



Australian Government

Department of Education, Employment and Workplace Relations

ICAICT415A Provide one-to-one instruction

Release: 1

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Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to convey technical information to an individual client for their specific use.

Application of the Unit

This unit applies to personnel in a range of IT areas who are responsible for instructing others on an individual basis.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

1. Determine client needs	<p>1.1 Meet with <i>client</i> to determine <i>learning needs</i> and type of one-to-one <i>instruction</i> required</p> <p>1.2 Decide upon <i>actions</i> for delivery of one-to-one instruction</p>
2. Organise instruction resources	<p>2.1 Determine the resources required to perform the instruction</p> <p>2.2 Prepare the instruction plan</p> <p>2.3 Acquire the resources according to <i>organisational guidelines</i> and prepare the resources for the instruction session</p> <p>2.4 Provide client with details of instruction plan</p>
3. Provide appropriate instruction	<p>3.1 Provide instruction session to client, using identified instructions</p> <p>3.2 Document the instruction session according to organisational guidelines</p> <p>3.3 Refer <i>further instruction requirements</i> or training needs to <i>appropriate person</i> as required</p>
4. Obtain client feedback	<p>4.1 Create or obtain an evaluation and feedback form or other feedback mechanism according to organisational guidelines</p> <p>4.2 Obtain client evaluation and feedback to ensure the <i>requirements</i> of the client are met</p> <p>4.3 Review client feedback and discuss suggestions with appropriate person</p>

Required Skills and Knowledge

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

Required skills

- communication skills to:
 - convey and clarify complex information
 - effectively question and listen when conveying and clarifying information
 - investigate and assess client needs
 - provide one-to-one instruction to client
 - review feedback with client and appropriate person
- literacy skills to:
 - develop reports
 - document:
 - additional requirements
 - amount of technical support the client may require
 - solutions
 - support issues affecting the client
 - interpret technical manuals
- planning and organisational skills to:
 - develop an instruction plan
 - incorporate time management for self and others
 - organise resources for the instruction session
- problem-solving skills to:
 - anticipate and respond to a range of issues when delivering one-to-one instruction
 - develop and refine delivery strategies.

Required knowledge

- broad knowledge of:
 - escalation procedures
 - general features and capabilities of current industry-accepted hardware and software products
 - operating system (OS) functions and basic features
- hardware and software supported by the organisation
- in-house or vendor support available
- IT terminology
- security and network guidelines and procedures
- sources and availability of technical and organisational systems
- telephone, fax and online functions and procedures
- work group procedures.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • determine the instruction required by client • acquire and prepare associated resources • demonstrate empathy and understanding of the learner and accommodate different cultures • convey technical information to individual clients for their specific use in a clear, concise and coherent manner • explain the meaning of technical jargon.
Context of and specific resources for assessment	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> • client requirements either directly or through a peer or supervisor • appropriate learning and assessment support when required • modified equipment for people with special needs.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • direct observation of candidate undertaking one-to-one instruction • review of instruction plan prepared by candidate • verbal or written questioning to assess candidate's knowledge of techniques for conveying technical information to an individual client.
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p> <p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>

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:	<ul style="list-style-type: none"> • employees • external organisations • individuals • internal departments.
<i>Learning needs</i> may include:	<ul style="list-style-type: none"> • electronic • group participation • presentation via different means • reading • self-directed learning • self-paced.
<i>Instruction</i> may include:	<ul style="list-style-type: none"> • advice and support on a one-to-one basis • guidance on hardware supported by the organisation: <ul style="list-style-type: none"> • formatting of disks • printers • reconfiguration of printers • setting of screen resolution • use of scanners • guidance on software applications supported by the organisation: <ul style="list-style-type: none"> • creating graphs • formatting spreadsheet • setting up word-processing document for printing • using a browser • using an email system • provision of client documentation and manuals.
<i>Actions</i> may include:	<ul style="list-style-type: none"> • number of sessions expected • session duration • time and location of instruction • type of instruction requested.
<i>Organisational guidelines</i> may include:	<ul style="list-style-type: none"> • communication methods • content of emails • dispute resolution • document procedures and templates

	<ul style="list-style-type: none"> • downloading information and accessing particular websites • financial control mechanisms • opening mail with attachments • use of email and internet access • virus risk.
<i>Further instruction requirements</i> may include:	<ul style="list-style-type: none"> • active listening to client and other employees • handover to information and communications technology (ICT) technical expert area • on-site instruction • policy and procedures relating to IT training • questions and answers.
<i>Appropriate person</i> may include:	<ul style="list-style-type: none"> • authorised business representative • client • help-desk person • subject-matter expert • supervisor.
<i>Requirements</i> may include:	<ul style="list-style-type: none"> • application • business • network • people in the organisation • system.

Unit Sector(s)

General ICT