



**Australian Government**

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

# **ICAS4022B Determine and action client computing problems**

**Release: 1**

## ICAS4022B Determine and action client computing problems

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to record and prioritise client support activities, determine the required resources, solve client computing problems or escalate as necessary.</p> <p>There may be benefit in concurrent learning with the following unit:</p> <ul style="list-style-type: none"> <li>• ICAT4221B Locate equipment, system and software faults</li> </ul> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAS4112B Optimise system performance</li> <li>• ICAS4113C Identify and resolve common database performance problems</li> <li>• ICAS4127B Support system software</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>		

## 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 client problem	1.1. Determine <i>client problem</i> by using questioning and/or other techniques 1.2. Document responses of <i>client</i> for follow-up action 1.3. Examine logged requests to determine specific <i>requirements</i> 1.4. Take action where required to gain further information 1.5. Refer to a database of known <i>problems</i> to identify possible resolution options
2. Prioritise client problems	2.1. Determine the scale of the <i>problem</i> based on information gathered 2.2. Establish and record relevant <i>constraints</i> 2.3. Undertake an impact analysis of the <i>problem</i> to determine severity and risks 2.4. Prioritise the <i>problem</i> according to the organisation's escalation procedures 2.5. Provide <i>advice and support</i> to the <i>client</i> from database of known <i>problems</i> , where appropriate
3. Refer problems where required	3.1. Investigate and apply the appropriate process to follow when referring <i>problems</i> to third parties 3.2. Provide third party with <i>client</i> and <i>problem</i> details as required 3.3. Document the <i>advice and support</i> provided by third party according to <i>organisational guidelines</i> , where appropriate
4. Carry out maintenance	4.1. Obtain appropriate components for resolution in line with <i>organisational guidelines</i> 4.2. Complete <i>maintenance</i> in line with <i>organisational guidelines</i> 4.3. Store or dispose of used <i>components</i> following organisational <i>environmental guidelines</i>
5. Prepare maintenance report	5.1. Prepare a <i>maintenance</i> report including information about <i>problems</i> and resolution action 5.2. Forward <i>maintenance</i> report to <i>client</i> for feedback
6. Confirm problem resolution	6.1. Obtain feedback from the <i>client</i> to ensure <i>requirements</i> have been met 6.2. Forward <i>client</i> feedback to <i>appropriate person</i> for sign-off and record in known problems database as appropriate

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- Customer service
- Decision making involving discretion and judgement
- Time management for self and others
- Common problem identification and resolution
- Questioning and active listening for conveying and clarifying information
- Literacy skills for interpretation of technical manuals

#### Required knowledge

- Principles of equal employment opportunity and anti-discrimination
- Principles of OH&S
- Broad general knowledge of operating systems functions and basic features
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Broad knowledge of escalation procedures
- Hardware and software supported by the organisation
- Work group procedures
- In-house or vendor support available
- Security and network guidelines and procedures

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
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.	
<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 record and prioritise client support activities, determining the required resources, solving the client problem or escalating according to organisational guidelines or practices.</li> </ul> <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> <li>• Hardware</li> <li>• Software and diagnostic tools</li> <li>• Documentation for records and reports</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>EVIDENCE GUIDE</b>	
<p><b>Method of assessment</b></p>	<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 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>• ICAS4112B Optimise system performance</li> <li>• ICAS4113C Identify and resolve common database performance problems</li> <li>• ICAS4127B Support system software</li> <li>• ICAT4221B Locate equipment, system and software faults</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> </ul>

<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>• Apply solutions to a defined range of unpredictable problems</li> <li>• Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas</li> <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>

## 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>Problem</i></b> may be in reference to:</p>	<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>
<p><b><i>Requirements</i></b> may be in reference to:</p>	<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>
<p><b><i>Constraints</i></b> may include but is not limited to:</p>	<ul style="list-style-type: none"> <li>• time</li> <li>• budget</li> </ul>



<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• resource</li> <li>• hardware</li> <li>• software</li> <li>• policy</li> <li>• legal constraints</li> </ul>
<i>Advice and support</i> may include provision of:	<ul style="list-style-type: none"> <li>• client documentation</li> <li>• manuals and documentation from vendor.</li> <li>• Advice on software used by the organisation may include but is not limited to formatting spreadsheets, creation of graphs, setting up of word processing documents for printing, setting up an email system; advice on hardware supported by the organisation, including but not limited to operation of printers, setting of screen resolution, formatting of disks, and configuration of printers and scanners.</li> </ul>
<i>Organisational guidelines</i> may include but are not limited to:	<ul style="list-style-type: none"> <li>• 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>
<i>Maintenance</i> may include:	<ul style="list-style-type: none"> <li>• on-site response</li> <li>• remote diagnostics</li> <li>• return to depot</li> <li>• business hours only support</li> <li>• 24 hour, 7 days per week support</li> <li>• telephone support</li> <li>• real-time on on-line support</li> <li>• second-level support</li> </ul>
<i>Components</i> may include:	<ul style="list-style-type: none"> <li>• motherboards</li> <li>• CMOS battery</li> <li>• central processing unit (CPU)</li> <li>• CD and DVD drives</li> <li>• interface cards</li> <li>• drives</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• fax/modem cards</li> <li>• RAM upgrades</li> <li>• CPU upgrades</li> </ul>
<i>Environmental guidelines</i> may include but is not limited to:	<ul style="list-style-type: none"> <li>• recycling</li> <li>• safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic)</li> <li>• correct disposal of redundant hardware (e.g. hard-drives, circuit boards)</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>

### 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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