



Australian Government

Department of Education, Employment and Workplace Relations

ICAS5102B Establish and maintain client user liaison

Release: 1

ICAS5102B Establish and maintain client user liaison

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit defines the competency required to establish and maintain client user liaison in an IT environment, post implementation. This occurs after the business critical functions have been determined.</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

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. Determine support areas	1.1. Identify and record information technology used in the organisational unit 1.2. Identify <i>stakeholders</i> of the <i>system</i> 1.3. Identify organisational structure, culture and politics in relation to support requirements 1.4. Determine what level of support is required by each organisational unit
2. Develop support procedures	2.1. Contact organisational units, as required, to verify support needs 2.2. Establish procedures for providing required support, including method of contact, frequency of meetings and reports 2.3. Document agreed procedure (<i>service-level agreement</i>)
3. Assign support personnel	3.1. Identify IT skills required to assist each organisational unit with support activities 3.2. Assign personnel according to <i>human resource processes</i> 3.3. Verify availability of selected personnel 3.4. Provide support using agreed procedures 3.5. Obtain feedback from the <i>appropriate person</i> on a regular basis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information such as reporting on service history issues are necessary. These could be in response to particular problems or in response to an approach to quality assurance processes aimed at a general improvement.
- Teamwork skills involve the contribution to solutions and goals of a non-routine or contingency nature (e.g. when a major system upgrade is needed and a workgroup approach is employed to implement it).
- Group facilitation and presentation skills in relation to transferring and collecting

REQUIRED SKILLS AND KNOWLEDGE

information and gaining consensus on concepts, such as when there are alternatives to decide upon, in installing new technology or in altering the service process for the current system.

- Project planning skills in relation to how to deliver on scope, time, cost and quality, and how to promote communications and manage risk.
- Negotiation skills in relation to other team members and applied to a defined range of predictable problems, such as organising equitable workloads for each team member when extra (weekend or night) work is necessary for a major network upgrade.
- Report writing skills for business, requiring depth in some areas, analysis and evaluation of information in a defined range of areas (e.g. outlining possible alternatives in technology or equipment changes).
- Customer service skills, including a semi-educational role when dealing with end-user problems, so that, by explaining relevant concepts, the learner can empower the end-user to attempt remedial action, the next time a similar problem occurs

Required knowledge

- General knowledge of the role that IT plays in the client's business domain. Knowing what equipment supplies business-critical services (e.g. web server for e-business, internet file transaction security for client accounts)
- Awareness of who the stakeholders are, what role they play in the organisation and how dependent they are on the IT infrastructure (e.g. salespeople and other mobile workforces may need a remote access communication service while travelling.)
- Detailed knowledge of the IT system's current functionality in supplying the essential and desirable services to the organisation. (e.g. what servers are engaged in providing the services such as email, web, proxy, firewall, back-up)
- Broad knowledge of quality assurance practices in relation to how the service is supplied (e.g. are response times for help desk issues adequate for maintaining the organisation's desired business activity level?)
- Current industry-accepted hardware and software products, capabilities of IT devices, and detailed knowledge of areas related to the organisation's services, (e.g. specialised knowledge of website security, dynamic data exchange or on-line open file back-up system)

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 establish and maintain client liaison in an IT environment. Evidence of communication and reporting mechanisms consistent with the identified role and as agreed between the parties must be demonstrated.

To demonstrate competency in this unit the learner will require access to:

- Service-level agreements
- Documented support requirements

Context of and specific resources for assessment

The demonstration of this competency is most relevant in the post-implementation phase of a project when the allocation of personnel and specification of support activities is most prominent. This competency articulates and addresses the elements and steps that need to be carried out, in order to establish a more formalised approach to post-implementation support. It emphasises the three-way interrelationship between the user client, support staff and equipment.

The breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and coordination would be characteristic.

The demonstration of competency may also require self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

EVIDENCE GUIDE	
	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team coordination may also be involved.
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.</p> <p>An individual demonstrating this competency would be able to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a broad knowledge

EVIDENCE GUIDE

	<p>base incorporating theoretical concepts, with substantial depth in some areas</p> <ul style="list-style-type: none"> • Analyse and plan approaches to technical problems or management requirements • Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations • Evaluate information, using it to forecast for planning or research purposes • Take responsibility for own outputs in relation to broad quantity and quality parameters • Take some responsibility for the achievement of group outcomes • 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>Stakeholders</i> may include:	<ul style="list-style-type: none"> • sponsor • user • development team • project team
<i>Human resource processes</i> may include but is not limited to:	<ul style="list-style-type: none"> • checking job and person specifications • observation of work activities • review of performance reports • professional recommendations or referrals
<i>Service-level agreement</i>	<ul style="list-style-type: none"> • May exist for many different infrastructure services, including communications carriers, ISPs, ASPs and SLAs for vendor products • SLAs should consider business processes and requirements, clearly specify and quantify service levels, identify evaluation or audit of service levels. May include workload and

RANGE STATEMENT	
	performance considerations, expectations regarding servicing, penalties, charge back to business units
<i>System</i> may include but is not limited to:	<ul style="list-style-type: none"> • databases • applications • servers • operating systems • gateways • application service provider (ASP) • ISP
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • supervisor • teacher • authorised business representative • client

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units	

Competency field

Competency field	
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