Australian Government

Department of Education, Employment and Workplace Relations

ICAS4023B Provide one-to-one instruction

Release: 1

INDUSTRY
SKILLS
COUNCILS
Creating Australia's Future

ICAS4023B Provide one-to-one instruction

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to convey technical information to an individual client for their specific use. The following units are linked and form an appropriate cluster: • ICAA4041C Determine and confirm client business expectations and needs No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

Innovation and Business Skills Australia

Employability Skills Information

Employability skills	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. Determine client need	1.1. Consider the initial reason for the instruction and determine appropriate questions to ask the *client* 1.2. Arrange a time and meet with the *client* 1.3. Review the responses from the *client* 1.4. Determine the *instruction* the *client* requires
2. Organise instruction resources	2.1. Determine the resources required to perform the *instruction* 2.2. Prepare the *instruction* plan 2.3. Acquire the resources according to *organisational guidelines* 2.4. Prepare the resources for the *instruction* session 2.5. Arrange a time with the *client* for the *instruction* session
3. Provide appropriate instruction	3.1. Provide *instruction* to the *client* 3.2. Supervise the *client* performing the *instruction* unassisted 3.3. Document the *instruction* session according to *organisational guidelines* 3.4. Refer further *instruction requirements* or training needs to *appropriate person* as required
4. Obtain client feedback	4.1. Create or obtain an evaluation and feedback form or other feedback mechanism according to *organisational guidelines* 4.2. Obtain *client* evaluation and feedback to ensure the *requirements* of the *client* are met 4.3. Review the *client* feedback and discuss suggestions with *appropriate person*

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Strong customer service • Range of interpersonal and instructional communication

REQUIRED SKILLS AND KNOWLEDGE

- Decision making involving discretion and judgement
- Time management for self and others
- Problem solving known problems in a variety of contexts
- Questioning and active listening for conveying and clarifying information
- Literacy skills for interpretation of technical manuals

Required knowledge

- Technical and organisational systems
- Broad 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
- IT terminology
- Telephone, fax and on-line functions and procedures
- Work group procedures
- In-house or vendor support available
- Security and network guidelines and procedures

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 convey technical information to an individual client for their specific use in a clear, concise and coherent manner with the meaning of technical jargon explained. To demonstrate competency in this unit the learner will require access to: • Client requirements either directly or through a peer or supervisor
Context of and specific resources for assessment	Providing one-to-one instruction requires sensitivity and skill in interpersonal communication and consideration should be given to privacy, cultural accommodations, and knowledge and understanding of the learner. 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.

EVIDENCE GUIDE	
	• Applications may involve responsibility for, and limited organisation of, others.
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, for example: • ICAA4041C Determine and confirm client business expectations and needs An individual demonstrating this competency would be able to: • Demonstrate empathy and understanding of the learner • Apply cultural accommodations when dealing with different cultures

EVIDENCE GUIDE	
	• Provide a set of solutions to a variety of predictable one on one problems • Perform one on one processes that require a range of well-developed skills where some discretion and judgement is required • Interpret available information using discretion and judgement • Take responsibility for outcomes when dealing with clients • Work may involve some responsibility for others • Participation in teams, including group or team coordination may be involved Additionally, 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 specified quality standards • Take limited responsibility for the quantity and quality of the output of others • Maintain knowledge of industry products and services

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.

RANGE STATEMENT	
Client may include but is not limited to:	• internal departments • external organisations • individual people • employees
Organisational guidelines may include but are not limited to:	• use of email and internet access • content of emails • downloading information and accessing particular websites • opening mail with attachments • virus risk • dispute resolution • document procedures and templates • communication methods • financial control mechanisms
Instruction may include:	• advice and support on a one-to-one basis • provision of client documentation, manuals • instruction with software supported by the organisation, including but not limited to formatting spreadsheet, creation of graphs, setting up of word processing document for printing, using an email system, browser, server • instruction with hardware supported by the organisation, including but not limited to operation of printers, setting of screen resolution, formatting of disks, reconfiguration of printers and use of scanners • instruction does not include delivery of formal accredited training or general classroom/workshop situations • instruction does not include delivery to more than one individual
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards • version control • project management templates • report writing principles
Appropriate person may include:	• supervisor • teacher • authorised business representative

RANGE STATEMENT	
	• client
Further instruction requirements may include:	• on-site instruction • questions and answers • active listening to client and other employees • hand off to ICT technical expert area • policy and procedures relating to IT training
Requirements may be in reference to:	• business • system • application • network • people in the organisation

Unit Sector(s)

Unit sector	Support

Co-requisite units

Co-requisite units		

Competency field

Competency field	