



**Australian Government**

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

# **ICASAS511A Prioritise IT change requests**

**Release: 1**

## ICASAS511A Prioritise IT change requests

### 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 analyse IT change requests and rank them in priority order.

### Application of the Unit

Experienced managers, project managers, and those with managerial responsibility for systems that undergo continual change apply the skills and knowledge in this unit. Information technology and the manufacturing domain are examples where the change-management process delivers benefits, as well as enabling traceability of changes.

They provide technical advice, guidance and leadership in resolution of specified problems, and the role may involve responsibility for others.

### 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

<b>Element</b>	<b>Performance Criteria</b>
<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. Classify and monitor change requests	<p>1.1 Receive and record change requests from the <i>client</i> or <i>other sources</i></p> <p>1.2 Classify and prioritise change requests according to business guidelines and <i>service level agreements</i> (SLAs)</p>
2. Determine priority settings	<p>2.1 Identify risks to business continuity and prioritise changes that reduce risks for implementation</p> <p>2.2 Evaluate the costs and benefits of implementing changes against the current <i>system</i></p> <p>2.3 Examine the benefits and costs of how and when a change is made, including risks to business continuity</p> <p>2.4 Schedule change analysis according to business down periods and periods of business-critical activities</p>
3. Develop change analysis work plan to develop and implement changes	<p>3.1 Analyse similar change requests that might be developed and implemented simultaneously</p> <p>3.2 Determine impact to the system and organisation of methodology and timing of change</p> <p>3.3 Notify the reason for the change to key <i>stakeholders</i></p> <p>3.4 Determine the resources necessary to carry out the change development, taking into account time and cost constraints</p> <p>3.5 Develop a change plan based on change analysis</p> <p>3.6 Review the change plan documentation to ensure it is completed according to system <i>documentation</i> standards</p> <p>3.7 Forward the change plan to the <i>appropriate person</i> for consideration and decision</p>
4. Confirm change plan is complete and satisfies client	<p>4.1 Conduct feedback session with <i>client</i> groups to ensure change requirements are satisfactory</p> <p>4.2 Complete follow-up work and make recommendations for changes in procedures or documentation</p>

## Required Skills and Knowledge

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

### Required skills

- analytical skills to analyse risk when reviewing change requests
- communication skills to:
  - facilitate groups to present and collect information and gain consensus on concepts
  - manage conflicts and handle difficult clients when reviewing change requests
  - negotiate with other team members
  - provide customer service
- literacy skills to:
  - evaluate and present information
  - write reports for business
- problem-solving skills to participate in the development of strategic initiatives
- teamwork skills to contribute to solutions and goals of a non-routine or contingency nature
- technical skills to maintain the continuity of IT operations and business functions.

### Required knowledge

- client business domain
- help desk and maintenance practices
- quality assurance practices relating to IT system changes
- role of stakeholders and the degree of stakeholder involvement
- change-management tools
- current industry-accepted hardware and software products, including their general features and capabilities
- detailed knowledge of system's current 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>• review change requests and prioritise according to business guidelines and SLAs</li> <li>• evaluate cost-benefit analysis, including risks to business continuity</li> <li>• develop change plan based on change analysis</li> <li>• review change procedures and make appropriate recommendations.</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>• sites on which change requests may be coordinated</li> <li>• SLAs currently used in industry</li> <li>• business guidelines</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 knowledge of one or more change-management systems</li> <li>• direct observation of candidate reviewing infrastructure discrepancies and implementing solutions</li> <li>• review of documentation prepared by candidate, including guidelines and processes for regular reviews.</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 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.*

<b><i>Client</i></b> may include:	<ul style="list-style-type: none"> <li>• employee</li> <li>• external organisation</li> <li>• individual</li> <li>• internal department.</li> </ul>
<b><i>Other sources</i></b> may include:	<ul style="list-style-type: none"> <li>• changes in underlying systems</li> <li>• other projects</li> <li>• problem reports</li> <li>• senior management</li> <li>• system enhancements.</li> </ul>
<b><i>Service level agreements</i></b> may relate to:	<ul style="list-style-type: none"> <li>• business processes and requirements</li> <li>• charge back to business units</li> <li>• clearly specified and quantified service levels</li> <li>• evaluation or audit of service levels</li> <li>• expectations regarding servicing</li> <li>• many different infrastructure services:                             <ul style="list-style-type: none"> <li>• application service providers (ASPs)</li> <li>• communications carriers</li> <li>• internet service providers (ISPs)</li> <li>• SLAs for vendor products</li> </ul> </li> <li>• penalties</li> <li>• workload and performance considerations.</li> </ul>
<b><i>System</i></b> may include:	<ul style="list-style-type: none"> <li>• applications</li> <li>• ASP</li> <li>• databases</li> <li>• gateways</li> <li>• ISP</li> <li>• operating systems</li> <li>• servers.</li> </ul>
<b><i>Stakeholders</i></b> may include:	<ul style="list-style-type: none"> <li>• development team</li> <li>• project team</li> <li>• sponsor</li> <li>• user.</li> </ul>
<b><i>Documentation</i></b> may	<ul style="list-style-type: none"> <li>• audit trails</li> </ul>



<p>follow:</p>	<ul style="list-style-type: none"> <li>• International Organization for Standardization (ISO), International Electrotechnical Commission (IEC) and Australian Standards (AS) standards</li> <li>• naming standards</li> <li>• project management templates</li> <li>• report writing principles</li> <li>• version control.</li> </ul>
<p><i>Appropriate person</i> may include:</p>	<ul style="list-style-type: none"> <li>• authorised business representative</li> <li>• client</li> <li>• project manager</li> <li>• supervisor.</li> </ul>

## Unit Sector(s)

Systems administration and support