Slide

System File Name Rules

In a Windows Environment

- Name should be descriptive of the contents
- Maximum of 256 characters
- May include numbers, letters and other characters
- May NOT use / \ * ? | < > : ;



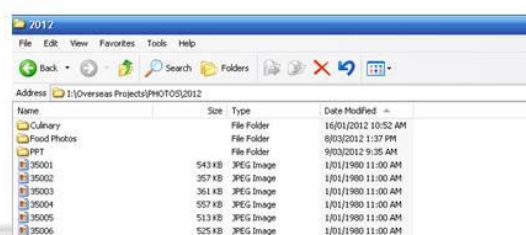
Slide 15

Slide No	Trainer Notes
15.	<ul style="list-style-type: none">• A file with a name of “Doc” is hardly helpful in determining the contents of the file• Each file name can have up to 256 characters and this can be used to provide some description as to what is in the file• Filename can have upper and lower case characters, numbers, and characters such as \$@!• May not use the characters shown.

Slide

Folders

- These store files
- Naming rules are the same as for files
- Levels are separated by “\”
- Should also have meaningful names, for example:
 - ‘Access & Retrieve Computer Data\Files\Word’
 - ‘Access & Retrieve Computer Data\Files\Excel’.



Slide 16

Slide No

Trainer Notes

16.

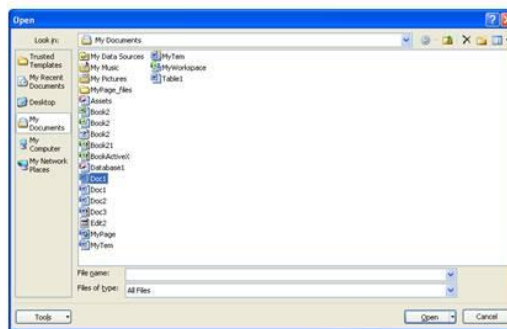
- A computer can store files in folders or subdirectories
- These can be used to store common files
- They assist in finding a file because the search should involve only relevant files
- Same naming rules as for filenames
- One directory stores the Word files and one stores the Excel files.

Slide

Opening A File

The Common User Interface Concept

- All programs have a common approach to common tasks
- Open file is 'File>Open' or 'Ctrl-O'.



Slide 17

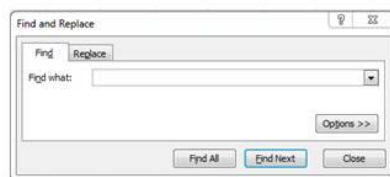
Slide No	Trainer Notes
17.	<ul style="list-style-type: none">• Program developers are moving to a Common User Interface. This means that how a user does something is the same in many programs. To open a file the user clicks on 'File' and then 'Open'• The same shortcut is used – hold down the 'Ctrl' key and while holding it down hit the 'O' key (for open) and the dialogue box will display to find the file and open it for editing or viewing• There are many short-cut keys which can be accessed from the keyboard so they do not require a mouse and are much faster.

Slide

Searching in a Document

Word:

- Click on the Home tab
- Click the Find Button
- 'Ctrl-F' is the shortcut key
- Enter the text to search.



Slide 18

Slide No**Trainer Notes****18.**

To find text in Word:

- Click on the Home Tab
- Locate the Find Button
- Click it and a dialogue box will open in which the text can be entered.

Slide

Class Exercise

- Click on the Start button
- Find the Office Group
- Start Word
- Open the file “Personal Computers”
- Click on the Home tab, then
Click the Find Button
- Search for
 - ‘and’
 - ‘brand’.



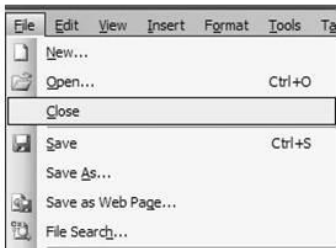
Slide 19

Slide No	Trainer Notes
19.	If possible, each student using their own computer (or sharing with another student) allow them time to practice the exercise on their own rather than the Trainer simply demonstrating it from the front of the class.

Slide

Closing A Program

- Click on the Home tab
- Click File
- Click Close.



The image shows a screenshot of a software application's File menu. The menu items are: New..., Open... (Ctrl+O), Close (highlighted), Save (Ctrl+S), Save As..., Save as Web Page..., and File Search... The menu is open, and the 'Close' option is selected.

Slide 20

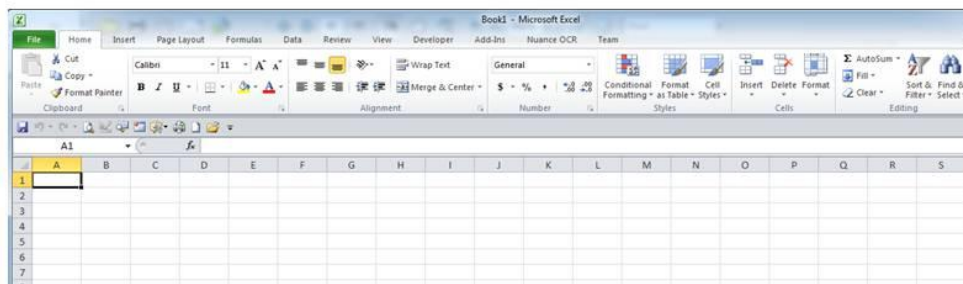
Slide No	Trainer Notes
20.	If possible, each student using their own computer (or sharing with another student) allow them time to practice the exercise on their own rather than the Trainer simply demonstrating it from the front of the class.

Slide

Excel

Start Excel

- Find is on the Home tab
- Search options allow more control over searches than in Word.



Slide 21

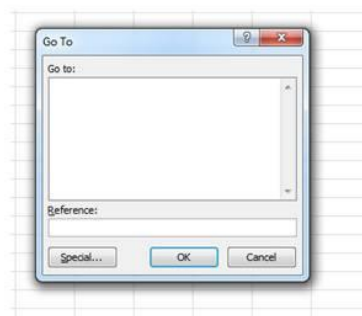
Slide No	Trainer Notes
21.	If possible, each student using their own computer (or sharing with another student) allow them time to practice the exercise on their own rather than the Trainer simply demonstrating it from the front of the class.

Slide

Excel: Go to

'Go to' allows quick movement between cells

- Enter the cell in the Name box and the cursor moves to the cell
- Short cut key is 'Ctrl-G'.



Slide 22

Slide No	Trainer Notes
22.	<ul style="list-style-type: none">• There are a vast number of cells in Excel• The 'go to' option allows the focus to move to a cell very quickly• Users can use the name box or the 'Ctrl-G' option.

Slide

Exercise

- Use the name box and go to cell 'AB110'
- Use the name box and go to cell 'AB1110'
- Use the 'Ctrl-G' to go to 'ZZ6700'
- 'Ctrl-Home' moves cursor to 'A1'.



Slide 23

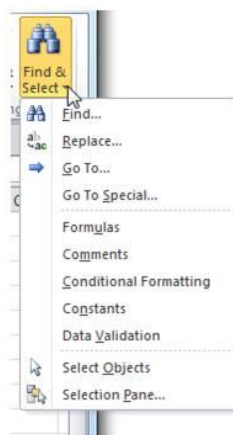
Slide No	Trainer Notes
23.	<ul style="list-style-type: none">• Allow students to practice with the 'Go to' command.

Slide

Search in Excel

Search can be by:

- Within
 - Sheets
 - Workbooks
- By
 - Rows
 - Columns.



Slide 24

Slide No	Trainer Notes
24.	<ul style="list-style-type: none"> • There are various methods by which to search in Excel • By setting the options the search can be very focused or very wide • The narrower the search the quicker • A good idea is to open a search box and mention each item and explain the significance to the trainees.

Slide

Exercise

- Open the file Recipe.xlsx
- Click Home Tab and then 'Find'
- Enter 'chicken' and click 'Find Next'
- Close
- Search for same but this time click 'Find All'.



Slide 25

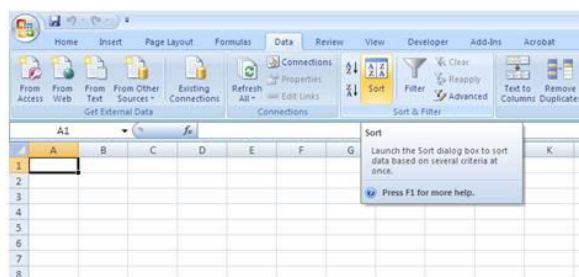
Slide No	Trainer Notes
25.	<ul style="list-style-type: none">• Show the difference between 'Find Next' and 'Find All'• Point out the list that appears.

Slide

Sort

This rewrites the file into a specified order

- Order sequence can be listed alphabetically in a column:
 - Ascending
 - Descending.



Slide 26

Slide No

Trainer Notes

26.

- A sort changes the order of the data in the file
- Can take time depending on computer speed and file size
- Any changes in the order will be lost unless the file is saved.

Slide

Exercise

- Open the file Computers.xlsx
- Sort the sheet on computer brands in ascending order
- Sort the sheet on those that have McAfee and those that do not, with the NO group appearing in the list first
- Filter the group on computer type and show only desktop models
- Filter the group on OS (Operating System) and show all those with an Apple operating system
- Save the sheet as 'Computers-Sorted.xlsx'
- Close file
- Exit Excel.



Slide 27

Slide No	Trainer Notes
27.	If possible, each student using their own computer (or sharing with another student) allow them time to practice the exercise on their own.

Slide

Row Filter

A filter hides rows

- Click on the Home tab
- Select the data
- Set the filter rules.

Search

- (Select All)
- Beans
- Beef
- Chicken
- Lamb
- Pork
- Prawns
- Vegetarian

Main Ingredient	Dish Name
Vegetarian	Cranberry ricotta torte
Vegetarian	Vegetarian pizza
Vegetarian	Easy vegetarian pie
Vegetarian	Vegetarian sandwich loaf
Vegetarian	Vegetarian delight
Vegetarian	Vegetarian harira
Vegetarian	Vegetarian spring rolls
Vegetarian	Vegetarian sandwiches
Vegetarian	Vegetarian pilau
Vegetarian	Cheat's vegetarian lasagne
Vegetarian	Vegetarian dumplings
Vegetarian	Pasta e fagioli
Vegetarian	Curried vegetable burgers
Vegetarian	Spagetti bean bolognaise
Vegetarian	Vegetarian tacos
Vegetarian	Vegetarian lasagne
Vegetarian	Vegetarian chilli
Vegetarian	Gourmet vegetarian pizza
Vegetarian	Vegetarian pad Thai
Vegetarian	Vegetarian enchiladas
Vegetarian	Vegetarian chilli beans
Vegetarian	Vegetarian pizza
Vegetarian	Vegetarian spaghetti
Vegetarian	Vegetarian nachos
Vegetarian	Vegetarian sausages and rice salad
Vegetarian	Easy vegetarian lasagne
Vegetarian	Vegetarian harira
Vegetarian	Vegetarian pastry
Vegetarian	Vegetarian calzones
Vegetarian	Vegetarian biryani
Vegetarian	Turkish pizza (vegetarian)
Vegetarian	Japanese vegetarian hotpot
Vegetarian	Vegetarian fajitas
Vegetarian	Vegetarian platter
Vegetarian	Vegetarian lasagne
Vegetarian	Vegetarian rice pilaf

Slide 28

Slide No	Trainer Notes
28.	<ul style="list-style-type: none"> • A filter will hide or show rows of data according to particular criteria • Direct attention to relevant data and hide irrelevant data • Show customers that have exceeded their credit limit and hide the customers that are within their limit.

Slide

Exercise

- Open the file Recipes.xlsx
- Select all the rows
- Click Home then Sort and Filter
- Click Filter
- Filter the recipe list on Chicken
- Close Excel.



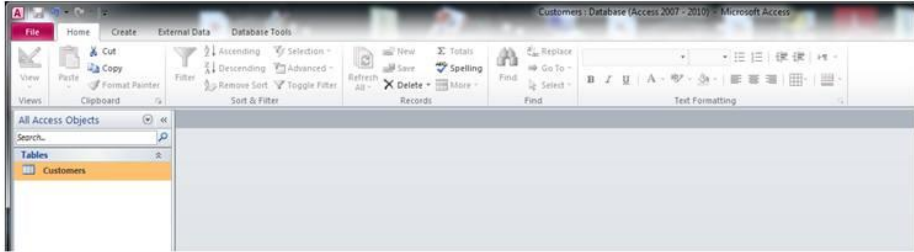
Slide 29

Slide No	Trainer Notes
29.	<ul style="list-style-type: none">• Demonstrate how to do the search• Have students perform a filter• Filter list on the ingredient 'chicken'.

Slide

Access

- Sort similar to Excel
- Filter similar to Excel.



The screenshot shows the Microsoft Access Database Tools ribbon. The 'Filter' group includes buttons for 'Filter', 'Advanced Filter', 'Remove Sort', and 'Toggle Filter'. The 'Sort & Filter' group includes buttons for 'Ascending', 'Descending', 'Advanced', 'Refresh All', 'Delete', and 'More'. The ribbon also shows 'New', 'Save', 'Spelling', 'Find', 'Replace', 'Go To', and 'Text Formatting' groups. The 'All Access Objects' pane on the left shows a search box and a list of tables, with 'Customers' selected.

Slide 30

Slide No	Trainer Notes
30.	<ul style="list-style-type: none">● The program 'Access' has the same filter and sort features as Excel● Sort and Filter apply to all records.

Slide

Exercise

- Open Access
- Open Customers.accdb
- Sort the file on suburb ascending
- Sort the file on suburb descending
- Sort on Amount Owning ascending
- Sort on Amount Owning descending.



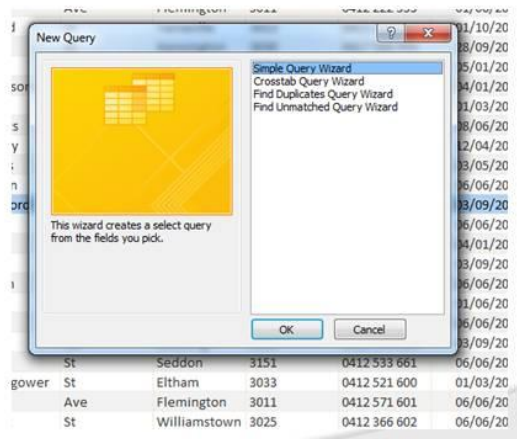
Slide 31

Slide No	Trainer Notes
31.	<ul style="list-style-type: none">• Open the Customers.accdb and then sort on the suburb• Do various sorts.

Slide

Access Queries

- Higher level of control than filter or search
- Access can link multiple tables to supply the required data.



Slide 32

Slide No	Trainer Notes
32.	<ul style="list-style-type: none"> • A query provides a high degree of control over records that are included and excluded in the search • A query can combine tables to show information • A query does not write the file - it extracts information from the file and shows the information.

Slide

Exercise

- Start Access
- Open Customers.accdb
- Create a query to show all columns for all customers with a credit limit over 1,000.



Slide 33

Slide No	Trainer Notes
33.	<ul style="list-style-type: none">• Demonstrate a query that will return the fields with the criteria.

Slide

Search Engines

Search the Internet

- Many different search engines
 - Google, Yahoo, AltaVista
- Ability to filter search results from within the search engine.




Slide 34

Slide No	Trainer Notes
34.	<ul style="list-style-type: none">• Search engines or sites keep a database of data they have discovered on the Internet• When a search is conducted they query their database and show results• Because the databases are different and they search differently there are different results in different sites.

Slide

Exercise

- Open the browser and go to google.com
- Search for
 - Coffee
 - House
- Change the options and repeat the search.



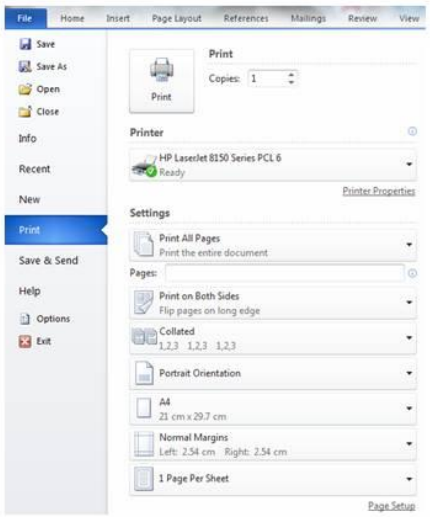
Slide 35

Slide No	Trainer Notes
35.	If possible, each student using their own computer (or sharing with another student) allow them time to practice the exercise on their own.

Slide

Printing - Word

- Click File and Print
- Select the options
- Print.




Slide 36

Slide No	Trainer Notes
36.	<ul style="list-style-type: none">• The printing process in Word is on the Home Tab – click File and then Print• There are many options• Set the options and select print.

Slide

Class Exercise

- Open Word
- Open Personal_Computers.docx
- Print the first page.



Slide 37

Slide No	Trainer Notes
37.	<ul style="list-style-type: none">• Print a page from Word.

Slide

Printing - Excel

Printing is very similar to Word

- Use print preview to see the page breaks occur at the appropriate places.



Slide 38

Slide No	Trainer Notes
38.	<ul style="list-style-type: none"> • The printing process in Excel is on the Home Tab – click File and then Print • There are many options • Need to check for page breaks • Set the options and select print.

Slide

Exercise

- Open Excel
- Open the file Computers.xlsx
- Print Preview the file
- Print the page.



Slide 39

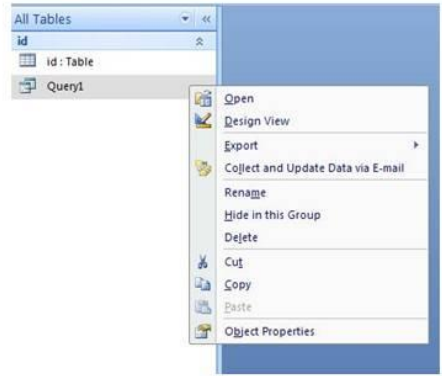
Slide No	Trainer Notes
39.	<ul style="list-style-type: none">• Allow students to print preview and print a page• Go through the options that are presented to the student.

Slide

Printing from Access

Print Queries can be sent to

- Printer
- Text file for other programs.



Slide 40

Slide No	Trainer Notes
40.	<ul style="list-style-type: none">• Queries can be printed by Home Tab then Print.

Slide

End of Unit

Close the computers.



Slide 41

Slide No	Trainer Notes
41.	<ul style="list-style-type: none">• Close computers• Discuss unit• Ask for comments.

Recommended training equipment

Minimum Resource Requirements

Desk with sufficient space for all computer hardware, books, and writing material and using the mouse

Computer with a screen, keyboard, mouse

Height adjustable chair with back support

Latest Windows operating system

Latest Microsoft Office Suite with:

- Word
- Access
- Excel.

Unlocked USB ports that are accessible to the user

DVD or equivalent

Laser printer for the group

Access to the internet

Instructions for Trainers for using PowerPoint – Presenter View

Connect your laptop or computer to your projector equipment as per manufacturers' instructions.

In PowerPoint, on the **Slide Show** menu, click **Set Up Show**.

Under Multiple monitors, select the Show Presenter View check box.

In the **Display slide show** on list, click the monitor you want the slide show presentation to appear on.

Source: <http://office.microsoft.com>

Note:

In Presenter View:

You see your notes and have full control of the presentation

Your trainees only see the slide projected on to the screen

More Information

You can obtain more information on how to use PowerPoint from the Microsoft Online Help Centre, available at:

<http://office.microsoft.com/training/training.aspx?AssetID=RC011298761033>

Note Regarding Currency of URLs

Please note that where references have been made to URLs in these training resources trainers will need to verify that the resource or document referred to is still current on the internet. Trainers should endeavour, where possible, to source similar alternative examples of material where it is found that either the website or the document in question is no longer available online.

Appendix – ASEAN acronyms

AADCP	ASEAN – Australia Development Cooperation Program.
ACCSTP	ASEAN Common Competency Standards for Tourism Professionals.
AEC	ASEAN Economic Community.
AMS	ASEAN Member States.
ASEAN	Association of Southeast Asian Nations.
ASEC	ASEAN Secretariat.
ATM	ASEAN Tourism Ministers.
ATPMC	ASEAN Tourism Professionals Monitoring Committee.
ATPRS	ASEAN Tourism Professional Registration System.
ATFTMD	ASEAN Task Force on Tourism Manpower Development.
CATC	Common ASEAN Tourism Curriculum.
MRA	Mutual Recognition Arrangement.
MTCO	Mekong Tourism Coordinating office.
NTO	National Tourism Organisation.
NTPB	National Tourism Professional Board.
RQFSRS	Regional Qualifications Framework and Skills Recognition System.
TPCB	Tourism Professional Certification Board.

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