



**Australian Government**

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

# **ICASAS509A Provide client IT support services**

**Release: 1**

## ICASAS509A Provide client IT support services

### 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 liaise with client users while providing IT support.

### Application of the Unit

This unit applies to technical personnel responsible for providing higher technical assistance to users.

### 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. Identify support procedures	1.1 Identify support required by <i>client</i> 1.2 Review support call documentation to identify client contact person 1.3 Review <i>service level agreement</i> (SLA) and appropriate procedures to determine action, and include escalation procedures 1.4 Verify support requirements with client contact
2. Undertake support	2.1 Provide support activity required by the client 2.2 Maintain communication with client contact throughout support activity by email, phone or other specific process 2.3 Document action taken for support activity 2.4 Acknowledge protocol differences during support activity
3. Gather feedback	3.1 Submit resolution documentation to client contact 3.2 Contact client contact to determine satisfaction with support process 3.3 Conduct follow-up action, as required

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - discuss support needs of clients
  - explain relevant concepts
- initiative and enterprise skills to contribute to solutions and goals of a non-routine or contingency nature
- literacy skills to:
  - document and interpret procedures and service level agreements
  - report on service history issues
- planning and organisational skills to:
  - assign support personnel according to human resource processes
  - deliver on scope, time, cost and quality
  - establish procedures for providing support
  - organise equitable workloads for team members
  - promote communications and manage risk
- project-planning skills related to scope, time, cost, quality, communications and risk management
- problem-solving skills to gain consensus on concepts
- research skills to:
  - identify information technology within an organisational unit
  - identify organisational structure and culture
- teamwork skills to contribute to solutions and goals of a non-routine or contingency nature
- technical skills to provide user support.

### Required knowledge

- client business domain
- current industry-accepted hardware and software products, including their general features and capabilities
- help desk and maintenance practices
- quality assurance practices relating to IT support
- role of stakeholders and degree of stakeholder involvement
- current system functionality.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• identify support requirements and procedures</li> <li>• contact client</li> <li>• document support provided</li> <li>• liaise with user to obtain feedback</li> <li>• act on feedback as appropriate.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• SLAs</li> <li>• escalation procedure</li> <li>• documentation processes</li> <li>• appropriate learning and assessment support when required</li> <li>• modified equipment for people with special needs.</li> </ul>
<b>Method of assessment</b>	<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"> <li>• verbal or written questioning to assess candidate's knowledge of:             <ul style="list-style-type: none"> <li>• escalation procedures</li> <li>• SLAs</li> <li>• organisational support procedures</li> </ul> </li> <li>• direct observation of candidate liaising with client</li> <li>• review of candidate's call documentation</li> <li>• evaluation of client feedback from candidate's communications.</li> </ul>
<b>Guidance information for assessment</b>	<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</p>

	with targeted questioning to assess required knowledge.
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## 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.*

<b><i>Client</i></b> may include:	<ul style="list-style-type: none"> <li>• employees</li> <li>• external organisations</li> <li>• individuals</li> <li>• internal departments.</li> </ul>
<b><i>Service level agreement</i></b> may include:	<ul style="list-style-type: none"> <li>• business processes and requirements</li> <li>• charge back to business units</li> <li>• different infrastructure services, including communications carriers, internet service providers (ISPs), application service providers (ASPs) and SLAs for vendor products</li> <li>• evaluation or audit of service levels</li> <li>• expectations regarding servicing</li> <li>• penalties</li> <li>• specific and quantity service levels</li> <li>• workload and performance considerations.</li> </ul>

## Unit Sector(s)

Systems administration and support