



Australian Government

Department of Education, Employment and Workplace Relations

ICAS5105B Coordinate change requests

Release: 1

ICAS5105B Coordinate change requests

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to analyse change requests and prioritise them. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
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Application of the Unit

Application of the unit	
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		
	ICAP4037B	Contribute to the development of a strategy plan

Employability Skills Information

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

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE**Required skills**

- Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives
- Plain English literacy and communication skills in relation to analysis, evaluation and presentation of information
- Teamwork skills involving the contribution to solutions and goals of a non-routine or contingency nature
- Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus on concepts
- 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, and 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

- Broad knowledge of help desk and maintenance practices
- Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas
- Broad knowledge of the role of stakeholders and the degree of stakeholder involvement
- Broad knowledge of the client business domain
- Detailed knowledge of the system's current functionality
- Broad knowledge of quality assurance practices
- One or more change management tools

Evidence Guide

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

Evidence of the following is essential:

- Assessment must confirm sufficient knowledge of one or more change management systems and the ability to review change procedures and make appropriate recommendations.

To demonstrate competency in this unit the learner will require access to:

- Service-level agreements
- Business requirements
- Documentation standards

Context of and specific resources for assessment

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.

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.

Assessment must ensure:

- 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.

Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In

EVIDENCE GUIDE

	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. • 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. • 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.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. An individual demonstrating this competency would be able to: • Demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas • Analyse and plan approaches to technical problems or management requirements • Transfer and apply theoretical concepts and/or technical or creative skills to a range of situations • Evaluate information, using it to forecast for planning or research purposes • Take responsibility for own outputs in relation to broad quantity and quality parameters • Take some responsibility for the achievement of

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	- group outcomes • Maintain knowledge of industry products and services
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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.

Client may include but is not limited to:

- internal departments
- external organisations
- individual people
- employees

Documentation may follow:

- ISO/IEC/AS standards
- audit trails
- naming standards
- version control
- project management templates
- report writing principles

Appropriate person may include:

- supervisor
- teacher
- authorised business representative
- client

Service-level agreement

- May exist for many different infrastructure services, including communications carriers, ISPs, ASPs and SLAs for vendor products.
- 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.

System may include but is not

- databases

RANGE STATEMENT	
limited to:	• applications • servers • operating systems • gateways • application service provider • ISP
<i>Stakeholders</i> may include:	• sponsor • user • development team • project team

Unit Sector(s)

Unit sector	Support
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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