



**Australian Government**

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

# **ICAD4043B Develop and present a feasibility report**

**Release: 1**

## ICAD4043B Develop and present a feasibility report

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit defines the competency required to research and present a range of feasible scenarios to the client.</p> <p>The following units are linked and form an appropriate cluster:</p> <ul style="list-style-type: none"> <li>• ICAA4041C Determine and confirm client business expectations and needs</li> <li>• ICAA4047B Determine project specifications and secure client agreement</li> </ul> <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

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. Confirm client requirements	1.1. Analyse <i>client requirements</i> to determine <i>project scope</i> , and the problem context or opportunity faced by the business 1.2. Document client requirements, <i>project scope</i> , <i>related problems</i> and <i>sources of information</i> 1.3. Confirm requirements and scope with the <i>client</i>
2. Develop high level alternative scenarios	2.1. Compare future <i>client requirements</i> with current requirements 2.2. Develop and document feasible solutions for <i>client requirements</i> 2.3. Explore and document the <i>feasibility</i> of each <i>solution</i> 2.4. Examine alternatives against project <i>constraints</i>
3. Prepare and publish feasibility report	3.1. Develop a <i>feasibility</i> report that describes <i>client requirements</i> , <i>project scope</i> , analysis of alternative scenarios, and recommendations 3.2. Submit feasibility report to <i>appropriate person</i> for project approval

## 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>Project planning skills in relation to scope, time, cost, quality, communications and risk management (e.g. when preparing and/or publishing feasibility report)</li> <li>Research skills for identifying, analysing and evaluating broad features of a particular business domain and best practice in system development</li> <li>Financial modelling skills for identifying, analysing and evaluating a range of solutions (e.g. when examining alternatives against budget constraints)</li> <li>Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information (e.g. when describing alternative scenarios, articulating assumptions and presenting preferences, and for presenting summary to higher authorities and/or client for project approval)</li> <li>Report writing skills for business requiring depth in analysis and evaluation of information in a defined range of areas (e.g. when preparing and/or publishing</li> </ul>

**REQUIRED SKILLS AND KNOWLEDGE**

feasibility report)

- Questioning and active listening skills (e.g. when establishing reasons for change and detailing scope and function of proposed system)

**Required knowledge**

- Client business domain (e.g. when ensuring the proposed solution is the best reasonable fit)
- Two or more current industry systems development methodologies
- Role of stakeholders and the degree of stakeholder involvement (e.g. when considering solutions for clients)
- Detailed knowledge of the system's current functionality (e.g. when comparing and analysing future business process requirements with current 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 the client requirements and the business context as well as an ability to present solutions.</li> </ul> <p>To demonstrate competency in this unit the person will require access to:</p> <ul style="list-style-type: none"> <li>• Client requirements</li> <li>• Report writing template</li> <li>• Client expectations brief</li> <li>• Information on a range of IT business solutions</li> <li>• Future organisational business processes</li> <li>• Budgets for scenarios</li> </ul> <p>There will need to be access to the outcomes of the business analysis process</p>
<b>Context of and specific resources for assessment</b>	<p>The breadth, depth and complexity of knowledge and skills in this competency would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.</p> <p>Assessment must ensure:</p> <ul style="list-style-type: none"> <li>• Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills would be characteristic.</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<ul style="list-style-type: none"> <li>• Applications may involve responsibility for, and limited organisation of, others.</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 assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>• ICAA4041C Determine and confirm client business expectations and needs</li> <li>• ICAA4047B Determine project specifications and secure client agreement</li> </ul> <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 some theoretical concepts</li> <li>• Apply solutions to a defined range of unpredictable problems</li> </ul>

**EVIDENCE GUIDE**

	<ul style="list-style-type: none"> <li>• Identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas</li> <li>• Identify, analyse and evaluate information from a variety of sources</li> <li>• Take responsibility for own outputs in relation to specified quality standards</li> <li>• Take limited responsibility for the quantity and quality of the output of others</li> <li>• Maintain knowledge of industry products and services</li> </ul>
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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.

<b><i>Client requirements</i></b> may be in reference to:	<ul style="list-style-type: none"> <li>• problems with or opportunities for a business system</li> <li>• applications</li> <li>• network</li> <li>• business opportunities</li> <li>• people in the organisation</li> </ul>
<b><i>Appropriate person</i></b> may include:	<ul style="list-style-type: none"> <li>• supervisor</li> <li>• teacher</li> <li>• authorised business representative</li> <li>• client</li> </ul>
<b><i>Project scope</i></b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• time</li> <li>• budget</li> <li>• resource</li> <li>• hardware</li> <li>• software</li> <li>• policy</li> <li>• legal constraints</li> <li>• features</li> </ul>



<b>RANGE STATEMENT</b>	
<b>Sources of information</b> may invoice:	<ul style="list-style-type: none"> <li>• change management plans</li> <li>• project management plans</li> <li>• current systems design plans</li> <li>• business strategic plans</li> </ul>
<b>Client</b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• internal departments</li> <li>• external organisations</li> <li>• clubs</li> <li>• individual people</li> <li>• internal employees</li> </ul>
<b>Related problems</b> refer to:	<ul style="list-style-type: none"> <li>• routine or non-routine problems that may affect the immediate work environment or project outcome, particularly in relation to meeting client requirements</li> </ul>
<b>Feasibility</b> includes but is not limited to:	<ul style="list-style-type: none"> <li>• technical feasibility</li> <li>• operational feasibility</li> <li>• economic and schedule feasibility as well as the principal inputs/outputs</li> <li>• expected improvements/impacts</li> <li>• revenue/cost-benefits</li> <li>• risks</li> <li>• physical requirements of each solution</li> </ul>
<b>Constraints</b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• time</li> <li>• budget</li> <li>• resource</li> <li>• hardware</li> <li>• software</li> <li>• policy</li> <li>• legal constraints</li> </ul>
<b>Project</b> may include:	<ul style="list-style-type: none"> <li>• projects involving a business undertaking a total organisational change</li> <li>• a systems-only change</li> <li>• a business improvement process</li> <li>• an e-business solution involving the total organisation or part of the organisation</li> </ul>
<b>Solution</b> may include but is not limited to:	<ul style="list-style-type: none"> <li>• new hardware</li> <li>• hardware upgrades</li> <li>• new software</li> <li>• software upgrades</li> <li>• user training</li> <li>• implementing a new system</li> </ul>

## Unit Sector(s)

Unit sector	Documentation
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## Co-requisite units

Co-requisite units		

## Competency field

Competency field	
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