

<b>ICT owner</b>	<ul style="list-style-type: none"> <li>• Is ultimately responsible for ICT management</li> <li>• Manages the ICT budget</li> <li>• Ensures that the ICT service meets requirements</li> </ul>
<b>Who?</b>	This is a <b>managerial role</b> . The headteacher or a member of the leadership team carries out this function.
<p><b>Important!</b></p> <ul style="list-style-type: none"> <li>• To prevent conflicts of interest and demonstrate management commitment, the person assigned to this function must be the headteacher or a member of the leadership team.</li> <li>• Do not delegate this function to a technical manager or service provider.</li> <li>• Assign this function to one person only.</li> <li>• Do not split this function.</li> </ul>	

Summary of tasks		
Start-up or occasional tasks	Regular tasks	Frequency
<b>Start-up task 1</b> Create and publish a catalogue of ICT services used by the school.		Do this before your Primary FITS start date. Review the service catalogue annually.
<b>Start-up task 2</b> Issue ICT users with details of the support procedure.		Do this before your Primary FITS start date.
<b>Start-up task 3</b> Conduct a risk assessment and consider any improvements needed.		You can do this after your Primary FITS start date. Review annually
<b>Start-up task 4</b> Make a contingency plan and initiate the development of a recovery plan.		You can do this after your Primary FITS start date. Review annually
	Record all expenditure in expenditure record.	As required
	Review service reports and initiate actions or improvements.	Monthly
	Review requests for change and grant or refuse approval to proceed with developing them.	As required
	Discuss change plans with ICT users.	As required
	Review updated requests for change and grant or refuse approval to implement them.	As required
In the event of the prolonged loss of ICT services, invoke the contingency plan.		As required

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## 1. Create a service catalogue

### Outcomes

Once you have fully completed this task, you will have:

- Identified all ICT services used by the school
- Agreed the appropriate duration of availability (up-time) for each ICT service
- Identified the user groups for each ICT service
- Agreed suitable response and fix times for each ICT service
- Identified second-level support for each ICT service
- Assigned or contracted second-level support for each ICT service
- Created a service catalogue containing all this information
- Communicated this information to Primary FITS participants and key user representatives.

### Introduction to task

The purpose of the service catalogue is to help you identify all the ICT services that the school really needs, agree the levels of support required and assign responsibility for support. There are two steps to creating the service catalogue: in step 1 you document the services and in step 2 you estimate service levels.

#### Step 1

In step 1 you will start to create a service catalogue using the template on the toolkit CD. You will record in the template all your school's ICT services, such as email, printing, interactive whiteboard and so on.

#### You will need

From the toolkit CD (Primary FITS tools\ Service Level Management\):

- Service catalogue template
- Service catalogue example

#### Step 2

In step 2 you will update your service catalogue with details of service users and the requirements and responsibility for supporting them.

- **Service availability** – the up-time required for each service
- **End users** – the different groups of users of the service
- **Response time** – how quickly support must respond to an incident
- **Fix time** – how quickly support must fix an incident
- **Supported by** – who carries out support

#### You will need

- The partially completed service catalogue you created in step 1

From the toolkit CD (Primary FITS tools\ Service Level Management\), for reference:

- Service catalogue example
- Estimate service levels notes for completion

## Instructions for step 1: document the services

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Service Level Management\Service catalogue template.xls*
  - *Primary FITS tools\Service Level Management\Service catalogue example.pdf*
2. Ask the person assigned to the maintenance function to fill in the first column of the service catalogue template with the names of all ICT services used in the school. Give them the service catalogue example to show them what is required.
3. Once this has been done, review the service catalogue to date in preparation for step 2.

## Instructions for step 2: estimate service levels

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Service Level Management\Service catalogue example.pdf*
  - *Primary FITS tools\Service Level Management\Estimate service levels notes for completion.doc*
2. Arrange a meeting with a representative group of the school's ICT users plus everyone involved in performing the Primary FITS functions.

3. At the meeting:

- Check that the service catalogue is complete
- Agree the availability (up-time) required for each service
- Identify user groups for each service
- Agree the incident response time required for each component
- Agree the incident fix time required for each component
- Clarify who carries out second-level support for each service.

### Tip

If you opt for a managed service, the service provider will carry out second-level support. Without a managed service you may find that you need more than one person or service provider for this function.

You may decide to change current practice or you may identify gaps in your current support provision. You may need to identify service providers before you can complete this part of the task.

For guidance, see the notes for completion and the service catalogue example.

4. Following the meeting:

- Gather the information for any new services added at the meeting
- Update the service catalogue with the information gathered.

5. When talking to service providers, use the completed service catalogue as the record of your school's ICT support requirements.
6. Once your support arrangements have been finalised, update the service catalogue with the details.
7. Make the service catalogue available to everyone involved in fulfilling Primary FITS functions. The services listed in the catalogue are the ones they should give priority to.
8. Give the original (electronic) service catalogue to the single point of contact for filing.
9. Review the service catalogue at least once a year to make sure that new services are added and contracts with service providers updated.

**Tip**

When negotiating response and fix times, bear in mind that a response time is the time for an incident to be attended by first-level support and a fix time is the time for service to be restored (not necessarily permanently repaired).

## 2. Issue support procedure details

### Outcomes

Once you have fully completed this task, you will have:

- Communicated the support procedure to ICT users
- Made clear the benefits of the support procedure
- Explained the importance of the role that ICT users play in the success of Primary FITS
- Empowered ICT staff and service providers to enforce the procedure.

### Introduction to task

The purpose of the support procedure is to set out for ICT users one standard method for progressing all ICT incidents and requests.

Having just one procedure – logging all requirements via the single point of contact – is the key to the effectiveness of Primary FITS. *Ad hoc* approaches to ICT staff are disruptive and often cannot be recorded properly at the time. This can create delays or cause the incident or request to be forgotten completely.

The person fulfilling the single point of contact function creates the support procedure document but it is the ICT owner who issues it. This is so that the message is seen to come from the most senior managerial level of the school, which helps to enforce it.

In this task you will create a covering memo to go with the support procedure created by the single point of contact.

You will then send this memo plus the support procedure to all ICT users.

### You will need

From the single point of contact

- Support procedure document (created from the template by the single point of contact)

From the toolkit CD (Primary FITS tools\Service Desk\)

- Template for the support procedure covering memo
- A distribution list of user names

## Instructions for issuing support procedure details

1. Download the document you need from the toolkit CD:
  - *Primary FITS tools\Service Desk\Support procedure covering memo template.doc*
2. Get the prepared support procedure document from the single point of contact.
  - The implementation plan checklist (see section 4 of the guidance) triggers the creation of this document in readiness for starting Primary FITS.
3. Complete the template for the support procedure covering memo. You may personalise it, of course, but make sure you don't change any of the key messages!
4. Distribute the procedure and the memo.
  - This step features in the implementation plan checklist (see section 4 of the guidance) in readiness for starting Primary FITS.
  - Remember to issue the procedure and the memo to new employees when they join (always using the master document filed by the single point of contact).

### Tip

You may find it helpful to distribute the procedure and memo at a meeting where ICT users or their key representatives are present. This will give you the chance to remind them face to face of the benefits of the procedure and that their adherence to it is crucial to the success of the Primary FITS implementation.

### 3. Initiate a risk assessment

#### Outcomes

Once you have fully completed this task, you will have:

- A risk assessment for your ICT services
- A list of recommendations for improvement
- A record of the actions to be taken in order to make improvements
- A baseline for future risk assessments.

#### Introduction to task

A risk assessment is necessary to help you identify any areas of your ICT equipment that should be improved to decrease the likelihood of failure.

Because this exercise requires some technical knowledge, we suggest that you ask the person or service provider assigned the design function to do it for you.

- Bear in mind that this may incur a charge if a service provider is involved, unless it already forms part of the service contract.

Once you have completed the risk assessment, you will be in a position to make an informed decision about priorities for any improvements that may be advisable.

#### You will need

From the Toolkit CD (Primary FITS tools\ Service Continuity Management\)

- Risk assessment template
- Risk assessment example
- Risk assessment notes for completion

## Instructions for initiating a risk assessment

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Service Continuity Management\Risk assessment template.doc*
  - *Primary FITS tools\Service Continuity Management\Risk assessment example.pdf*
  - *Primary FITS tools\Service Continuity Management\Risk assessment notes for completion.doc*
2. Ask the person assigned the design function to fill in the risk assessment template.
  - To help them understand what is required, give them the risk assessment example and notes for completion.
  - You may be required to decide on the importance of each service (for guidance on this, consult the notes for completion).
3. Review the risk assessment and consider the recommendations for reducing risk. Depending on the resources available, you may decide to act on some or all of them. Some recommendations may have no financial cost, but just an investment in time. Other recommendations may need some financial outlay, which you should build into the ICT budget if you want to go ahead with those.

Up to a point you can use the importance to the school of a service to help you decide on priorities. However, you must also take into account the findings and recommendations on the risk assessment, and check for any serious problems or quick wins in other areas.
4. Give the original (electronic) risk assessment document to the single point of contact for filing.
5. Initiate a new risk assessment at least once a year, to make sure that it includes any new services. Use the previous risk assessment document to ensure that any recommendations not acted upon are carried forward.

### Tip

**There are no right or wrong answers in risk assessment and there is no finite number of risks.**

**The more possible risks you can think of, the more risks you may be able to reduce, but it is counter-productive to spend too much time on it. Identify a few key high risks to start with.**

## 4. Make a contingency plan

### Outcomes

Once you have fully completed this task, you will have:

- A contingency plan for carrying on school activities in the event of a prolonged loss of ICT service
- A recovery plan for reintroducing ICT services following a prolonged outage or destruction of existing ICT services
- A communications plan in the event of prolonged loss of ICT service
- Increased awareness of the impact of ICT services on school activities.

### Introduction to task

If you have performed a risk assessment and carried out the recommended improvements, you should have reduced the chances of suffering a major ICT failure. However, always be prepared for the unexpected!

A contingency plan sets out what you will do to enable the school to carry on in the event of the prolonged loss of ICT services and includes:

- Contact details for key staff and suppliers involved
- Steps to be taken to implement manual systems
- Contact details for progress updates.

The contingency plan will also make reference to a recovery plan, which is how you will restore your ICT services in the long term following an outage. Because the recovery plan requires a technical understanding of the ICT infrastructure, it is a feature of the maintenance function and so recovery plan instructions are in that toolset.

### You will need

From the toolkit CD (Primary FITS tools\Service Continuity Management\)

- Contingency plan template
- Contingency plan example
- Contingency plan notes for completion

## Instructions for making a contingency plan

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Service Continuity Management\Contingency plan template.doc*
  - *Primary FITS tools\Service Continuity Management\Contingency plan example.pdf*
  - *Primary FITS tools\Service Continuity Management\Contingency plan notes for completion.doc*
2. Complete the contingency plan template. For guidance, see the notes for completion and example.
3. Ask the person assigned the maintenance function for their recovery plan (this task is described in the toolset for maintenance and guidance is provided).
4. Add the recovery plan document reference to the contingency plan in the field provided.
5. Issue the contingency plan to the recovery team members listed in it.
6. Store a copy of the contingency plan off site in case circumstances arise which mean that access to the school is not possible.
7. Give the original (electronic) contingency plan to the single point of contact for filing.
8. Invoke the contingency plan as required.

### Tip

**Primary FITS does not require every ICT service to have a replacement manual system, as this would take too long. Concentrate instead on manual systems for the most important ICT services.**

## 5. Record expenditure

### Outcomes

Once you have fully completed this task, you will have:

- A record of all financial outgoings incurred in relation to ICT services
- The facility to compare outgoings to income
- Information to help quantify the income you need
- The ability to prevent overspend
- A means of planning the spread of expenditure
- Information to help identify potential cost savings, such as buying in bulk.

### Introduction to task

An expenditure record is necessary to help you keep track of how much money you spend on ICT. Recording all ICT expenditure will help you keep within budget and also give you useful information at the end of the financial period to help you prepare for the next one\*.

The expenditure record template we have created for you includes columns for:

- Software
- Hardware
- Mice
- Cables
- Consumables
- Contract charges
- *Ad hoc* supplier charges
- Staff
- Accommodation
- Miscellaneous.

### You will need

From the toolkit CD (Primary FITS tools\Financial Management\)

- Expenditure record template
- Expenditure record example

\* You will find additional budgeting tools on the Becta website. Becta's investment planner tool [<http://www.becta.org.uk/schools/procurement>] calculates one-year and two-year budgeting requirements based on current equipment and costs.

## Instructions for recording expenditure

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Financial Management\Expenditure record template.xls*
  - *Primary FITS tools\Financial Management\Expenditure record example.pdf*
  - *Primary FITS tools\Financial Management\Expenditure record notes for completion.doc*
2. Enter details of expenditure, as you incur it, in the expenditure record template. For guidance, see the notes for completion and example.
3. File electronic and paper copies of the expenditure record securely, especially if they hold sensitive information such as staff costs.

### Tip

At the end of the financial period, use the graphs to identify the item with the highest spend. If appropriate, replace that column in the expenditure record template with a subset of categories.

For example, if hardware has the highest spend; replace the 'hardware' column with columns for 'personal computers', 'network computers', 'printers', and 'other' and record information at this level of detail for the next financial period.

This will help you to identify the exact cause of high expenditure, assuming that spending patterns are similar from one period to the next.

## 6. Review service reports

### Outcomes

Once you have fully completed this task, you will have:

- An awareness of what has been happening in ICT technical support in the school
- An understanding of any issues that may need resolving
- An indication of any service deterioration that may require monitoring or attention
- Over time, an appreciation of trends in performance
- An increasing ability to spot things outside the norm.

### Introduction to task

The service report provides some basic information about ICT service performance:

- Number of incidents and problems logged during the month
- Average time to resolution of incidents and problems resolved for the month
- Number of outstanding incidents and problems at the end of the month
- Number of new installations in the month
- Number of changes during the month
- The amount of server disk space used that month and available at the end of the month.

### You will need

From the single point of contact

- The latest service report

From the toolkit CD (Primary FITS tools\Service Level Management\)

- Service report notes for review
- Service report example

The person carrying out the single point of contact function prepares the service report every month. You can use the report to identify items for discussion at your monthly review meetings (see the implementation plan checklist in section 4 of the guidance).

### Instructions for reviewing service reports

1. Download the documents you need from the toolkit CD:
  - *Primary FITS tools\Service Level Management\Service report notes for review.doc*
  - *Primary FITS tools\Service Level Management\Service report example.xls*
2. Get the service report from the single point of contact.
3. Review the service report, using the notes for review and the example for initial guidance.
  - Make a note of anything you want to raise at the review meeting.
4. Attend the service review meeting (see the implementation plan checklist in section 4 of the guidance).

### Tip

Time the production of monthly reports for just before the meetings defined in the review section of the implementation plan checklist.

## 7. Review requests for change

### Outcomes

Once you have fully completed this task, you will have:

- Discussed technical plans before anyone has spent too much time on them
- Made sure that changes have been thoroughly planned and the implications considered
- Authorised expenditure (and updated the expenditure record)
- Discussed scheduling of changes with ICT users beforehand
- Together with the technical staff involved, minimised the likelihood of incidents and problems being caused by the change.

### Introduction to task

A request for change is a form whose purpose is to ensure that all changes to ICT services are approved and planned consistently before they are implemented. A request for change is completed in three steps and approval by the ICT owner is required for the first two:

Step 1: Approval to proceed with a change

Step 2: Approval to implement a change

Step 3: Outcome of change.

#### Step 1

Step 1 is completed when someone who has identified a change seeks initial approval for the change and any associated costs. Minimal information is required at this stage:

- **Unique identifier(s)** – asset references of all affected equipment
- **Name(s) of item(s)** – names of all affected equipment
- **Brief description of change** – a summary proposal
- **Reason for change**
- **Cost of change** – if there is a cost
- **Originator name** – the name of the person completing the form.

#### You will need

From the originator of the request

A request for change form with step 1 completed

From the toolkit CD (Primary FITS tools\Change Management\)

- Request for change example
- Request for change notes for completion

## Step 2

Step 2 is completed when approval for step 1 has been granted. Step 2 adds detail about the change and seeks approval to implement the change as described in the form:

- **Full details of change** – a detailed plan
- **Impact on services and users** – how the implementation of the change will affect existing ICT services and users
- **Impact and risk of change failure** – what the implications would be if the change failed
- **Fallback plan** – how service would be restored if things went wrong
- **Date and time of change** – the proposed date and time of implementation
- **Implementer name** – the name of the person who will carry out the change.

The implementer of the change completes step 3, to indicate whether it was successful, unsuccessful or partially successful.

### You will need

From the originator or implementer of the request

- A request for change form with step 1 approved and step 2 completed

From the toolkit CD (Primary FITS tools\Change Management\)

- Request for change example
- Request for change notes for completion

## Instructions for step 1: approval to proceed with a change

1. Download the documents you need from the toolkit CD:
  - *Primary FITS\Change Management\Request for change example.pdf*
  - *Primary FITS\Change Management\Request for change notes for completion.doc*
2. Wait for requests for change to be submitted for approval to proceed.
3. Review requests for change, using for guidance the notes for completion and the example.
4. Approve or reject requests for change, indicating your decision in the space provided on the form. Sign and date the form.
5. Return the request for change form to the originator.

### Tip

Remember that requests for change can be submitted at step 1 by:

- Second-level support (resolution of problems)
- Design (new requirements)
- Maintenance (maintenance requirements).

### Tip

When considering approval, don't forget the school vision, as well as the technical aspects.

## Instructions for step 2: approval to implement a change

1. If you haven't already done so, download the documents you need from the toolkit CD
  - *Primary FITS\Change Management\Request for change example.pdf*
  - *Primary FITS\Change Management\Request for change notes for completion.doc*
2. Wait for requests for change to be submitted for approval to implement.
3. Review requests for change using for initial guidance the notes for completion and the example.
4. Discuss change plans with ICT users or key representatives, giving them details of the proposed date and time and explaining any impact on their access to ICT services. Use an appropriate method of communication such as staff meeting or email.
5. Approve or reject requests for change, indicating your decision in the space provided on the form. Sign and date the form.
6. Return the request for change form to the implementer.

### Tip

Remember that requests for change can be submitted at step 2 by:

- **Second-level support (resolution of problems)**
- **Implementation (implementation of new requirements handed over by the design function)**
- **Maintenance (maintenance requirements).**

### Tip

You should talk to the originator or implementer about the urgency of the change and seek to reschedule it if users object to the scheduling or if the proposed scheduling doesn't allow you enough time to discuss it with users.

Encourage originators/implementers to plan well ahead.

