



**Australian Government**

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

# **ICAS4033B Assist with policy development for client support procedures**

**Release: 1**

## ICAS4033B Assist with policy development for client support procedures

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to contribute to the formulation of client support procedures to be included within organisational policy.</p> <p>No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.</p>
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### Application of the Unit

<b>Application of the unit</b>	
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## 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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Determine support issues	1.1. Review current <i>client</i> support procedures followed by the organisation if appropriate 1.2. Gather feedback from <i>client</i> detailing positive and negative aspects of their contact with the organisation 1.3. Gather feedback from <i>user</i> who executes <i>client</i> support procedures, detailing problems with current methods
2. Develop client support procedures	2.1. Create or update <i>client</i> support procedures using information gathered from the <i>client</i> and the <i>user</i> 2.2. Forward new <i>client</i> support procedures to <i>appropriate person</i> for review
3. Provide recommended changes for client support policy	3.1. Evaluate feedback on <i>client</i> support policy 3.2. Incorporate changes to <i>client</i> support policy 3.3. Determine the impact the new policy will have on <i>organisational guidelines</i> and <i>client</i> interactions 3.4. Prepare a report detailing changes in policy and the impact on the <i>client</i> and the <i>user</i> in a clear and concise manner 3.5. Forward the report and the updated policy to <i>appropriate person</i> for approval
4. Update documented client support policy	4.1. Amend policies to include new <i>client</i> support procedures 4.2. Issue new policies to <i>clients</i> and <i>users</i> in line with <i>organisational guidelines</i> 4.3. Maintain policy updates in line with <i>organisational guidelines</i>

## Required Skills and Knowledge

<p><b>REQUIRED SKILLS AND KNOWLEDGE</b></p> <p>This section describes the skills and knowledge required for this unit.</p>
<p><b>Required skills</b></p> <ul style="list-style-type: none"> <li>• Interpretation of technical manuals</li> <li>• Questioning and active listening to convey and clarify complex information</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

- Literacy skills for general and technical workplace documentation
- Report writing involving evaluation and analytical skills

**Required knowledge**

- Organisational guidelines for client maintenance and administration
- Organisational policy for access and security
- The review process
- Current trends and issues in IT

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• Assessment must confirm the ability to review and create client support procedures, taking account of existing policies, procedures and emerging client needs.</li> </ul> <p>To demonstrate competency in this unit the following resources will be needed:</p> <ul style="list-style-type: none"> <li>• Peers and supervisors to ascertain the extent and quality of the contribution required</li> <li>• Information about systems or networks to be supported</li> <li>• Technical manuals and tools</li> <li>• Current business requirements</li> <li>• Documentation standards</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>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.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>• Applications may involve responsibility for, and limited organisation of, others.</li> </ul>
<b>Method of assessment</b>	<p>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.</p> <ul style="list-style-type: none"> <li>• Competency in this unit should to 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.</li> <li>• 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.</li> </ul>
<b>Guidance information for assessment</b>	<p>The interdependence of units for assessment purposes may vary with the particular project or scenario. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• ICAW4027B Relate to clients on a business level</li> </ul> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a broad knowledge base incorporating some theoretical concepts</li> <li>• Apply solutions to a defined range of unpredictable problems</li> <li>• Identify and apply skill and knowledge areas to a</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>wide variety of contexts, with depth in some areas</p> <ul style="list-style-type: none"> <li>• Identify, analyse and evaluate information from a variety of sources</li> <li>• Take responsibility for own outputs in relation to specified quality standards</li> <li>• Take limited responsibility for the quantity and quality of the output of others.</li> </ul>

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<p><b><i>Client</i></b> may include but is not limited to:</p>	<ul style="list-style-type: none"> <li>• internal departments</li> <li>• external organisations</li> <li>• individual people</li> <li>• employees</li> </ul>
<p><b><i>Appropriate person</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>
<p><b><i>User</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• a person within a department</li> <li>• a department within the organisation</li> <li>• a third party</li> </ul>
<p><b><i>Organisational guidelines</i></b> may include but are not limited to:</p>	<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>	Support
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### Co-requisite units

<b>Co-requisite units</b>		

### Competency field

<b>Competency field</b>	
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