



Certificate III Education Support

CHC30808

Appropriate Technologies



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Table Of Contents

About This Workbook	5
Unit Overview	6
Section 1 - Office Equipment.....	8
Types of equipment.....	9
Occupational Health and Safety	10
Maintenance of Office Equipment	13
Section 2 - Using Equipment	14
Using a Telephone System	15
Answering the Telephone	16
Answering Machine	18
Fax Machine.....	19
Shredder.....	21
Dictation and Transcription Equipment.....	21
Mail Processing Equipment	22
Overhead Projector.....	23
Data Projector.....	24
Other Office Equipment.....	25
Section 3 - Photocopiers.....	26
Your Role	27
Special Rules.....	28
Minimizing Wastage.....	31
Choosing Materials	32
Binding Equipment.....	35
Deadlines.....	36
Collating.....	37
Distribution and Filing.....	38
Photocopiers	39



About This Workbook

This workbook is divided into sections which will cover the competencies and skills required.

This Unit of Competency has several resources:

- **Appropriate Technologies Workbook (this workbook):** This resource provides either a self paced learning program or may be used as a reference resource.
- **On-line course:** Ask your teacher/assessor to register you in this on-line resource.

This course has been designed to appeal to differing learning styles, so the information and learning experiences are presented in different ways.

Learning Outcomes

The learning outcomes are shown at the beginning of each section. Learning outcomes match the competencies you must demonstrate to be successful in this course of study.

Learning Icons

Throughout each book icons are used to indicate the activity or purpose of the text. The icons used in this course are explained on the following page.

Prerequisites

1. Sound literacy skills.
2. Sound numeracy skills.
3. Basic computer skills, e.g. able to use a mouse and limited keyboard skills

As you work through this workbook you will encounter different symbols that indicate a task for you to complete.



The introduction to the topic and overview of the units, and includes your instructions, assessment and objectives.



This symbol indicates there are Internet sites that will support your learning and provide further resources.



You are to complete the work indicated by this symbol in your notebook.



Work that is to be completed by you and returned to your teacher use this icon. You are return your work primarily through e-mail where possible, otherwise by other methods.



You may be asked to listen to or prepare a piece of audio work. Read the instructions carefully.



In some instances, your work may be returned by fax. This is indicated by the icon on the left.



A practical exercise is indicated by this symbol.



Supporting resources may be provided in CD-ROM format. Locations where these resources are to be used display this icon.



This symbol indicates “self-check” questions. Once you have completed the question you need to check your answers from the self check pages at the back of the book.



Unit Overview

This workbook supports the Unit of Competency BSBWOR201 *Use business technologies*.

This unit provides competency-based training in the skills and knowledge required to choose resources to complete a variety of tasks under supervision and includes operating equipment, undertaking routine maintenance and reporting faults to the appropriate person. The unit is suitable for participants who are seeking work within a school as a teacher aide or in a range of educational organizations as an education support worker.

All workplaces are diverse environments and are made up of individuals who have differing life experiences and values. Only through understanding and awareness of the benefits of diversity within employees and students, do schools become better.

The Unit of Competency, BSBWOR201 *Use business technologies* contains the following elements and performance criteria:

Select and use technology

- 1.1 Select appropriate technology and software applications to achieve the requirements of the task
- 1.2. Adjust workspace, furniture and equipment to suit user ergonomic requirements
- 1.3 Use technology according to organisational requirements and in a way which promotes a safe work environment

Process and organise data

- 2.1 Identify, open, generate or amend files and records according to task and organisational requirements
- 2.2 Operate input devices according to organisational requirements
- 2.3 Store data appropriately and exit applications without damage to or loss of, data
- 2.4 Use manuals, training booklets and/or online help or help desks to overcome basic difficulties with applications

Maintain technology

- 3.1 Identify and replace used technology consumables in accordance with manufacturer's instructions and organisational requirements

- 3.2 Carry out and/or arrange routine maintenance to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements
- 3.3 Identify equipment faults accurately and take action in accordance with manufacturer's instructions or report fault to designated person

Critical aspects of evidence

The following evidence is critical to the judgment of competence in this unit:

- selection of appropriate equipment for a range of tasks
- effective handling of data
- workplace safety procedures followed when using technology
- economical use of technology and resources
- successful completion of a range of tasks using a range of technology



Section I

Types of Equipment

On completion of this section, participants will be able to:

1. Explain why equipment safety is important.
2. Understand the purposes of routine maintenance of office equipment.



Types of Equipment

In recent years, the range of equipment that can be found in the average school environment has grown considerably. This has changed the nature of the work of an education support worker and has meant that many new skills are required. Many of the tasks that were done manually are now done with the aid of equipment while new types of equipment have required new ways of working. This has placed the responsibility on education support workers to learn the skills necessary to use this equipment.

Equipment that is now a regular part of the school environment include:

- Telephone systems
- Answering machine
- Photocopier
- Fax
- Binding equipment
- Shredder
- Dictation and transcription equipment
- Mail processing equipment
- Overhead projector
- Data projector
- Digital cameras
- DVD Players and recorders
- Computers

The size and nature of the school will affect the type of equipment that is available. Larger schools with many staff will generally have a greater range of equipment than a small school. In any environment, you may be expected to operate any or all of the equipment listed above.



Occupational Health & Safety (OHS)

While another units deal exclusively with health and safety in the workplace, it is important to reiterate some elements. When operating office equipment, there are a number of potential hazards and unsafe practices that should be avoided.

Power access

When using office equipment, be sure to follow the manufacturer's instructions regarding power supply requirements. Be sure not to overload electrical circuits by plugging in to many pieces of equipment on the one power point. Avoid the use of extension cords longer than five metres. This may reduce voltage supply and can cause equipment to malfunction.

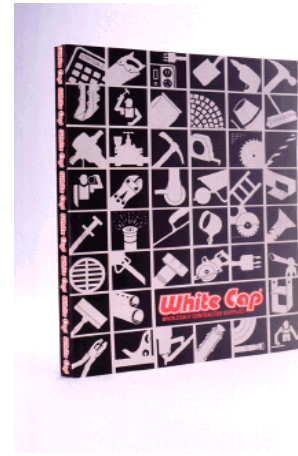
In all cases, a qualified electrician should install electrical fittings. If in doubt, contact an electrician to assist you. It is far better to be safe than sorry.

A common source of workplace accidents is people injuring themselves by tripping over power leads and so on. Power leads should not be run across walk areas. If this is unavoidable, tape down all leads to minimise risk.



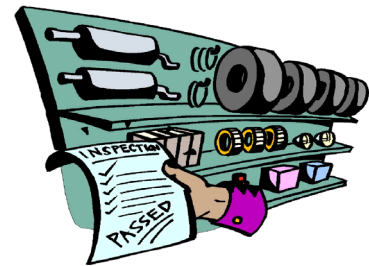
Safety

Before operating office equipment, you should read the manual or manufacturer's instructions that are supplied. Familiarise yourself with the safety procedures for this equipment and pay particular attention to any potential health risks that are associated with the use of this equipment. If there is a potential health risk, read the safety precautions provided and follow all safety procedures carefully.



Never use suspect equipment. Any equipment that is damaged should not be used under any circumstances. Consult a qualified electrician or contact an authorised repairer if equipment is damaged or malfunctioning. Many businesses will have maintenance contract arrangements. In the case of equipment repair or maintenance, it may be required that you contact the appropriate maintenance contractors.

It is a sound idea for businesses to install circuit breakers in order to reduce the risk of equipment malfunction in the event of power fluctuation and to reduce the risk of electric shock or electrical fires. These should be fitted by a qualified electrician.



When using electrical equipment, it is important that any unusual noises, smells or the appearance of smoke be reported immediately. If you notice any of these, you should stop using the equipment immediately, unplug the equipment from the power point and place an “out of order” sign on or near the equipment. You should inform the appropriate people immediately and if necessary, contact an authorised repairer.



Never use electrical equipment near water. Keep all liquids well away from electrical equipment. Allow adequate ventilation around electrical equipment to aid in cooling. Keep all metal objects away from electrical equipment. These can conduct electricity and cause short circuits if they contact live areas.

In the event of an electrical storm, it may be a good idea to unplug electrical equipment to avoid the potential risk of damage from power surges. Never use the telephone during an electrical storm - there is a risk of electric shock. Unplug fax machines and modems during storms.

When using any electrical equipment, there is always a potential risk. Office equipment should be inspected regularly. Any signs of problems should be reported immediately and the equipment not used until the problem has been rectified.

Remember, where electricity is concerned, it is always better to be safe than sorry.



Check Your Understanding

In each of the photographs below, there is a safety issue. Please describe the issue and suggest ways in which you would change the situation to make it safe. Fax your responses to your teacher/ assessor.

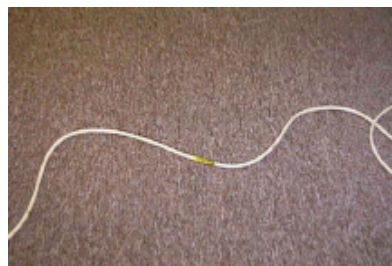
Safety Issue



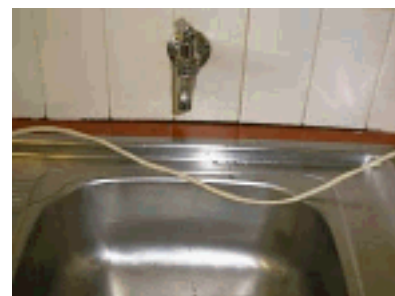
Safety Issue



Safety Issue



Safety Issue



Maintenance of Office Equipment

Maintenance of office equipment is essential to aid in the smooth workflow in an office environment. Regular maintenance of office equipment will increase the life of this equipment, prevent costly breakdowns and delays and assist in the smooth operation of the office.

Many organisations have a routine maintenance schedule for office equipment. This can be done either internally or by an outside maintenance contractor. In either case, it is important to find out who is responsible for equipment maintenance and ensure that routine maintenance tasks are performed as required.

In some cases, it may be up to you to perform routine maintenance tasks. If this is the case, it is essential that you learn the required procedures before attempting anything. It may be necessary to consult the manual supplied with the equipment or ask a colleague for advice. In many cases, your maintenance responsibility may end at replacing toner cartridges in photocopiers or laser printers, replacing ink cartridges in inkjet printers, replacing and maintaining paper supplies for office equipment and so on. Tasks that are beyond your capabilities should be undertaken only by a qualified person - do not attempt these tasks yourself.

It may also be one of your duties to clean office equipment regularly. Computer screens and keyboards should be cleaned daily or at least weekly. Dust can also build up on other office equipment. In each case, it is important that you observe manufacturer's guidelines for cleaning office equipment.





Section 2

Using Equipment

On completion of this section, participants will be able to:

1. Use common office equipment at a basic operator level.
2. Use manuals to work at enterprise specific office equipment.



Using a Telephone System

Many businesses will have a telephone system, which has a number of important features, some of which are not found in your average telephone at home.



Transferring calls

Some telephone systems have a facility that allows the user to transfer calls from one extension to another. These are particularly useful in large offices where there are a number of employees or departments. A work colleague will generally be able to show you how to use this function. Otherwise, consult the operating manual.

Group calls

Some telephone systems have the ability to enable the user to answer any phone within a group if the user is not there. If you answer a group call, it is important to clearly identify yourself. This will avoid confusion should the caller be expecting someone else to answer.

Putting calls on hold

Many office telephone systems allow the operator to put calls on hold. This is particularly useful when dealing with more than one call, when you have to search for information, whilst trying to contact the person to whom they wish to speak, to attend to other urgent matters.

When using this facility, remember that it is not good practice to keep the caller on hold for too long. It is far better to call them back.

Last number redial

This is a particularly useful feature when the person you are trying to call is not answering. Rather than redialling the number, this facility allows you to redial the last number called at the touch of a button. This is also useful if you are cut off and need to call again.

Memory dial

Most modern telephone systems allow the user to store numbers that are frequently called so that they are available at the touch of a button. A business may have a limited number of major customers

Answering the telephone

In a school situation, answering the telephone may not be as straightforward as it seems. A significant part of a school's business and parent dealings are made via telephone. A bad first impression or poor telephone technique may cause you later difficulties. It is therefore important that you always remember the following points when answering the telephone:

Wait

When picking up the phone, the operator should wait momentarily before speaking. This allows time telephone connections to be established and for the caller to comprehend the call is being answered.

Greet

A cheerful greeting will make a good first impression on the caller. Always greet with a cheerful voice and be sure to say *Good Morning* or *Good Afternoon*.

Identify

It is very important that you identify both the business and yourself clearly. This helps avoid confusion and creates an impression of professionalism.



Guidelines for answering the telephone

A list of guidelines for answering the telephone is shown in the table below.

Action	Reasons
Answer the call before the third ring.	Promptness to answer promotes the impression of efficiency.
Pick up the handset with the opposite hand to the one you use for writing	This will leave the hand you write with free to write notes or details of the call.
Place the mouthpiece close to your mouth before you speak.	This will leave the hand you write with free to write notes or details of the call.
Keep the mouthpiece clear.	Do not cover it with your fingers or hand. If you do, your voice will sound muffled and it will be difficult for the caller to understand you.

Practical Exercise

Record yourself (either tape or a digital recording) answering a telephone call in your workplace or home. Ensure you set up and use the correct procedure as outlined in the preceding pages.

Send your recording to your teacher/assessor. This will form a part of your assessment for this unit.



Answering machines

An answering machine is used in an office to record telephone messages when the office is unattended or for after hours calls. It may also be used by some businesses to screen calls. Answering machines will vary in quality and function. It is important to consider the requirements of each particular business when choosing an answering machine.

When setting up an answering machine to receive calls there are a number of factors that you must consider. These include:

- How many times the telephone rings before the machine answers
- How long to give the caller for their message
- Whether remote playback is necessary (the option of calling in to receive messages)

Whilst the features may be similar, it is important to consult your operating manual for specific instructions on how to set up your particular machine.



Plan the message

When leaving a message on an answering machine for incoming calls, it is important that you carefully plan your message. Your message should encourage the caller to leave a message and reassure them that you do want to take their call and that you will call them back.

When planning your answering machine message, you should be sure to include:

- Identification of the business
- An apology for the fact that you are not available to take their call
- A message encouraging them to please leave a message
- Ask them to include their name, telephone number and reason for calling.

When leaving your message, remember the same rules apply as for answering the telephone personally. Be sure to greet the caller in a friendly way, clearly identify yourself and/or your business, keep the rate of speech steady (not too fast or slow), speak clearly and confidently.



Practical Exercise

Prepare a message for an answering machine. You may prepare it for any business name and type you like. Record your message. Send your

'message' to your assessor. This will form a part of your assessment for this unit.

Fax Machine

In recent years, the fax machine has become an essential part of the office. Fax machines are used to transfer information graphically via telephone lines. The advantages of fax machines are:

- Allow rapid transfer of information
- Can send any document that can be put on paper
- Able to send documents to multiple locations
- Confirmation of transmission
- Automatic dial and redial

Remember, when sending documents by fax, you will generally be faxing to an office in which many people may work. It is important that you consider the nature of the documents and determine if it is appropriate to fax them. Sensitive or confidential documents should never be sent by fax. It is far better to consider other options for these documents.



Generally, there are two types of fax; those that use thermal paper and those that use plain A4 copy paper. The latter are generally more expensive but have become increasingly popular in recent years, as the reproduction quality is far better.

Sending documents by fax

When preparing documents for fax transmission, it is important that you ensure the original is of good quality. Marked or wrinkled original documents will reduce the quality of the document received at the other end. Thick or very thin paper documents, torn documents and transparent documents are not suitable for transmission.



If a document is not suitable for transmission, it may be a good idea to photocopy the document or retype the document, making all necessary changes.

Transmission

Once you have prepared the document for sending, the procedures are:

Place

Place the document in the feed tray. Generally these will be placed face down.

Set

Most faxes give you the option of normal or fine resolution. Fine resolution is best used for detailed documents such as maps and plans.

Test

While not essential, it is possible to run a test copy through the machine by pressing “start” without dialling the number. If it copies clearly, it will copy clearly at the other end.

Dial

Check the number you are dialling carefully and then dial. The method used will vary according to the type of machine that you are using.

Illegible or incomplete faxes

Sometimes, you may receive a fax that is illegible or incomplete. In this case, you should contact the sender as soon as possible. If necessary, the fax may have to be sent again or other delivery arrangements can be made. It is for this reason that a fax should have a cover sheet including the intended recipient, the sender, date, telephone number of sender and the number of pages sent.



Practical Exercise

Prepare a coversheet for a fax. (Hint: You may like to use the template in MS Word.) Print out the coversheet, fill in your assessor's name and fax number. Include a brief message about how you are finding this unit.

Fax this to your teacher/assessor. This will form a part of your assessment for this unit.

Shredder

A shredder is an important piece of equipment in any office. A shredder is used to destroy confidential and sensitive documents so that they do not fall into the wrong hands. They may also be used to destroy general business documents detailing customers, suppliers, correspondence in and out, student records of a non-retaining nature, financial records and so on.



When determining what documents should be destroyed, it is important to consider:

- Nature of the documents
- Active or inactive files
- Taxation and other legislative requirements

In some business situations, it may be desirable to destroy all documents that are no longer required. Such business might include medical practitioners and legal firms. These businesses have a lot of confidential information which, could cause embarrassment or harm if they were to fall into the wrong hands. Active files or documents that may be required by a school for future purposes should not be destroyed. Files, which are required for taxation, student record or other legislative purposes, should also be maintained. Only those files that a school is certain will no longer be required should be destroyed.

A shredder is a relatively simple piece of equipment to operate. It generally involves:

- Removal of all staples, paperclips etc from the documents - these will cause the shredder to jam and may damage the blades.
- Placing a small number of sheets in the shredder feed tray - too many sheets will jam the shredder.
- Pushing the start button to shred the documents - this will feed the documents into the machine and the blades will shred the documents.

NOTE: A shredder is potentially dangerous. If paper jams, switch off the power and unplug the machine before attempting to remove the paper. Shredded documents can be recycled by a paper recycling company or alternatively may be used as mulch.

Dictation and Transcription Equipment

A dictaphone allows the user to record their voice on tape by speaking into a microphone. This is particularly useful for dictating letters, memos and so on. Generally a dictaphone will be used by a busy manager or other executive (e.g. Principal) to dictate correspondence for the support workers to type. This saves valuable time and allows managers and other senior staff members to concentrate on other tasks.

Once the message has been recorded, it is then up to the typist to play back the tape whilst listening through headphones. The speed of playback is controlled by foot pedal whilst typing.

Using a dictaphone is similar to using a tape recorder. The major exception is the speed of playback, which can be controlled via foot pedal.



Mail Processing Equipment

In very large businesses with large volumes of mail, it may be necessary to have specialist mail processing equipment. This equipment might include:

Mechanical letter opener

This device allows letters to be opened mechanically by slicing off a very thin strip at the edge of the envelope without damaging the contents. Care should be taken when using this equipment as it is potentially dangerous.

Folding machine

These machines will automatically fold documents into the required size ready for insertion into the envelope. Some will even place these in the envelope for you.

Franking machine

A franking machine stamps a postage mark on an envelope automatically, according to the preset amount of postage required. This saves manual placement of stamps on envelopes. The amount of prepaid postage on these machines is set by Australia Post. Note, that franking machines are being replaced by computer systems, electronic scales and small receipt printers.

Overhead Projector

An overhead projector may be used in a school environment for presentations, teaching and training purposes. It is a particularly useful tool for meetings, conferences and so on. Material is printed or photocopied onto transparent plastic sheets and this is then projected onto a wall or screen.

Prior to using the projector, check to see that the glass is clean and free from dust. Marks on the glass will be projected onto your screen. Dust can scratch your overhead transparencies. If the glass requires cleaning, turn off and unplug the machine, use a soft cloth and if necessary a cleaning fluid such as methylated spirits.

Using an overhead projector is relatively simple. It is simply a matter



of placing the transparency on top of the glass, turning on the machine and adjusting the focus. It is however important to familiarise yourself with the operation of the overhead projector in advance. It is easy for the inexperienced to place the overhead transparency upside-down or back-to-front. This can be embarrassing in a meeting or conference situation.

Data Projector

A data projector allows the user to project what they see on their computer's monitor onto a screen or wall. This is extremely useful for presentations and training.

Before using a data projector, read the instruction manual carefully. These are delicate and expensive pieces of equipment and should be treated accordingly. Instructions may vary slightly depending on the type of computer you use to attach the data project.



Other Office Equipment

Depending on the environment in which you work, there may be additional equipment. This might include:

Laminator

This is used for coating paper with clear plastic for protection reasons.



Electronic whiteboard

Allows the user to print what they have written on the screen. Also allows automatic shift to clear the whiteboard surface.

Mobile phone

This is now commonplace in many schools. Particularly useful when people are out of the office.



Trimmer

Equipment used to trim documents for presentation purposes.

Electronic calculator

A handy tool to allow for the rapid calculation of figures.



Electronic stapler

Useful for stapling large quantities of documents or for thick documents.



Section 3

Photocopiers

On completion of this section, participants will be able to:

1. Copying and collating documents.
2. Conduct basic maintenance on a photocopier.



Your Role

As an education support worker in an office environment, you may be required to perform the copying, collating and binding of a range of routine and non-routine business documents. Examples may include school handbooks, test papers and learning materials.



Many organisations will have rules and procedures that must be followed when copying workplace documents. You must be familiar with these procedures, the rules regarding copyright and the nature of the documents being copied.








Once copied, you will then need to collate documents by placing them in the correct order.

The next step is to bind the material according to the school's requirements. There are a variety of methods that may be used and it will be your job to choose from what is available that best serves the purpose of each task.

What will need to be copied?

The types of documents that will need to be copied, collated and distributed will vary from enterprise to enterprise, depending on the nature of the organisation.

It could reasonably be expected that in your role within a school or educational organisation, you may be asked to copy, collate and distribute:

-  Letters to families
-  Reports
-  Financial data
-  Order forms
-  General materials for teachers, specialist staff, families and other staff
-  Meeting agenda's and minutes
-  Legal documents (eg. contracts)

Special Rules

Copying and collating documents may not always be as straightforward as this seems. Many organisations, including schools, will have a set of procedures which must be followed.

Document presentation elements that you could expect to be set within your organization are detailed below.

Standard of Presentation

Presentation of documents is very important in order to maintain the professional image of your school or educational organisation. The presentation style may vary, depending on the nature of the document and its' ultimate destination.

For example, it is not unusual for government departments to insist that documents be bound only with a single staple in the top left hand corner. By the same token, it may be appropriate for a professional submission to be spiral bound, incorporating a cover sheet and a clear plastic cover.

The presentation of internal documents may be far less important. Those that are for internal distribution only may not require a high standard of presentation.

It is important to be aware of the required standard/s within your organisation. If you are unsure of which methods are best for a given situation, ask a colleague or supervisor for advice.



Maintaining Confidentiality

In your position, it may often be necessary to copy confidential information or, information that may be embarrassing should it become publicly available. Generally information that could be classed as confidential might include:

- Financial data
- Student and/or family information
- Legal information
- Information that may be embarrassing for individuals/school
- Information that could be harmful to your school
- Staff performance assessments

It is important that this information is treated with due respect. For example, if this information is to be copied, copies should never be left in accessible areas, nor should it remain on or near the copier.

Originals, should be returned to the security of the filing system immediately after copying.

In some instances, it may even be necessary to gain the permission of a supervisor before certain kinds of information can be copied (eg. legal information). Having access to confidential information places considerable responsibility in your hands.

Confidential information should never be discussed outside of the appropriate forum as the implications, both for yourself and others may be serious.

Practical Activity

Email your responses to the questions below to your tutor.

1. What is the meaning of the word reprographics?
2. What is meant by the word confidentiality.
3. Give three examples of how confidentiality would apply to you in your work situation. (Each example to be outlined in approximately 50 - 100 words).



Copyright

It is very important, that if information you are copying is a published works such as a book, you pay due regard to copyright legislation. The Copyright Act 1968, sets out rules that apply to the copying of published works.

The rule of thumb, is that you are not allowed to copy all of these materials because, legally, it belongs to the author. In order to copy this material you may need to seek the author's permission.



Remember, the legal implications of unauthorised copying can be severe. If you are unsure of what copyright rules apply, ask someone within your organisation or seek further advice. Included in this material, is some advice from the Copyright Agency Limited.

The website below is a great source of information regarding copyright within Australia and overseas. Bookmark it for your use now and when you are in the workforce.

www.copyright.com.au

Remember, when copying documents, that copyright laws may apply. The Copyright Act is designed to prevent material from being illegally copied without the owner's permission. Generally, a copy of the Copyright Act will be found in many organisations, often near the photocopier.

The Copyright Act allows the copying of:

- Up to 10% of the number of pages in a publication
- Up to one chapter, where the book is divided into chapters

Remember, the Copyright Act does not only apply to paper based publications. It also applies to artworks, music, film, material on the Internet and so on. Be vigilant in these duties.

Check the website for the most current information on copyright.

Minimising Wastage

It is often the case, that when copying documents, that there is a great deal of paper wastage. Be aware that you should always ensure that your copy/print settings are correct before you begin.

Where possible, be sure to proofread all documents before you commence printing. Ensure that they are free from errors.

Many organisations will insist that you photocopy both side of the paper to reduce wastage. It may also be a policy within your organisation that incorrectly copied documents are recycled or, are used to print/copy drafts for proofreading.

Be aware of the requirements within your school. If no policy exists for reducing paper wastage, perhaps you should devise some suitable strategies in consultation with your colleagues or supervisor.

Practical Activity

You are in charge of a medium sized school office that produces a fairly large number of photocopied booklets, brochures and copies of regulations. The office is networked with people producing small copy numbers from two laser printers and large numbers of documents on two large digital photocopiers that are able to be print directly from the computers. The photocopiers have extensive copy abilities, can collated and staple in a variety of ways.







Develop four office procedures that will reduce paper wastage in this school office.

Email your four procedures or rules to your teacher/assessor.



Choosing Materials




When considering which material to use to copy, bind and collate documents, there are a number of considerations that must be taken into account. These will include:

-  What is available within the organisation
-  Set standards of presentation as prescribed within the organisation
-  Nature of the document
-  Who the material is for
-  The size of the document
-  Instructions you are given

Often you may find that the nature of the presentation required will vary according to the type of document. There is probably no single format which is accepted in all circumstances. Be sure to consider each case on its merit.

Copying Methods

There are many ways to reproduce documents. Among those commonly found in the office environment are:

-  Printers
-  Photocopiers
-  Email
-  Disk/CD/DVD copy



Selecting Copy Material

When choosing the material to copy documents, if no specific instructions are provided, you will need to consider the following:

Colours

Paper can be purchased in a range of colours. The brighter the colour of the paper, generally the more expensive it is to purchase. When selecting colours consider the effect the background colour will have on the document. For example, black printing on a green or red background is hard to read, especially if the font size is small.

Use the colour to highlight the document's purpose.

In some instances, your organization will have designated certain colours to be used to identify specific document types, e.g. minutes of executive minutes are copied on light blue paper.

Consider how the colours will support the purpose of the document, the costs involved and the general 'readability' (ease of reading and understanding the text).

Weight

The weight of a single sheet of paper is measured as gsm. The larger the gsm of paper the thicker it is. Normal office photocopy paper is 80 gsm. Higher quality paper may be 100 or 120 gsm.

Anything higher than 120 gsm may be regarded as card type paper. Be careful about putting higher gsm paper into your copiers. Some copiers are not constructed to handle card and will jam and possibly damage the machine. Check what paper weight your copiers and printers are constructed for and do not exceed this.

Size

Paper comes in standardised sizes. Most offices will use only the the A5, A4 and A3 sizes. This booklet is constricted of the most common of papers used in office situations - A4 sized paper.

A4 paper is 210 millimetres wide and 298 millimetres long. If you fold an A4 sheet of paper in half (along the long side) you have an A5 size piece of paper.

An A3 size piece of paper is really two A4s joined on the long edge.

Texture

Paper is produced in many textures. Generally your office will use only the plain paper, however for important documents it may have some textured paper.

Textured paper is not smooth and when you move your fingers across it you can feel ridges, dips, etc. Note that many textured papers do not work well in laser printers or photocopiers as the texture disturbs the printing process.

You will need to test textured papers before starting large print runs.

Quality

There is a range of quality in office paper. The old adage that you only get what you pay for is probably true. The cheaper the paper the poorer the quality is a generalisation but often true.

Paper that is bleached is very white and of high quality; recycled and unbleached paper is generally of poorer quality but is quite alright for a range of office tasks.

The highest quality paper is archive paper which has been specially treated to remove any acids. This paper is quite expensive and is used to produce documents that are to be stored for very long periods of time. It is not generally used in office situations.





Letterhead

Your school will generally have a letterhead. This paper is used for all correspondence outside of the school. The letterhead identifies the school and provides the first impression to your families and business contacts. It should convey professionalism, competency and all the ways a person can contact your school.

It is important that you consider the nature of the document and the standard of presentation required when selecting copy paper. If you are unsure of which is best to use in a given situation, check with your supervisor or ask a colleague for advice.

Binding Equipment

The method of binding and the equipment used will vary from organisation to organisation. Common binding methods may include:

-  Stapling (manual or electronic)
-  Spiral binding
-  Thermal binding
-  Hole punch or paper drilling

Familiarise yourself with the binding methods and equipment available within each individual school. If in doubt, ask your supervisor for assistance.



Coil Binder

Machine used for coil binding documents.

Electronic stapler

Useful for stapling large quantities of documents or for thick documents.



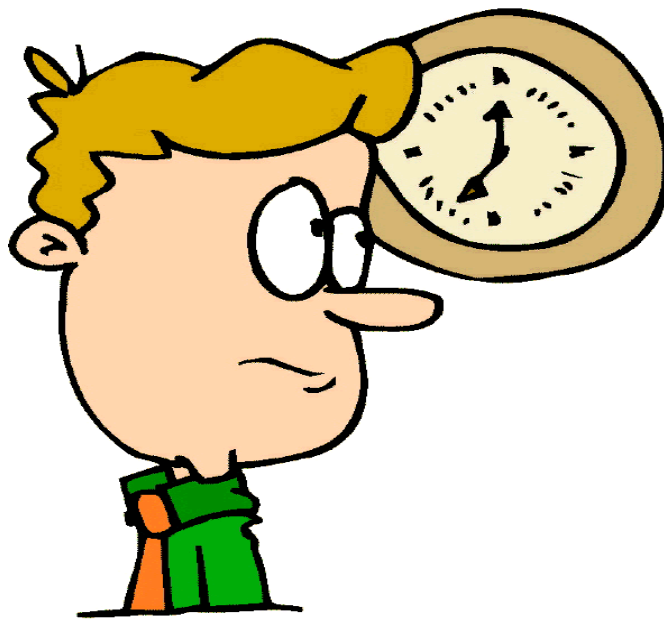
Manual stapler

Useful for stapling small quantities of paper or for thin documents.

Deadlines

As with all work in an office environment, you will be required to meet deadlines when organising the copying, collating and distribution of documents.

It is important that you plan your work schedule to account for any unexpected delays and in order to complete the job on time.

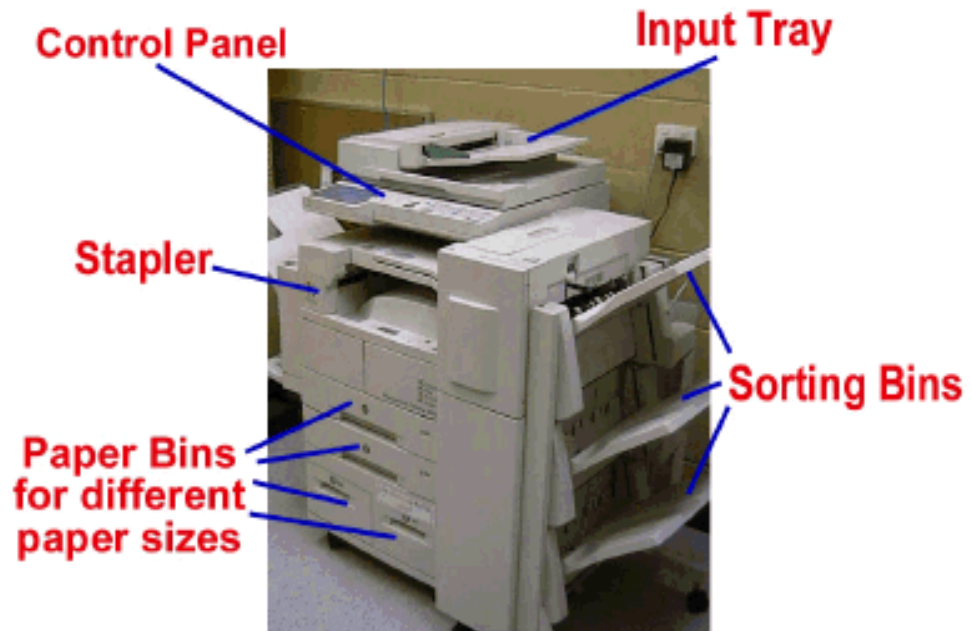


Plan your work!

Collating

Collating copied documents can be a time consuming process. It is important that you plan your work when manual collating is required. Manual collating methods might include placing each bundle of copied documents on a table, moving from pile to pile in turn until you have a complete document. Be careful, when using this method, to check your work carefully. It is very easy to skip a sheet or alternatively, pick up more than one copy.

Some photocopiers will automatically collate for you. If your photocopier is capable of performing this function, please refer to the manual or consult a supervisor or colleague for advice.



Distribution and Filing

Once documents have been copied, collated and bound it may be necessary to organise dispatch of the documents to the personnel requiring them. In the case of internal documents, this may involve sending a circulation slip with the documents and having personnel simply pass them along to the next person on the list. Alternatively, you may need to deliver these in person. Distribution methods will vary according to the timeframe requirements and the nature of the documents. For example, confidential documents to be posted should be marked “Confidential” and if necessary, distributed by means that afford a high level of security.

External deliveries may require you to consider post, fax, email or courier as a means of getting the documents to their destination by the required deadline. If in doubt as to which method best suits, check with your supervisor for advice.

Once the original documents are no longer required, it is essential that they are returned to the security of your organisation's filing system as soon as possible.

Remember, when distributing documents, it is very important that you record details of the method and date of distribution. An example of a distribution register is below.

CIRCULATION LIST		
Name	Date Received	Date Passed On
Simone Casher	13.05.XX	
13.05.XX		
Joe Clark	13.05.XX	14.05.XX
Cathy Handersen	14.05.XX	16.05.XX

Photocopier

There are many different types of photocopiers available. The price and features of photocopiers will vary considerably but the options include:

- High volume
- High speed
- Portability
- Double sided copying
- Colour
- Reduction and enlargement
- Sorting, collating and stapling



Generally, the greater the number of options, the higher the price. It may be possible to buy a simple photocopier with minimal features suitable for a small office quite cheaply whilst a high speed, high volume copier with reduction/enlargement facility and sort/collate/staple options suitable for a large office may cost many thousands of dollars.

Preparing documents for copying

When preparing documents for copying, it is important that the original is of good quality. Poor quality original documents make for poorer quality copies. Generally, typed documents are best for copying. If you are handwriting messages/documents to be copied, black ink is best.

It is important that documents are proofread and checked for errors prior to copying. This way, an error will not lead to the job having to be done over again - consider the paper wastage in this situation.

Prior to use

Prior to using the photocopier, always check to see that the glass is clean. Marks or dust on the glass will lead to marks on your copied documents.

Ensure that the photocopier is switched on and that it has paper. Most photocopiers will have a pull out cassettes of drawers, which will contain the paper. In order to refill the paper supply, first pull out the cassette or drawer. Fan out the paper that you are going to use - this separates sheets and helps prevent paper jams. Place the paper in the drawer or cassette and then close the drawer or replace the cassette.

A typical photocopier, which might be suitable for a small office and its functions, is illustrated. Please note that some machines may not have all of these features whilst; others may have additional features.

It is important that you familiarise yourself with the functions of each particular machine by referring to the operating manual or asking a colleague for assistance.



Copying

In order to make a copy, open the lid and place the original face down on the glass. Some photocopiers will have an automatic document feeder, which allows you to place the original in here and will automatically feed these documents into the machine.

Make sure that the correct paper size is selected and ensure that the original is not crooked. Select the settings that you require - number of copies, single or double sided copying, sorted, collated, stapled and so on. Once you have selected the settings that you require, press print (copy).

Below is a typical control panel for a photocopier.



NOTE:
You should never be afraid to ask for assistance.

Additional features of the particular photocopier in your organisation will be described in the operating manual. Alternatively, ask a colleague for assistance.