



Australian Government

Department of Education, Employment and Workplace Relations

ICAD4217B Create technical documentation

Release: 1

ICAD4217B Create technical documentation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to create technical documentation that is clear to the target audience and easy to navigate.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> • ICAA4041C Determine and confirm client business expectations and needs • ICAW4027B Relate to clients on a business level <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

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Employability Skills Information

Employability skills	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. Identify and analyse documentation needs	1.1. Consult with the <i>client</i> to identify documentation <i>requirements</i> 1.2. Interpret and evaluate documentation <i>requirements</i> and confirm details with the <i>client</i> 1.3. Investigate industry and <i>documentation standards</i> for requirements 1.4. Define and document the scope of work to be produced 1.5. Consult with the <i>client</i> to validate and confirm the scope of work
2. Design documentation	2.1. Identify information <i>requirements</i> with reference to layout and document structure 2.2. Create document templates and style guides consistent with information <i>requirements</i> 2.3. Conduct a review of the <i>system</i> in order to understand its functionality 2.4. Extract content that meets information <i>requirements</i> in accordance with relevant copyright restrictions 2.5. Develop the structure of the <i>technical documentation</i> giving focus to the flow of information, style, tone and <i>content</i> format 2.6. Validate the <i>technical documentation</i> structure with the <i>client</i>
3. Develop documentation	3.1. Write <i>technical documentation</i> based on the template and scope of work using the information gathered 3.2. Translate technical terminology into plain English where appropriate 3.3. Apply <i>content</i> format and style in accordance with relevant <i>documentation standards</i> and templates
4. Evaluate and edit documentation	4.1. Submit technical documentation to <i>appropriate person</i> for review 4.2. Gather and analyse feedback 4.3. Incorporate alterations into the <i>technical documentation</i> 4.4. Edit the <i>technical documentation</i> for technical and grammatical accuracy
5. Prepare documentation for	5.1. Check that the completed <i>technical documentation</i> meets client <i>requirements</i> and scope of work

ELEMENT	PERFORMANCE CRITERIA
publication	5.2. Submit the technical documentation to <i>appropriate person</i> for approval 5.3. Prepare the <i>technical documentation</i> for publication and distribution utilising appropriate <i>channels</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- The use of word processing software and multimedia authoring tools
- Identifying target audiences
- Analysing audience needs
- Identifying relevant content
- Determining appropriate content, formats and styles
- Writing content

Required knowledge

- Content features, such as clarity and readability
- Instructional design principles
- Functions and features of templates and style guides
- Document design, web design and usability

Evidence Guide

EVIDENCE GUIDE	
<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>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> Assessment must confirm the ability to create technical documentation that meets business requirements, caters for a diverse readership, is clear to the target audience and easy to navigate <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> Technical specifications Documentation standards
Context of and specific resources for assessment	<p>Technical documentation provides a record of the functionality and processing of a system, program, network or application. The technical documentation should document how the system, program, network or application is structured, how it works and changes that have been made to it.</p> <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"> 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

EVIDENCE GUIDE	
	<p>characteristic.</p> <ul style="list-style-type: none"> • Applications may involve responsibility for, and limited organisation of, others.
Method of assessment	<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"> • 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	<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"> • ICAA4041CDetermine and confirm client business expectations and needs • ICAW4027B Relate to clients on a business level <p>An individual demonstrating this competency would be</p>

EVIDENCE GUIDE

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

<i>Client</i> may include but is not limited to:	<ul style="list-style-type: none"> • internal departments • external organisations • individual people • internal employees
<i>Requirements</i> may be in reference to:	<ul style="list-style-type: none"> • business • system • application • organisational policies • network • people in the organisation
<i>System</i> may include but is not limited to:	<ul style="list-style-type: none"> • network • application • software

RANGE STATEMENT	
	<ul style="list-style-type: none"> • business • computers • financial system • management system • information system
<i>Technical documentation</i> may include:	<ul style="list-style-type: none"> • system or project specifications • system design • system functionality • reports • help references • technical manuals • operational procedures • training materials • self-paced tutorials • on-line help • user guides • brochures
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client
<i>Channels</i> may include:	<ul style="list-style-type: none"> • text • audio • animation and graphics provided through books • manuals • CD-ROMs • DVDs • computer-based tutorials • help screens • the world wide web
<i>Content</i> may include information and interactive features, such as:	<ul style="list-style-type: none"> • product information • company information • copyright and disclaimer notices • site map • frequently asked questions • what's new • customer-specific information • customer only information • error messages • instructions

RANGE STATEMENT	
	<ul style="list-style-type: none"> • feedback mechanisms • reference pages • forms • background articles • ratings/rankings/testimonials/quotes from reviews • hyperlink titles
<i>Documentation standards</i>	<ul style="list-style-type: none"> • May include but are not limited to policy relating to sign-off, storage, distribution, revision. • May include ISO/IEC/AS standards, organisational standards, audit trails, naming conventions, version control, project management templates and report writing principles (for further information refer to the Standards Australia website at: www.standards.com.au)

Unit Sector(s)

Unit sector	Documentation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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