



Australian Government

Department of Education, Employment and Workplace Relations

ICAP5155B Plan process re-engineering strategies for business

Release: 1

ICAP5155B Plan process re-engineering strategies for business

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to select a process to be reengineered, to plan for its reengineering and to understand the strategic, organisational and change context in which it is to be reengineered. There may be benefit in concurrent learning with the following unit: • ICAA5143C Implement process re engineering strategies for business 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. Select the process to be reengineered	1.1. Identify major processes that require re-engineering 1.2. Identify boundaries, stakeholders and strategic importance of each process 1.3. Prioritise each process according to its level of performance 1.4. Select a process to re-engineer and document decision making process
2. Identify the strategic context	2.1. Determine the purpose of the selected process, and where it fits into the business strategy 2.2. Evaluate the scope of the process, including stakeholder and strategic impact 2.3. Identify potential risks 2.4. Define the broad objectives of the new process 2.5. Model the new process, taking into account client expectations, cooperation across boundaries and process flow 2.6. Analyse changes to organisational structures, technical requirements , training needs, cultural and political impact and communication channels 2.7. Document new process and impact of changes
3. Design the new process	3.1. Develop key performance indicators and implementation responsibilities for the new process 3.2. Communicate information to appropriate person 3.3. Prepare a process re-engineering plan to document all stages 3.4. Submit process re-engineering plan to appropriate person for sign-off

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Writing plans • Benchmarking

REQUIRED SKILLS AND KNOWLEDGE

- Stakeholder communication and negotiation
- Change management
- Training needs analysis

Required knowledge

- Organisational strategy
- Organisational development and structure
- Stakeholder liaison and negotiation
- Industry standards
- E-commerce standards
- Copyright and intellectual property

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 that learners identify a process to be re-engineered and plan the re-engineering of that process in a manner that supports the strategic, organisational and change context of the process to be re-engineered.

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

- An organisational structure and culture
- An organisational strategy
- A stakeholder analysis
- E-business models
- Personnel computer
- Analysis software
- Modelling software

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 operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or

EVIDENCE GUIDE	
	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 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 - Identify risks - Evaluate information, using it to forecast for planning or research purposes

EVIDENCE GUIDE

	• 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
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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.

Stakeholders may include:

- sponsors
- users
- development team
- project team

Client may include but is not limited to:

- internal departments
- external organisations
- clubs
- individual people
- internal employees

Appropriate person may include:

- supervisor
- teacher
- authorised business representative
- client

Technical requirements may be in reference to:

- business
- system
- platform
- application
- database
- network
- people in the organisation

Performance may include:

- financial or profitability measurements and selection decisions based on worst

RANGE STATEMENT

	performance or strategic importance of the process
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Unit Sector(s)

Unit sector	Strategy Planning
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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