



Australian Government

Department of Education, Employment and Workplace Relations

ICAA6149B Implement quality assurance processes for business solutions

Release: 1

ICAA6149B Implement quality assurance processes for business solutions

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to define and implement quality assurance processes and procedures to ensure that business solutions achieve quality performance expectations. 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		

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. Plan business quality assurance process	1.1. Determine business quality performance expectations and benchmark standards 1.2. Develop business standards and guidelines for achieving each benchmark 1.3. Allocate strategic quality responsibilities for meeting business standards and guidelines according to business procedures 1.4. Communicate quality policy and procedures to appropriate stakeholders 1.5. Document expectations, standards and benchmarks into a quality plan based on business documentation standards 1.6. Identify appropriate quality management systems guides, including quality management plan for complex activities
2. Implement quality policies and plans	2.1. Write quality policy for business directive 2.2. Create quality management plan for business process 2.3. Distribute quality management plan to key people for feedback 2.4. Analyse feedback to determine if corrective action needs to be taken 2.5. Make changes to quality management plan, if required, to incorporate corrective action 2.6. Allocate key quality tasks and functions to appropriate person as per the quality management plan 2.7. Establish and document a quality reporting and monitoring program 2.8. Check and document skills of staff to ensure that they are able to meet the quality standards required
3. Control quality assurance processes	3.1. Implement quality performance guidelines, procedures and processes as per the quality management plan 3.2. Obtain stakeholder feedback, including client satisfaction to monitor implementation of quality processes 3.3. Monitor quality process performance as per the quality management plan 3.4. Report on monitoring of quality performance to key

ELEMENT	PERFORMANCE CRITERIA
	decision makers 3.5. Identify and record breakdowns in the system and create corrective action requests 3.6. Take immediate corrective action, where necessary
4. Improve quality	4.1. Collect, analyse and measure quality performance results against benchmarks to determine quality standards 4.2. Determine the frequency of quality breakdowns through corrective action requests in order to identify whether defects are isolated incidents or require a wider analysis and corrective action 4.3. Determine corrective actions to be taken and assign responsibility for taking the action where appropriate 4.4. Identify who will be responsible for quality improvement 4.5. Implement corrective action solutions and measure performance 4.6. Review and adjust benchmark standards periodically in order to improve quality performance 4.7. Document quality performance results and disseminate the information to stakeholders as appropriate 4.8. Review business procedures at predetermined schedules as part of a management review process and quality reporting function

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Website development
- Website analysis and security auditing
- Technical test design development
- Testing implementation data
- Testing evaluation data
- Evaluating feedback from a variety of key stakeholders

REQUIRED SKILLS AND KNOWLEDGE

- Evaluation analysis

Required knowledge

- Website architecture, including operating system
- Technical performance measurement
- Business model understanding
- Customer and business liaison
- Website privacy, accessibility and equity legislation
- ISO/IEC/AS standards
- Copyright and intellectual property
- Quality concepts
- Quality improvement processes

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 competency to plan and implement appropriate processes and procedures that ensure that quality expectations are met. Standards should be quantitative and applied universally wherever possible. Quality assurance standards should be well documented and disseminated.

To demonstrate competency in this unit the following resources will be needed:

- Quality guidelines
- Access to related quality standards
- Data related to the business model

Context of and specific resources for assessment

Managing processes related to business involves analysis, documentation and process re-engineering across a broad range of technical and managerial functions, including identifying technical and human processes interactions.

Contribution to the development of a broad quality plan is involved and accountability and responsibility for self and others in achieving the outcomes is expected. Implementing quality assurance processes involves significant judgement in planning, design, evaluation, technical or leadership/guidance and communications functions related to products, services, operations, processes and procedures.

The degree of emphasis on breadth as against depth of knowledge and skills may vary.

The breadth, depth and complexity involving analysis,

EVIDENCE GUIDE	
	design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures would be characteristic. Assessment must ensure: • application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy may be involved and accountability and responsibility for self and others in achieving the outcomes may also be characteristic. • Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures would be common.
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

EVIDENCE GUIDE	
	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: • Provide clear concise plans for managing a quality process related to business • Demonstrate understanding of knowledge related to business processes and quality assurance • Analyse objective data related to business performance • Demonstrate a command of wide-ranging decision making skills related to improving business performance • Demonstrate accountability for personal outputs within broad parameters related to business • Demonstrate accountability for group outcomes within broad parameters • Manage and evaluate organisational performance in line with business key performance indicators • Demonstrate understanding of specialised knowledge with depth in some areas • Analyse, diagnose, design and execute judgement across a broad range of technical or management functions • Generate ideas through the analysis of information and concepts at an abstract level • Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills • Demonstrate accountability for personal outputs within broad parameters • Demonstrate accountability for personal and group outcomes within broad parameters

Range Statement

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.

Quality standards may be specific to:	- organisational standards - international standards - national standards - internal or customer-supplied standards
Client may include but is not limited to:	- internal departments - external organisations - individual people - employees
Appropriate person may include:	- supervisor - teacher - authorised business representative - client
System	- databases - applications - servers - operating systems - gateways - ASP - ISP
Stakeholders may include but is not limited to:	- end user - internal or external client - government body - corporate body - community groups
Documentation standards	- May include but are not limited to policy relating to sign-off, storage, distribution, revision - 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) - May include tools for documenting (e.g. word processing packages, desktop publishing packages)

RANGE STATEMENT	
Quality management plan may include:	• Processes • authorisations and responsibilities for quality control • quality assurance • continuous improvement • communications and responsibilities • may contain critical success factors, measurement criteria and inspection, audit, report and review procedures
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
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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