



**Australian Government**

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

# **ICAS5111B Review and manage delivery of maintenance services**

**Release: 1**

## ICAS5111B Review and manage delivery of maintenance services

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to review and manage the delivery of maintenance services.</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

<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

<p>Elements describe the essential outcomes of a unit of competency.</p>	<p>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.</p>
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Review service standards	1.1. Review <i>service-level agreements</i> 1.2. Identify actual fault reporting and restoration performance and compare with <i>service-level agreements</i> to ensure they meet requirements 1.3. Record areas of discrepancy
2. Review infrastructure	2.1. Identify internal support and <i>maintenance options</i> 2.2. Undertake a review of infrastructure to understand service delivery context 2.3. Record areas of discrepancy
3. Determine and implement solutions	3.1. Compare service standards and infrastructure discrepancies and identify gaps in existing service 3.2. Document discrepancies identified 3.3. Determine cost-effective solutions and impact 3.4. Implement solutions
4. Organise reviews	4.1. Determine guidelines for regular reviews with <i>stakeholders</i> 4.2. Undertake reviews as per agreed guidelines 4.3. Document review process and submit to the <i>stakeholder</i> 4.4. Ensure effective reporting procedures are in place and used

## 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 unpredictable problems involving participation in the development of strategic initiatives</li> <li>• Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information</li> <li>• Teamwork skills involving the contribution to solutions and goals of a non-routine or contingency nature</li> <li>• Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

- Negotiation skills in relation to other team members and applied to a defined range of predictable problems
- Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas
- Change management skills in relation to maintaining the continuity of IT operations and business functions
- Customer service skills in relation to reviewing change procedures
- Skills in handling difficult clients in relation to reviewing change procedures
- Conflict resolution skills in relation to reviewing change procedures
- Risk analysis skills in relation to reviewing change procedures

**Required knowledge**

- Help desk and maintenance practices
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities
- The role of stakeholders and the degree of stakeholder involvement
- General knowledge of the client business domain
- Detailed knowledge of the system's current functionality
- Broad knowledge of change control procedures
- Detailed knowledge of the system under modification
- Broad knowledge of capacity planning
- Context of changes being implemented
- Business scheduling requirements

## 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 sufficient knowledge of compliance with service-level agreement.</li> <li>• Assessment must confirm the ability to critically analyse and prioritise requests according to business requirements.</li> </ul> <p>To demonstrate competency in this unit the learner will require access to:</p> <ul style="list-style-type: none"> <li>• Clients wishing to define and review a service-level agreement</li> <li>• Established IT service infrastructure</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Reports measuring performance against agreement</p> <p>The provision of maintenance services are often specified under formal service-level agreements (SLAs). These agreements need to consider business processes and requirements as well as clearly specifying and quantifying service levels. Other provisions which could be included relate to evaluation or audit of service levels particularly workload and performance considerations, as well as expectations regarding servicing, penalties, and charge-back arrangements to business units.</p> <p>Changes to service-level agreements involve reviewing current maintenance services in order to determine gaps in services to clients.</p> <p>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.</p>

<b>EVIDENCE GUIDE</b>	
	<p>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.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>Method of assessment</b>	<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>
<b>Guidance information for</b>	Holistic assessment with other units relevant to the

<b>EVIDENCE GUIDE</b>	
<b>assessment</b>	<p>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"> <li>• Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas</li> <li>• Analyse and plan approaches to technical problems or management requirements</li> <li>• Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations</li> <li>• Evaluate information, using it to forecast for planning or research purposes</li> <li>• Take responsibility for own outputs in relation to broad quantity and quality parameters</li> <li>• Take some responsibility for the achievement of group outcomes</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>	
<b><i>Service-level agreement</i></b>	<ul style="list-style-type: none"> <li>• May exist for many different infrastructure services, including communications carriers, ISPs, ASPs and SLAs for vendor products.</li> <li>• SLAs should consider business processes and requirements, clearly specify and quantify service levels, identify evaluation or audit of service levels. May include workload and performance considerations, expectations regarding servicing, penalties, charge back to business units.</li> </ul>



<b>RANGE STATEMENT</b>	
<i>Stakeholders</i> may include:	<ul style="list-style-type: none"> <li>• sponsor</li> <li>• user</li> <li>• development team</li> <li>• project team</li> </ul>
<i>Maintenance options</i> may include:	<ul style="list-style-type: none"> <li>• On-site response</li> <li>• Remote diagnostics</li> <li>• Return to depot</li> <li>• On-line real-time support</li> <li>• Web-based support</li> <li>• Business hours only support</li> <li>• Continuous support and technical help</li> <li>• Telephone support</li> <li>• Second-level support</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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