



**Australian Government**

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

# **ICAA4051B Develop client user interface**

**Release: 1**

## ICAA4051B Develop client user interface

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to design and document a client user interface that integrates with front end applications.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAA4041C Determine and confirm client business expectations and needs</li> <li>• ICAA4047B Determine project specifications and secure client agreement</li> </ul> <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>	

<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. Prepare design for interface	1.1. Review <i>requirements</i> and other <i>documentation</i> to determine <i>user</i> needs 1.2. Investigate <i>system environment</i> to determine the impact of user interface design 1.3. Review <i>organisational goals</i> to ensure consistency with organisational styles 1.4. Define data query and report formats for the user interface design where appropriate 1.5. Document needs and findings and obtain approval for the proposed interface from the <i>appropriate person</i>
2. Design and document user interface	2.1. Design menu structures according to <i>requirements</i> and <i>acceptance criteria</i> and following <i>design principles</i> 2.2. Design screen dialogues according to <i>requirements</i> and <i>acceptance criteria</i> and following <i>design principles</i> 2.3. Design batch procedures where appropriate to technical specifications and <i>acceptance criteria</i> 2.4. Design on-line help and tutorials for the prototype following <i>design principles</i> 2.5. Document prototype according to <i>organisational goals</i> 2.6. Submit prototype to <i>appropriate person</i> for sign-off

## Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
<b>Required skills</b>
<ul style="list-style-type: none"> <li>• Problem solving skills for a defined range of predictable problems (e.g. when considering the environment and the impact that may place on user interface design for Windows-based, web-based, specialised equipment like automatic teller machines)</li> <li>• Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information (e.g. when approval for the proposed interfaces to</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

be used is obtained from the client)

- Report writing skills for business requiring depth in analysis and evaluation of information in a defined range of areas (e.g. when approval for the proposed interfaces to be used is obtained from the client)

**Required knowledge**

- Current industry-accepted hardware and software products, including broad knowledge of general features and capabilities (e.g. when preparing design)
- Current industry-accepted user interfaces, including broad knowledge of general features and capabilities
- Current industry design principles
- Front-end systems (e.g. when designing and documenting the user interface)

## 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 design a client user interface that integrates with front-end applications.</li> </ul> <p>To demonstrate competency in this unit the learner will need access to:</p> <ul style="list-style-type: none"> <li>• Design specifications</li> <li>• Organisational standards for documentation and version control</li> <li>• Project management process and hierarchy</li> <li>• Usability test plan</li> <li>• Agreed usability metrics</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> <li>• Applications may involve responsibility for, and limited organisation of, others.</li> </ul>
<b>Method of assessment</b>	The purpose of this unit is to define the standard of

**EVIDENCE GUIDE**

	<p>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 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. The interdependence of units for assessment purposes may vary with the particular project or scenario.</li> </ul>
<p><b>Guidance information for assessment</b></p>	<p>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>• ICAA4041C Determine and confirm client business expectations and needs</li> <li>• ICAA4047B Determine project specifications and secure client agreement</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>

**EVIDENCE GUIDE**

	<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> <li>• Maintain knowledge of industry products and services</li> </ul>
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**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>Requirements</b> may be in reference to:	<ul style="list-style-type: none"> <li>• business</li> <li>• system</li> <li>• application</li> <li>• network</li> <li>• people in the organisation</li> </ul>
<b>Documentation</b> may involve:	<ul style="list-style-type: none"> <li>• change management plans</li> <li>• project management plans</li> <li>• current systems design plans</li> <li>• business strategic plans</li> <li>• business policies customer feedback</li> <li>• business performance data</li> </ul>
<b>User</b> may include:	<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>
<b>System environment</b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• network</li> <li>• application</li> <li>• software</li> <li>• business</li> <li>• computers</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• financial system</li> <li>• management system</li> <li>• information system</li> </ul>
<i>Organisational goals</i> may include but is not limited to how and what the organisation wants to achieve in:	<ul style="list-style-type: none"> <li>• work environment</li> <li>• problem solution processes</li> <li>• preventative maintenance and diagnostic policy</li> <li>• roles and technical responsibilities in the IT department</li> <li>• vendor and product service-level support agreements</li> </ul>
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>
<i>Acceptance criteria</i> may include:	<ul style="list-style-type: none"> <li>• timeframe</li> <li>• cost implications</li> <li>• technical</li> <li>• logistical considerations</li> </ul>
<i>Design principles</i> may include but is not limited to:	<ul style="list-style-type: none"> <li>• user compatibility</li> <li>• product compatibility</li> <li>• task compatibility</li> <li>• workflow compatibility</li> <li>• consistency</li> <li>• familiarity</li> <li>• simplicity</li> <li>• flexibility</li> <li>• responsiveness</li> <li>• invisible technology</li> <li>• robustness</li> <li>• protection</li> <li>• ease of learning</li> </ul>

## Unit Sector(s)

<b>Unit sector</b>	Analyse and Design
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## Co-requisite units

<b>Co-requisite units</b>		

## Competency field

<b>Competency field</b>	
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