Australian Government

Department of Education, Employment and Workplace Relations

ICAA5148B Select new technology models for business

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

ICAA5148B Select new technology models for business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to identify opportunities for using new technology to support and enable efficient models of business. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify processes to be improved by the application of a new business model	1.1. Map existing process flow against relevant performance *standards*, in order to identify areas that may need improvement 1.2. Outline emerging models and processes 1.3. Identify changes in the technological, *client* and supply chain environment 1.4. Document changes identified and submit to *appropriate person* for review
2. Appraise existing models	2.1. Analyse existing business models in use by the business 2.2. Investigate business models in use in other similar businesses 2.3. Identify and determine relevance of business models in use and under development in other industry sectors 2.4. Map existing models in other parts of business supply chain
3. Research new business models	3.1. Investigate new business models to establish opportunities for improvement 3.2. Evaluate opportunities against *business requirements* 3.3. Prioritise and document identified opportunities
4. Select the appropriate model	4.1. Select a business model that improves the business processes 4.2. Develop performance benchmarks to measure the effectiveness of the chosen business model 4.3. Model new business process or model, including collaboration with other businesses 4.4. Document the proposed business model according to business procedures 4.5. Forward appropriate document to *appropriate person* for sign-off

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

Innovation and Business Skills Australia

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Technical model design
- Prototyping
- Model evaluation
- Documenting benchmarking standards
- Using data obtained from modelling to support decision making
- Data gathering and analysis techniques

Required knowledge

- Website architecture
- Technical environment characteristics
- Reading and interpreting design specifications
- Environmental scanning
- Determining the impact of technological change
- Business process design
- Benchmark selection and development
- Modelling
- Value and supply chain management
- Business to business and business to customer interface and liaison
- Copyright and intellectual property
- Electronic Commerce Modelling Language

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 the ability to identify new approaches to using technology or new technology to enable efficient models of business. • Learners must be able to determine the appropriate focus of the selected business model in order to achieve the desired performance improvement. To demonstrate competency in this unit the learner will need access to: • Business websites • Analysis software • Modelling software • Business requirements • Current industry news, forums, lists, chat rooms, etc. • User analysis • Supply and value chain analysis
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. Assessment must ensure: • 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. • Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical

EVIDENCE GUIDE	
	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 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 to 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

EVIDENCE GUIDE	
	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 group outcomes
	• Maintain knowledge of industry products and services

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.	
Appropriate person may include:	• supervisor • teacher • authorised business representative • client
Client may include but is not limited to:	• internal departments • external organisations • individual people • employees
Business requirements may include:	• customer • supplier • payroll • inventory • tax requirements of the organisation
Standards may include:	• ISO/IEC/AS standards • organisational standards • project standards (for further information refer to the Standards Australia website at: www.standards.com.au)

Unit Sector(s)

Unit sector	Analyse and Design

Co-requisite units

Co-requisite units		

Competency field

Competency field	