



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAI4091B Conduct post-implementation review**

**Release: 1**

## ICAI4091B Conduct post-implementation review

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	This unit defines the competency required to plan and execute a system review following implementation at a point where the system has been operational for some.
------------------------	---

### Application of the Unit

<b>Application of the unit</b>	
--------------------------------	--

### Licensing/Regulatory Information

Not Applicable

### Pre-Requisites

<b>Prerequisite units</b>		
	ICAA4041C	Determine and confirm client business expectations and needs

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
-----------------------------	--

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
---	--

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Schedule review	1.1. Review <i>organisational guidelines</i> and criteria procedures to identify system implementation results 1.2. Convert the review process into specific criteria 1.3. Contact the <i>appropriate person</i> to schedule timing and venue of review 1.4. Prepare work schedule for the review based on <i>organisation guidelines</i> and identify action, items and staff involved 1.5. Contact appropriate vendor and/or other relevant organisation, regarding support or service commitments
2. Carry out review	2.1. Explain the purpose of the review to <i>stakeholders</i> 2.2. Use techniques to obtain data on the areas under review
3. Document and publish results	3.1. Document and record information relating to the system review 3.2. Distribute review results and related documentation to <i>stakeholders</i> 3.3. Gather feedback from <i>stakeholders</i> about review document 3.4. Schedule additional meetings to discuss review findings with <i>stakeholders</i> 3.5. Finalise recommendations and action items from the review and distribute to <i>appropriate person</i>

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

#### Required skills

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives (e.g. when suggestions for resolution of problems are made, and actions resulting from audit report are summarised)
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information (e.g. when exceptions to results are followed up in

**REQUIRED SKILLS AND KNOWLEDGE**

order to ensure accurate information gathered and case notes are completed)

- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature (e.g. when purpose of the review, their involvement and what is expected from them is explained to the parties involved)
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts (e.g. when purpose of the review, their involvement and what is expected from them is explained to the parties involved, and when results and feedback are distributed to relevant parties)
- Project planning skills in relation to scope, time, cost, quality, communications and risk management (e.g. when recommendations and action items are finalised and distributed to management so lessons learnt may be incorporated in future projects and the standards documentation)

**Required knowledge**

- Knowledge of the role of stakeholders and the degree of stakeholder involvement in a review
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Broad knowledge of the client business domain (e.g. when reviewing schedule)
- Detailed knowledge of implementation process and issues (e.g. when carrying out review)
- Broad knowledge of review techniques (e.g. when carrying out review, and documenting or publishing results)

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

#### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- Assessment must confirm the ability to comprehensively plan and carry out a review of the system after the implementation has been completed and has been operational for some time.

To demonstrate competency in this unit the person will require access to:

- operational system and specifications
- technical specifications of components installed
- documentation tools
- success criteria

#### Context of and specific resources for assessment

The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic.
- Applications may involve responsibility for, and limited organisation of, others.

**EVIDENCE GUIDE****Method of assessment**

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.
- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

**Guidance information for assessment**

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

An individual demonstrating this competency would be able to:

- Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- Apply solutions to a defined range of unpredictable problems
- Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- Identify, analyse and evaluate information from a variety of sources
- Take responsibility for own outputs in relation to

**EVIDENCE GUIDE**

	specified quality standards <ul style="list-style-type: none"> <li>• Take limited responsibility for the quantity and quality of the output of others</li> <li>• Maintain knowledge of industry products and services</li> </ul>
--	--

**Range Statement****RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<b><i>Stakeholders</i></b> may include:	<ul style="list-style-type: none"> <li>• sponsor</li> <li>• user</li> <li>• development team</li> <li>• project team</li> </ul>
<b><i>Appropriate person</i></b> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>
<b><i>Organisational guidelines</i></b> may include but are not limited to:	<ul style="list-style-type: none"> <li>• personal use of emails and internet access</li> <li>• content of emails</li> <li>• downloading information and accessing particular websites</li> <li>• opening mail with attachments</li> <li>• virus risk</li> <li>• dispute resolution</li> <li>• document procedures and templates</li> <li>• communication methods</li> <li>• financial control mechanisms</li> </ul>

**Unit Sector(s)**



<b>Unit sector</b>	Implement
--------------------	-----------

## Co-requisite units

<b>Co-requisite units</b>		

## Competency field

<b>Competency field</b>	
-------------------------	--