Diploma of Community Services Work: generic ‘splash’ page (available separately via TaLe) for customisation by teachers for other unit compositions (eg courses, skill sets)
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Welcome

CHC50608

Resources to support a number of core units of the Diploma in Community Services Work (CHC50608) have been developed and made available via the Teaching and Learning Exchange (www.tale.edu.au). The resources are developed to support the recently revised and re-endorsed CHC08 Community Services Training Package.

This qualification is directed at workers who provide a range of services and interventions to clients, and/or who implement community education and other community services.

Work may take place in a range of contexts such as community based organisations, residential rehabilitation services and outreach services. Workers will probably have supervisory responsibilities.

About this teacher’s guide

These unit resources have been developed as building blocks for teachers aggregating resources to support teaching and learning in units of the Diploma of Community Services Work. It is assumed teachers will be aggregating resources to publish either on a CD-ROM or within a ‘TAFE in the 21st Century’ virtual learning environment, such as Moodle or Sakai.
Resources developed as part of this project

Resources have been **fully** developed to support teaching and learning of the following core units of competency:

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit name</th>
<th>TaLe search term (either)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Keyword or LRR identifier</td>
</tr>
<tr>
<td>CHCCSL501A</td>
<td>Work within a structured counselling framework</td>
<td>counselling 11701</td>
</tr>
<tr>
<td>CHCLD514A</td>
<td>Analyse impact of sociological factors on clients in community work and services</td>
<td>sociological 11703</td>
</tr>
<tr>
<td>CHCCD514A</td>
<td>Implement community development strategies</td>
<td>community 11698</td>
</tr>
<tr>
<td>CHCLD415A</td>
<td>Confirm client developmental status</td>
<td>client 11702</td>
</tr>
<tr>
<td>CHCCS500A</td>
<td>Conduct complex assessment and referral</td>
<td>assessment 11699</td>
</tr>
<tr>
<td>CHCORG428A</td>
<td>Reflect on and improve own professional practice</td>
<td>reflect 11704</td>
</tr>
<tr>
<td>CHCCS502A</td>
<td>Maintain legal and ethical work practices</td>
<td>legal 11700</td>
</tr>
</tbody>
</table>

Additionally, resources have been **partially** developed to support teaching and learning of the following core units of competency:

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit name</th>
<th>TaLe search term (either)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Keyword or LRR identifier</td>
</tr>
<tr>
<td>CHCCOM504A</td>
<td>Develop, implement &amp; promote effective communication</td>
<td>communication 8449</td>
</tr>
<tr>
<td>CHCAD504A</td>
<td>Provide advocacy and representation services</td>
<td>advocacy 8448</td>
</tr>
<tr>
<td>CHCCM503C</td>
<td>Develop, facilitate and monitor all aspects of case management</td>
<td>case 8451</td>
</tr>
<tr>
<td>CHCCW503A</td>
<td>Work intensively with clients</td>
<td>work 8450</td>
</tr>
<tr>
<td>CHCGROUP403D</td>
<td>Plan and conduct group activities</td>
<td>group 8446</td>
</tr>
<tr>
<td>HLTOHS300A</td>
<td>Contribute to OHS processes</td>
<td>ohs 8456</td>
</tr>
</tbody>
</table>

Additionally, a **customisable home (or ‘splash’) page** has been developed for teachers wishing to repackage unit resources (eg to create skills sets).

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Resource name</th>
<th>TaLe search term (either)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Keyword or LRR identifier</td>
</tr>
<tr>
<td>n/a</td>
<td>Customisable generic homepage</td>
<td>generic 11751</td>
</tr>
</tbody>
</table>
About these resources

Central to the design of these resources is the desire to draw upon a learner’s current workplace as well as prior workplace experiences. Wherever possible, we have included opportunities to practise and learn from real-to-life workplace situations, policies and processes as well as to engage in conversations with actual supervisors, mentors and colleagues.

Each unit has resources grouped under 3 main component sets:

- Case study — comprising a central story with opportunities for tasks and discussion (for assessment, if desired). These give practice opportunities for required skills.
- Skills and knowledge — readings, activities and interviews with industry experts to give essential industry context and support essential knowledge.
- Additional support — generic resources eg a glossary and library of workplace documents.

Case study

Central to these resources and the successful attainment of learning outcomes is real and relevant practice of key concepts with meaningful feedback.

Five case studies provide an opportunity for real life workplace situations to be brought into the classroom for interrogation by class groups. The same case study appears in all units recommended for (holistic) co-assessment. See below.

We suggest teachers use the interactive case studies provided for each unit as a springboard to expose and discuss important skills and knowledge.
Case studies comprise both an audio and text option. As such, they are able to be used as either:

- self-paced approach by students in individual classroom or at-home work
- central show-and-tell. Teacher steps through scenario using a central data-projector with speakers attached.

What then?

- trigger classroom discussion. Use the questions under **For discussion** to start you off.
- questions are also available as a worksheet download. Discussion can therefore be set for at-home work and/or assessment activities.
- Classroom or workplace practice activities loosely-based on the scenario are also provided in the **Your tasks** section. It is imagined these tasks can be deployed by teachers as either formative or summative assessment activities. Note, there is NO FEEDBACK provided for either teachers or students.
- trigger workplace conversations with supervisors in the completion of the worksheets.
<table>
<thead>
<tr>
<th>Recommended CHC08 cluster</th>
<th>Case study</th>
<th>Units in which case study is used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLUSTER 1</strong></td>
<td>Luo</td>
<td>CHCSS500A CHCM503C CHCW503A</td>
</tr>
<tr>
<td>Case management and assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLUSTER 2</strong></td>
<td>Alice</td>
<td>CHLD514A CHLD415A</td>
</tr>
<tr>
<td>Psychology and sociology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLUSTER 3</strong></td>
<td>Jacky</td>
<td>CHCSL501A CHCA504A CHCOM504A</td>
</tr>
<tr>
<td>Communication and counselling</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLUSTER 4</strong></td>
<td>Mahesh</td>
<td>CHOR428A CHCS502A</td>
</tr>
<tr>
<td>Statutory and organisational requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CLUSTER 5</strong></td>
<td>Guillermo</td>
<td>CHCD514A CHGROUP403D</td>
</tr>
<tr>
<td>Community and group work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

- **Green** ‘Complete’ units in which MS Word notes are included
- **Blue** ‘Partially complete’ units in which teachers must source and link their own MS Word notes (see instructions on pages 9+)
Skills and knowledge

Essential skills and knowledge are supported through the various assets available under **Skills and Knowledge**. They include: key readings, audio interviews with industry practitioners, links to relevant internet content especially online video and formative quiz activities for students to check their own progress across key learning themes.

Readings

Much of the underpinning content in ‘complete’ resources will be found in the downloadable reading documents. These are Microsoft Word documents, divided into key topic areas.

We recommend teachers and/or faculties use these documents as starting points to collate and organise their own content in support of underpinning knowledge. This content can be aggregated over time and through sharing of solid content between teachers, sections, colleges and institutes.

Teachers may amend, print and distribute these readings to their students or simply direct students to the Readings page for each unit. Students may then choose to read online or print using their own printing resources.

**Skills and knowledge: Main reading document**

Expand the contents view to see the topics to be found in the reading.
Sourcing and linking Word documents in ‘partially complete’ units

All ‘partially completed’ resources require teachers to source and link their own student reading documents. It is recommended these be MS Word files and stored in the unit’s Documents subfolder.

‘Read’ page of partially completed student resource. Teachers are required to source their own reading material and link it to this page.

Documents subfolder, where sourced material should be stored for linking
Instructions for sourcing content from TaLe and linking into a ‘partially complete’ unit resource

   
   Note: DET Portal log in is required to access TaLe.

2. Click on the TAFE link.

3. Type in a search term and hit Enter or click on Search.
   
   Note: It is recommended you DO NOT search by unit number as this may yield inconsistent results. Search instead by key words eg case management. Double check for flawless spelling. Alternatively, a search for the LRR identifier (if known) will yield a perfect result.

4. Scan your results list and/or select to see the full descriptor.
   TaLe provides a snapshot summary of the resource as well as icons to indicate the component asset type(s).
   Most resources found through TaLe allow you to View or Download.
Presumably you will want to preview before deciding whether a particular resource warrants downloading.

5. On your computer, create a master folder for your course/skill set then a separate folder for every unit for which you wish to aggregate resources. We recommend a consistent file-naming convention which includes both the unit number and a keyword to more easily distinguish the content of that folder from the others created. Download your selected resource into this folder you’ve created. All resources downloaded from TaLe will appear as a ZIP file in the selected folder. You will need to ‘unzip’ the contents of the ZIP file into this folder. This is most easily done by right-clicking on a selected ZIP file and then selecting the ‘UNZIP HERE’ option. Delete the original ZIP file once you have unzipped its contents. (You will not need the ZIP file on the CD you are about to create.)

6. Other resources you have found (eg your faculty’s existing resources, resources you have created yourself) should all be aggregated into a single unit folder.

7. The generic home page should sit on the same level as the folders you are creating.

Note: All assets associated with the generic home page eg styles, linked documents, graphics are stored in a folder called **home_page_assets** eg:
Audio

Each unit resource contains a set of audio (plus text transcripts) responses from community services workers to questions pertaining to key issues and concepts. It is intended that the inclusion of voices from industry will increase students’ awareness to the breadth of roles in the industry and the way key skills and knowledge may be applied differently across these industry sub-sectors.

Audio clips are best used as trigger points for further conversations, either as a class group or in smaller groups. Focus should be on comparing and contrasting the expert’s experience and sector with the students’ own experience in other sectors.

Alternatively, teachers could open the text version of the item; print copies for use as a handout in class. Read, then discuss.

Explore

Wherever possible, links have been included to useful video and other content on the internet. If you have a computer and data projector in your classroom, use the video to demonstrate or revise a skill; discuss with class and compare and contrast the similarities and differences as to how things are done in their own workplaces.
Social bookmarking

We have created a delicious account to manage this resource’s many web links.

Go to: http://delicious.com/Community_Services2

Whenever you click on the delicious logo throughout the resources, you will be directed to our specially created website where you can browse and contribute to a growing list of useful Community Services websites.

We encourage you too to add your own links and share your favourite websites with other Community Services students, teachers and practitioners.

About social bookmarks

delicious is one of a number of popular social bookmarking tools that allow users to tag, save, manage and share links to useful web pages and online resources.

Adding or editing

No password is required to visit and view the site — however, you’ll first need to sign in to the account to add a link or edit or delete an existing link. Use the following account details:

- Username: Community_Services (note the underscore)
- Password: chc50608 (case sensitive and no spaces)

Tagging

Tags are an important feature of all social bookmarking tools such as delicious. Tags allow users of the site to group or categorise the bookmarks. This is particularly useful as the collection starts to grow.

These tags also make your searches easier too. For example, if you click on the tag ‘advocacy’, it will show websites tagged for that topic only.
The generic Community Services ‘home’ or ‘splash’ page was developed by the Centre for Learning Innovation as part of its 2009 solutions to resource development requests made by TAFE NSW Community Services teachers. It is a single, editable HTML page which is able to be used and reused to support your various collections of learning resources — like a title page.
The editable home page emerged as a preferred solution to packaging sets of learner resources based on a number of circumstances:

- the revision and re-endorsement of the *Community Services* training package CHC08, which included the need to rebadge most existing courses and units of competency. More significantly, though, CHC08 introduced **skill sets** (see below) to the potential offerings of TAFE Institutes to students or commercial clients.

- the continuing need for TAFE NSW Institutes to develop and package unique course offerings, dependent upon local needs and skills requirements

- the continuing need for Community Services faculties to respond to the needs and circumstances of specific student cohorts by offering a range of delivery solutions eg by distance on CD-ROM or on Moodle or some other learning management platform etc

- the increasing need for teachers and faculties to have tools available to assist them to develop their own resources and develop their own professional capabilities

- the increasing availability of and reliance upon the Teaching and Learning Exchange (TaLe) as a pointer to available resources, such as those available in the Learning Reference Repository (LRR).

It became very obvious that a single solution was not going to serve the needs of all TAFE NSW delivery scenarios; a more flexible solution was required.

**Why would you want to use a generic home page?**

If the delivery of this (or any) course requires the aggregation and packaging of separate student learning resources, an overarching ‘home’ or ‘splash’ page is a good idea. This provides a single gateway or starting point for students who are trying to make sense of an array of often different materials provided for them.

If your course is being delivered through a learning management system (such as Moodle or Janison), the architecture of the system will provide its own navigation framework. However, if your resources are being provided to the student on a CD-ROM, a splash page will better assist students to access them.

The generic home page provides an editable template which, with some basic knowledge about the editing of HTML (which this guide attempts to provide), will enable you to quickly and easily customise delivery offerings for your students.
About ‘Skill sets’

The revision and re-endorsement of the Community Services Training Package formalised 37 new combinations of related units of competency — now known as skill sets. Each skill set provides an opportunity for Institutes to package and deliver additional offerings to students of Community Services. These may be offered by RTOs for the award of a specialty statement of attainment. Meanwhile, they encourage students to develop additional specialist expertise in their learning and expertise.

TAFE NSW Institutes may choose to aggregate learner resources and rapidly edit and publish CD-ROMs for distribution to students who enrol in such specialist skill sets. A reusable and editable home page will assist in packaging such offerings. It can be resaved and edited as many times as required to create a library of similar looking front pages to resource sets.

Editing the generic home page

The generic home page requires some skills and tools to be available. We recommend:

- some basic knowledge in the construction of web pages and HTML coding
- access to and beginner knowledge of an HTML editor such as Adobe’s Dreamweaver (although basic changes can also be made using NotePad).

ALL imagery is part of a single background image called splash.jpg. We recommend this remains unchanged (unless you have access to specialist graphics editing skills and/or software).

Individual unit names and numbers are listed under 5 stream headings in 3 columns. We suggest you either re-populate required links or delete unwanted ones.

Additional links are available for students to access other required information. We suggest you either re-populate required links or delete unwanted ones.
Getting started

Editing an HTML page is exactly the same as editing a MS Word document. You simply need to:

1. open an editing program eg Dreamweaver
2. open the file you wish to edit. The page you need to edit is called index.htm.

Editing the text

3. To edit the Heading 1 ie “Community Services Work”, change the text between <h1> and </h1>
4. To edit the Heading 2 ie “Resources to support delivery of CHC50608 Diploma of Community Services Work (core)”, change the text between <h2> and </h2>
5. To edit the names of the unit streams, the unit numbers or the unit names, change the list items ie the text between <li> and </li>.
6. To make something bold or italicised, include the required text between tags <b> and </b> for bold and/or <i> and </i> for italics.
7. To add a line break in a string of text, eg to separate a unit number from a unit name, include a <br> tag.
8. Make sure the folder in which the unit resources are contained and the lead page of those resources are correctly referenced inside double quotation marks between the <a href> and </a> tags.

Note: to have the content open in a new browser window when a student clicks on the link on your splash page, retain the command target="_blank"; otherwise delete.
Adding your Institute logo and a link to your Institute website

You will notice there is a CLI logo in the top left and a TAFE NSW logo in the bottom right. To add your own or replace these logos you will need to:

9. Source an approved and web-friendly version of your Institute’s logo and place it in the **home_page_assets/graphics** folder.

10. Replicate or change the text between the double quotation marks after the `<img src=` to correctly locate your image source.

11. Change the text between the double quotation marks in the `<a href>` and `</a>` to point to the address of the web site you want users to direct to when they click on the logo.

12. We recommend you retain the `target=“_blank”` so that the linked page opens in a new browser.

Other features

It is possible to add **autorun** facilities to your file set so that your CD automatically boots to the index.htm page when it is inserted in a user’s CD-ROM drive. A set of the required files are included in this pack should you wish to include this feature to your CD.

13. If so, copy both the autorun files currently in the **home_page_assets/autorun** folder so that they sit on the same level as your index.htm file ie:
Uploading to Moodle

These resources are designed for a number of delivery scenarios. Increasingly, TAFE NSW Community Services teachers will require these resource sets to be uploaded to their Institute’s local Moodle installations. 

It is recommended that teachers seek the advice and support of their Institute or College flexible learning co-ordination team before commencing.

The following upload instructions assume your Moodle space has already been established and you are familiar with the procedure for downloading a ZIPPED resource file from the Teaching and Learning Exchange (TaLe).

How to upload a resource into Moodle

1. Start by logging in to your local Moodle installation.
2. Find and select the course you want to edit. Note: you need to be a “Teacher” to edit a Moodle course.
3. You should see the topic outline for the course – your home page.
4. Turn editing on – use the button at the top right of the page. Editing is on if you can see these editing tools in each topic:

   ![Editing tools](image)

5. Select your desired topic – edit the title as required and add any text you would like students to see – to edit the topic content and title, select the icon as shown:

   ![Editing icon](image)

6. Select “Save changes” when you are done.
7. Now go to “Add a resource” and select “Link to a file or website”

   ![Add a resource](image)

   You should have a resource ready to upload from your computer. The best file format for putting up a collection of files – such as a learning object or
a HTML resource - is a ZIP file. In this example I have downloaded a file called “4571A.zip” from TaLe and it is sitting on my desktop.

8. Give your resource a name (this will become the link in your topic) and a description
9. Select “Choose or upload a file”

A new window will open – this is the Moodle File Management Area – you are looking at files stored on the Moodle server.

10. Make a new folder - this is ALWAYS a good idea when you are uploading to Moodle
11. Click on the folder you just made
12. Select “Upload a file” and then “Browse”
13. Find your file on your computer, click “Open” and the select “Upload this file”

The upload process may take a little while depending on how large the file and how fast your web connection is. Note that there is a file upload size limit in Moodle – set by the Moodle administrator.

14. You should get a message in red “File uploaded successfully”

Now you need to UNZIP the file before you can display it in Moodle.

15. Tick the checkbox beside your ZIP file, and then select “Unzip” as shown:

16. Moodle will unpack your ZIP file and show a long list of all files
17. Scroll down and select the “OK” button down the bottom of the page

Now you need to select the start or home page for your resource – it will probably be called “index.htm”. Note in this example, the ZIP file has created its own folder called “4571A” as shown:
18. Click on the folder name and find the file “index.htm”

19. Tick the checkbox beside the file and then select “Choose” as shown:

20. The pop-up window closes and you are back on the “Add resource” page

21. You can explore the parameters available on this page – you may want to make your resource open in a “New window”

22. Scroll down and select “Save and return to course”

**NOTE:** Do not choose “Save and display” - you should see the resource you have uploaded – but you may have trouble navigating back to Moodle.

23. The resource should now be displayed in your topic – under any title and text that you may have added – as shown:

24. Click on the linked title to view your uploaded resource – use the edit buttons to change and update your settings.

*This is the same basic method you use for adding any resource into Moodle. You can add more resources to your topics by repeating this process – you might want to experiment by uploading more file types such as Word Docs or PowerPoint presentations.*
Note on implementing elearning

Remember, the learning resource is **only one part of the elearning picture**. Think about how you teach in the classroom — a good classroom experience comes from a mixture of:

- good **resources**
- meaningful learning **tasks**, and
- appropriate **support** for students.

It will always be important to students that they have some sense of the direction and sequence of their learning, most particularly if your delivery strategy is for distance students who will be self-paced. In all cases:

1. set out a pathway that you want your students follow through the **resource**
2. contain **activities** and **tasks** that you’ve customised to the needs of your own students
3. build-in **opportunities for meaningful feedback** by directing students to help each other by working in pairs or groups on some activities, setting peer-review activities or showing some work to the teacher for feedback.

If you’d like to find out more about **blended learning** and **elearning** try these websites:

- [http://www.westone.wa.gov.au/toolbox6/taa/toolbox/resources/staff/dannie/qa/h_qa.htm](http://www.westone.wa.gov.au/toolbox6/taa/toolbox/resources/staff/dannie/qa/h_qa.htm) - a good place to start is this section in the Training and Assessment Toolbox; answers questions like ‘How do I create meaningful online learning experiences?’, ‘What are some strategies for handling difficult online learners? ‘What's with all this new terminology?’ and ‘How can I help online learners manage their workload?’
Computer requirements

How to make sure the resource works on your computers

To use these resources your computer should meet or exceed the following:

**Hardware**

All of these:

- 128 MB of RAM (Windows) or 96 MB RAM (Mac)
- Screen resolution of 1024 x 768 recommended
- Sound with speakers or headphones
- CD-ROM drive (if using a CD version of the learning resource, 4x speed minimum)
- Access to a printer may also be useful.

**Operating system**

Any of these:

<table>
<thead>
<tr>
<th>PC</th>
<th>Mac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows Vista</td>
<td>Mac OS X 10.3</td>
</tr>
<tr>
<td>Windows XP SP2</td>
<td></td>
</tr>
<tr>
<td>Windows 2000 SP4</td>
<td></td>
</tr>
</tbody>
</table>

**Browsers**

Any of these:

<table>
<thead>
<tr>
<th>PC</th>
<th>Mac</th>
</tr>
</thead>
<tbody>
<tr>
<td>Microsoft Internet Explorer 6.0+</td>
<td>Safari 1.2.1 and above (for Mac OSX only)</td>
</tr>
<tr>
<td>Firefox 1.0.4+</td>
<td>Firefox 1.0.4+</td>
</tr>
</tbody>
</table>

**Video**

This resource points toward internet video made available on external sites like **YouTube** and **Screen Australia**. Your ability to successfully view this
content is entirely dependent upon the capacity of your machine and system to access video files.

The DET (including TAFE) NSW firewall has only recently enabled access to YouTube.com. You should check to ensure your local permissions and ability to access before your lesson.

Other

All of these:

- Flash Player 10+: Download the latest free version from: http://www.macromedia.com/software/flashplayer
- QuickTime 7.3+ or Windows Media Player 11.0+
- Adobe Acrobat Reader 9+: Download the latest free version at http://www.adobe.com/products/acrobat/readstep.html. You will need Acrobat Reader to open, use and download the workplace documents eg forms.
- An office program like Microsoft Word or Open Office to open, edit and print downloadable readings, checklists and worksheets.

TAFE computer rooms

You may need to arrange for IT support staff to change the settings listed under these headings:

*Error! Reference source not found.*

*The features or buttons on some pages don’t work*

*The Flash objects still don’t work*
Troubleshooting

This section looks at some frequent occurring error messages and the best way to deal with them.

Blocked content

If you are viewing the CD using Internet Explorer 6, on Windows XP with Service Pack 2, you may see a yellow warning bar across the top of your browser window. This is a frequently occurring message resulting from a browser setting which results in certain content types being blocked from being opened by your browser eg pop-up boxes.

The setting exists to stop annoying, extraneous material eg advertising in your internet surfing. Often, legitimate content is also blocked which is positioned in pop-up boxes in these and other resources.

You will notice these resources make extensive use of expandable content areas. This is a deliberate strategy to hide non-core content on your screen without using pop-up boxes which may trigger the action messages.

To view blocked content

On top bar of window, Click here for options…
Click Allow blocked content (above) and Yes (below)

To avoid repeating this action, we suggest you change your PC’s browser settings:

In Internet Explorer:
1. select the Tools menu
2. select Internet Options
3. select the Advanced tab
4. then scroll down the list to Security
5. ensure that the first two options under the Security heading are checked (ie Allow active content...)
Adobe Flash

I'm having problems installing Flash Player

Sometimes problems with a Flash Player that's already installed can prevent you upgrading to the latest player. If you have problems installing Flash, go to http://www.macromedia.com/go/tn_15511 and follow the link to “Try this first: How to fix almost all Macromedia Flash Player issues”. Follow the instructions under that heading.

I'm getting a Macromedia Flash Player security warning

and/or

The features or buttons on some pages don’t work

If you have installed Flash player version 8 you may need to change the security settings in order to make all features and buttons in Flash objects work properly. Follow these steps:


2. Click the link to “Global Security Settings Panel”

3. Click the “Edit locations...” drop down menu, then click “Add location...”

4. Click the “Browse for folder...” button, then click your CD drive, and click “OK”
5. Your Settings Manager panel should now look like this (your own CD drive may be D, E, F or another letter):

Tip: click one of the other tabs on the Settings Manager, then click the tab to take you back to the “Global Security Settings Panel” (it’s the tab with the padlock) to check that your settings have been saved correctly. The features in the Flash objects should now work.

**The Flash objects still don’t work**

If you have followed the trouble shooting tips above and still have trouble, you may need to modify some of your browser security settings.

**Note:** you may need to arrange for your local IT support staff to change these settings.
How to deal with a message telling me to enable JavaScript

The following instructions are for Internet Explorer 7.

Click on the Tools menu, then Internet Options.

Click the Security tab. Then click the Custom Level button.
Scroll down the list to **Scripting** (it's near the bottom of the list). Under **Active Scripting**, select **Enable**.

You will be asked if you want to change the setting for this zone. Click **Yes**.
You will now be back at the **Security** tab. Click **Apply**.

If these steps have not solved the problem, you may also need to enable the following security settings:

- Binary and script behaviours (Enable)
- Download unsigned ActiveX controls (Enable)
- Initialize and script ActiveX controls not marked as safe (Enable)
- Script ActiveX controls marked safe for scripting (Enable)

In **Security Settings**:

1. scroll down the list to **ActiveX controls and plug-ins** (double-click to open if needed).
2. check the following settings are enabled and the appropriate radio buttons are checked:
   - Automatic prompting for ActiveX controls (Enable)
   - Download signed ActiveX controls (Enable)
   - Run ActiveX controls and plug-ins (Enable)
For PCs using Internet Explorer 6 and earlier: Go to the Control Panel. Then click on Internet Options and follow the instructions above.