

Unit Outline (Higher Education)

Institute / School:	Institute of Innovation, Science & Sustainability
Unit Title:	IT Service Management and Professional Culture
Unit ID:	ITECH7400
Credit Points:	15.00
Prerequisite(s):	(ITECH1100 or ITECH5100) (At least 60 credit points from ITECH subject-area at any level)
Co-requisite(s):	Nil
Exclusion(s):	(ITECH7402)
ASCED:	029999

Description of the Unit:

This unit prepares you for a career in the information technology profession. You will review and apply ethical theories and the industry body code of ethics in a dynamic service driven IT workplace environment. The unit will help you to understand the importance of business and IT strategic alignment, and develop and implement change strategies adopting information technology infrastructure library (ITIL) processes to improve the efficiency of an organisation's IT operations. You will acquire knowledge of the ITIL® framework and be able to integrate its principles into modern Information Technology Service Management practice. The contents may include service strategy, service design, service transition, service operation, continual service improvement, processes and functions. You will also consider career planning, service management and other professional IT certifications.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of

supplementary assessment

Course Level:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes:

Knowledge:

- K1.** Research and discuss underpinning theories of ethical philosophy and apply these in to a range of scenarios in IT workplace and service environments.
- K2.** Critically reflect on the principles of industry integrity systems, such as codes of conduct, and synthesize them into daily IT practice.
- K3.** Determine and justify contemporary approaches to dealing with the social impact of technology in a changing IT service environment.
- K4.** Appraise IT service management practices and how they assist organisations.
- K5.** Debate the need for organisational change, the key influence of human behaviour and its impact on IT organisational culture in a service driven environment.
- K6.** Investigate skills frameworks and industry Bodies of Knowledge, and develop an awareness of industry certifications relevant to IT professionals.

Skills:

- S1.** Evaluate cognitive and practical approaches required to manage IT professionals in collaborative global work context.
- S2.** Apply IT service management processes and functions in an organisational setting.
- S3.** Demonstrate and coordinate best practice IT service management in an organisational setting.
- S4.** Utilise professional presentation and communication approaches in a range of IT workplace and service settings.
- S5.** Critique contemporary IT industry practices/presentations relevant to IT service management, and relate them to professional standards and your own career aspirations

Application of knowledge and skills:

- A1.** Construct written and verbal arguments in a variety of formats on the evolving nature of ethical norms relating to service and implementation of new technologies.
- A2.** Implement and use service management processes and practices in a business organisational context.
- A3.** Apply skills frameworks and develop a career plan in readiness for transition into the IT profession.

Unit Content:

Topics may include:

- Ethical decision making context.
- Industry body code of ethics.

- Business and IT strategy alignment.
- IT organisational change.
- Human behaviour and IT workplace culture.
- Information technology infrastructure library (ITIL).
- Services, processes and functions.
- Service strategy.
- Service design.
- Service transition.
- Service operation.
- Best practice IT service management.
- Career planning, SFIA, CBOK, and certifications.

FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are be embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor	Development and acquisition of FEDTASKS in the Unit	
	Learning Outcomes (KSA)	Assessment task (AT#)

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		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate an advanced ability in a range of contexts to effectively communicate, interact and work with others both individually and in groups. Students will be required to display high level skills in-person and/or online in: <ul style="list-style-type: none"> • Using and demonstrating a high level of verbal and non-verbal communication • Demonstrating a mastery of listening for meaning and influencing via active listening • Demonstrating and showing empathy for others • High order skills in negotiating and conflict resolution skills • Demonstrating mastery of working respectfully in cross-cultural and diverse teams 	K5, S3, S4	AT1, AT4
FEDTASK 2 Leadership	Students will demonstrate a mastery in professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> • Creating and sustaining a collegial environment • Demonstrating a high level of self-awareness and the ability to self-reflect and justify decisions • Inspiring and initiating opportunities to lead others • Making informed professional decisions • Demonstrating initiative in new professional situations 	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students at this level will demonstrate high level skills in working in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> • Reflecting critically to generate and consider complex ideas and concepts at an abstract level • Analysing complex and abstract ideas, concepts and information • Communicate alternative perspectives to justify complex ideas • Demonstrating a mastery of challenging conventional thinking to clarify complex concepts • Forming creative solutions in problem solving to new situations for further learning 	Not applicable	Not applicable
FEDTASK 4 Digital Literacy	Students at this level will demonstrate the ability to work competently across a wide range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> • Mastering, exploring, evaluating, managing, curating, organising and sharing digital information professionally • Collating, managing complex data, accessing and using digital data securely • Receiving and responding professionally to messages in a range of professional digital media • Contributing competently and professionally to digital teams and working groups • Participating at a high level in digital learning opportunities 	K6, S4, A1	AT1, AT4

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 5 sustainable and Ethical Mindset	Students at this level will demonstrate a mastery of considering and assessing the consequences and impact of ideas and actions in enacting professional ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> • Demonstrating informed judgment making that considers the impact of devising complex solutions in ambiguous global economic environmental and societal contexts • Professionally committing to the promulgation of social responsibility • Demonstrating the ability to evaluate ethical, socially responsible and/or sustainable challenges and generating and articulating responses • Communicating lifelong, life-wide and life-deep learning to be open to diverse professional others • Generating, leading and implementing required actions to foster sustainability in their professional and personal life. 	K1, K3, S1, A1	AT1, AT2, AT5

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1-K8, S1-S5, and A1-A4	Develop skills in the analysis and practical application of theoretical content introduced.	Tutorial Learning Journal	20% - 30%
K1-K3, S1, and A1	Review and practice of theoretical skills, written skills and knowledge.	In-semester test	10% - 20%
K6, S5, A3	Apply theoretical concepts, review and analyse organisational requirements.	Assignment	20% - 30%
K4-K5, S1-S4, and A1-A2	Communicate research findings using verbal and visually engaging presentation approaches.	Oral poster presentation	20% - 30%
K1-K5, S1-S2, and A1	Participate in lectures and labs/tutorials, read and summarise theoretical and practical aspects of the unit.	Final Test	20% - 30%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)