**BSBMGT516**

**Facilitate continuous improvement**

**Learner Workbook**

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# Instructions to Learner

### Assessment instructions

Overview

Prior to commencing the assessments, your trainer/assessor will explain each assessment task and the terms and conditions relating to the submission of your assessment task. Please consult with your trainer/assessor if you are unsure of any questions. It is important that you understand and adhere to the terms and conditions, and address fully each assessment task. If any assessment task is not fully addressed, then your assessment task will be returned to you for resubmission. Your trainer/assessor will remain available to support you throughout the assessment process.

Written work

Assessment tasks are used to measure your understanding and underpinning skills and knowledge of the overall unit of competency. When undertaking any written assessment tasks, please ensure that you address the following criteria:

* Address each question including any sub-points
* Demonstrate that you have researched the topic thoroughly
* Cover the topic in a logical, structured manner
* Your assessment tasks are well presented, well referenced and word processed
* Your assessment tasks include your full legal name on each and every page.

Active participation

It is a condition of enrolment that you actively participate in your studies. Active participation is completing all the assessment tasks on time.

Plagiarism

Plagiarism is taking and using someone else's thoughts, writings or inventions and representing them as your own. Plagiarism is a serious act and may result in a learner’s exclusion from a course. When you have any doubts about including the work of other authors in your assessment, please consult your trainer/assessor. The following list outlines some of the activities for which a learner can be accused of plagiarism:

* Presenting any work by another individual as one's own unintentionally
* Handing in assessments markedly similar to or copied from another learner
* Presenting the work of another individual or group as their own work
* Handing in assessments without the adequate acknowledgement of sources used, including assessments taken totally or in part from the internet.

If it is identified that you have plagiarised within your assessment, then a meeting will be organised to discuss this with you, and further action may be taken accordingly.

Collusion

Collusion is the presentation by a learner of an assignment as their own that is, in fact, the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more learners in plagiarism or other forms of academic misconduct and, as such, both parties are subject to disciplinary action. Collusion or copying from other learners is not permitted and will result in a “0” grade and NYC.

Assessments must be typed using document software such as (or similar to) MS Office. Handwritten assessments will not be accepted (unless, prior written confirmation is provided by the trainer/assessor to confirm).

Competency outcome

There are two outcomes of assessments: S = Satisfactory and NS = Not Satisfactory (requires more training and experience).

Once the learner has satisfactorily completed all the tasks for this module the learner will be awarded “Competent” (C) or “Not yet Competent” (NYC) for the relevant unit of competency.

If you are deemed “Not Yet Competent” you will be provided with feedback from your assessor and will be given another chance to resubmit your assessment task(s). If you are still deemed as “Not Yet Competent” you will be required to re-enrol in the unit of competency.

Additional evidence

If we, at our sole discretion, determine that we require additional or alternative information/evidence in order to determine competency, you must provide us with such information/evidence, subject to privacy and confidentiality issues. We retain this right at any time, including after submission of your assessments.

Confidentiality

We will treat anything, including information about your job, workplace, employer, with strict confidence, in accordance with the law. However, you are responsible for ensuring that you do not provide us with anything regarding any third party including your employer, colleagues and others, that they do not consent to the disclosure of. While we may ask you to provide information or details about aspects of your employer and workplace, you are responsible for obtaining necessary consents and ensuring that privacy rights and confidentiality obligations are not breached by you in supplying us with such information.

Assessment appeals process

If you feel that you have been unfairly treated during your assessment, and you are not happy with your assessment and/or the outcome as a result of that treatment, you have the right to lodge an appeal. You must first discuss the issue with your trainer/assessor. If you would like to proceed further with the request after discussions with your trainer/assessor, you need to lodge your appeal to the course coordinator, in writing, outlining the reason(s) for the appeal.

Recognised prior learning

Candidates will be able to have their previous experience or expertise recognised on request.

## 

Special needs

Candidates with special needs should notify their trainer/assessor to request any required adjustments as soon as possible. This will enable the trainer/assessor to address the identified needs immediately**.**

### Assessment requirements

Assessment can either be:

* Direct observation
* Product-based methods e.g. reports, role plays, work samples
* Portfolios – annotated and validated
* Questioning
* Third party evidence.

If submitting third party evidence, the Third Party Observation/Demonstration document must be completed by the agreed third party.

Third parties can be:

* Supervisors
* Trainers
* Team members
* Clients
* Consumers.

The third party observation must be submitted to your trainer/assessor, as directed.

The third party observation is to be used by the assessor to assist them in determining competency.

The assessment activities in this workbook assess aspects of all the elements, performance criteria, skills and knowledge and performance requirements of the unit of competency.

To demonstrate competence in this unit you must undertake all activities in this workbook and have them deemed satisfactory by the assessor. If you do not answer some questions or perform certain tasks, and therefore you are deemed to be Not Yet Competent, your trainer/assessor may ask you supplementary questions to determine your competence. Once you have demonstrated the required level of performance, you will be deemed competent in this unit.

Should you still be deemed Not Yet Competent, you will have the opportunity to resubmit your assessments or appeal the result.

As part of the assessment process, all learners must abide by any relevant assessment policies as provided during induction.

If you feel you are not yet ready to be assessed or that this assessment is unfair, please contact your assessor to discuss your options. You have the right to formally appeal any outcome and, if you wish to do so, discuss this with your trainer/assessor.

# Candidate Details

### Assessment – BSBMGT516: Facilitate continuous improvement

Please complete the following activities and hand in to your trainer/assessor for marking. This forms part of your assessment for BSBMGT516: Facilitate continuous improvement.

Name: Laura Malone

Address:

Email: [lauraolivia93@gmail.com](mailto:lauraolivia93@gmail.com)

Employer:

**Declaration**

I declare that no part of this assessment has been copied from another person’s work with the exception of where I have listed or referenced documents or work and that no part of this assessment has been written for me by another person. I also understand the assessment instructions and requirements and consent to being assessed.

Signed: Laura Malone

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**If activities have been completed as part of a small group or in pairs, details of the learners involved should be provided below:**

This activity workbook has been completed by the following persons and we acknowledge that it was a fair team effort where everyone contributed equally to the work completed. We declare that no part of this assessment has been copied from another person’s work with the exception of where we have listed or referenced documents or work and that no part of this assessment has been written for us by another person.

Learner 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# **Observation/Demonstration**

Throughout this unit, you will be expected to show your competency of the elements through observations or demonstrations. Your trainer/assessor will have a list of demonstrations you must complete or tasks to be observed. The observations and demonstrations will be completed as well as the activities found in this workbook.

An explanation of observations and demonstrations:

Observation is on-the-job

The observation will usually require:

* Performing a work based skill or task
* Interaction with colleagues and/or customers.

Demonstration is off-the-job

A demonstration will require:

* Performing a skill or task that is asked of you
* Undertaking a simulation exercise.

Your trainer/assessor will inform you of which one of the above they would like you to do. The observation/demonstration will cover one of the unit’s elements.

The observation/demonstration will take place either in the workplace or the training environment, depending on the task to be undertaken and whether it is an observation or demonstration. Your trainer/assessor will ensure you are provided with the correct equipment and/or materials to complete the task. They will also inform you of how long you have to complete the task.

You should be able to demonstrate the skills, knowledge and performance criteria required for competency in this unit, as seen in the Learner Guide.

# Third Party Guide

You should supply details of the third party to the assessor before you commence the activities (see below), unless the assessor has already selected a third party themselves. The assessor can then contact the third party in instances where they require more evidence to determine competency, or they cannot observe certain tasks themselves.

The reasons to use a third party may include:

* Assessment is required in the workplace
* Where there are health and safety issues related to observation
* Patient confidentiality and privacy issues are involved.

If you are not employed, or able to complete demonstrative tasks in the workplace, you will need to inform the assessor. They will be able to provide you with a simulated environment in which to complete these tasks.

We would prefer that, wherever possible, these be “live” issues for your industry and require application of the principles that you are learning as part of your training. Where this is not possible, you and your third party should simulate the activity tasks and demonstrations that you believe would be likely to arise in your organisation or job role.

Third party evidence can also be used to provide “everyday evidence” of tasks included in your work role that relate to the unit of competency but are not a part of the formal assessment process.

The third party is not to be used as a co-assessor – the assessor must make the final decision on competency themselves.

Documents relevant to collection of third party evidence are included in the Third Party section in the Observations/Demonstrations document.

### Third party details (required information from the learner)

A third party may be required for observations or demonstrations; please provide details below of your nominated third party and obtain their signature to confirm their agreement to participate. This information will be required by your trainer/assessor in advance of arranging any future observations or demonstrations.

Third party name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position of third party: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Declaration for nominated third party

I declare my intention to act as third party for (learner’s name here) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Third party signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Activities

Complete the following activities individually or in a group (as applicable to the specific activity and the assessment environment).

### Activity 1A

|  |  |
| --- | --- |
| **Estimated Time** | **25 Minutes** |
| **Objective** | To provide you with an opportunity to develop strategies to ensure that team members are actively encouraged and supported to participate in decision-making processes, assume responsibility and exercise initiative as appropriate. |
|  | 1. How can you encourage employees to adopt above the line behaviour? 2. Create a responsibility matrix indicating the responsibilities of at least three employees within your organisation. |

### Activity 1A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 1B

|  |  |
| --- | --- |
| **Estimated Time** | **20 Minutes** |
| **Objective** | To provide you with an opportunity to establish systems to ensure that the organisation’s continuous improvement processes are communicated to stakeholders. |
|  | 1. Identify three ways of communicating continuous improvement processes to stakeholders. 2. Identify four continuous improvement processes that may be addressed when communicating with stakeholders. |

### Activity 1B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 1C

|  |  |
| --- | --- |
| **Estimated Time** | **25 Minutes** |
| **Objective** | To provide you with an opportunity to ensure that change and improvement processes meet sustainability requirements. |
|  | Give eight examples of sustainability requirements which must be met upon the implementation of change and improvement processes. |

### Activity 1C checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 1D

|  |  |
| --- | --- |
| **Estimated Time** | **30 Minutes** |
| **Objective** | To provide you with an opportunity to develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation’s continuous improvement processes. |
|  | 1. Identify four differences between workplace mentors and coaches. 2. Identify four aspects which will be of importance in relation to the effectiveness of coaching or mentoring relationships. |

### Activity 1D checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 1E

|  |  |
| --- | --- |
| **Estimated Time** | **20 Minutes** |
| **Objective** | To provide you with an opportunity to ensure that insights and experiences from business activities are captured and accessible through knowledge management systems. |
|  | Give eight examples of knowledge management systems which may be used for the capturing and access of business insights and activities. |

### Activity 1E checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 2A

|  |  |
| --- | --- |
| **Estimated Time** | **20 Minutes** |
| **Objective** | To provide you with an opportunity to develop strategies to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved. |
|  | 1. Identify five strategies that may be employed to ensure that systems and processes are used to monitor operational progress and to identify ways in which planning and operations could be improved. 2. Identify three factors that may be considered when assessing operational progress. |

### Activity 2A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 2B

|  |  |
| --- | --- |
| **Estimated Time** | **15 Minutes** |
| **Objective** | To provide you with an opportunity to adjust and communicate strategies to stakeholders according to organisational procedures. |
|  | Identify five methods of communicating strategies to stakeholders. |

### Activity 2B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 3A

|  |  |
| --- | --- |
| **Estimated Time** | **10 Minutes** |
| **Objective** | To provide you with an opportunity to establish processes to ensure that team members are informed of outcomes of continuous improvement efforts. |
|  | Identify five ways of communicating the outcomes of continuous improvement efforts. |

### Activity 3A checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Activity 3B

|  |  |
| --- | --- |
| **Estimated Time** | **20 Minutes** |
| **Objective** | To provide you with an opportunity to ensure processes include recording of work team performance to assist in identifying further opportunities for improvement and consider areas identified for further improvement when undertaking future planning. |
|  | 1. Identify four ways in which work team performance may be recorded. 2. Why is it important to consult employees regarding areas of further improvement? |

### Activity 3B checklist – for assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the unit activity. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

# Summative Assessments

The summative assessments are the major activities designed to assess your skills, knowledge and performance, as required to show competency in this unit. These activities should be completed after finishing the Learner Guide. You should complete these as stated below and as instructed by your trainer/assessor.

Skills, knowledge and performance may be termed as:

* **Skills** – skill requirements, required skills, essential skills, foundation skills
* **Knowledge** – knowledge requirements, required knowledge, essential knowledge, knowledge evidence
* **Performance** – evidence requirements, critical aspects of assessment, performance evidence.

Section A: Skills Activity

The Skills Activity is designed to be a series of demonstrative tasks that should be assessed by observation (by the assessor or third party, depending on the circumstances).

It will demonstrate all of the skills required for this unit of competency – your assessor will provide further instructions to you, if necessary.

Section B: Knowledge Activity (Q & A)

The Knowledge Activity is designed to be a verbal questionnaire where the assessor asks you a series of questions to confirm your competency for all of the required knowledge in the unit of competency.

Section C: Performance Activity

The Performance Activity is designed to be a practical activity performed either in the workplace or a simulated environment. You should demonstrate the required practical tasks for the unit of competency and be observed by the assessor and/or third party, as applicable to the situation. If the third party is required to observe you, you will need to make the required arrangements with them.

If necessary for the activities, you should attached completed written answers, portfolios or any evidence of competency to this workbook.

### Section A: Skills Activity

Objective: To provide you with an opportunity to show you have the required skills for this unit.

This activity will enable you to demonstrate the following skills:

* Reading
* Writing
* Oral Communication
* Navigate the world of work
* Interact with others
* Get the work done

Answer the activity in as much detail as possible, considering your organisational requirements.

1. This skills based activity will require you to refer to workplace documentation and identify information regarding the continuous improvement of your organisation. You should then identify any further actions that could be taken for compliance with legislative requirements and achievement of organisational goals. These measures should be documented in accordance with organisational expectations and communicated to relevant stakeholders. You should discuss them with the team members and account for any feedback that is given. It will also be necessary to keep the team members updated upon implementation of the continuous improvement measures.

This activity will need to be observed, and a signed record of this observation (completed by the assessor or third party) should be uploaded in your answer. It should detail what was done, when it was done, the time it was completed in, the completed actions and the overall outcome of the tasks.

### Summative Assessments: Section A checklist

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the summative assessment. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Section B: Knowledge Activity (Q & A)

Objective: To provide you with an opportunity to show you have the required knowledge for this unit.

The answers to the following questions will enable you to demonstrate your knowledge of:

* Explain how systems and procedures can support effective continuous improvement
* Explain how continuous improvement systems and processes relate to other business systems and requirements including, knowledge management, quality, performance management and sustainability.

Answer each question in as much detail as possible, considering your organisational requirements for each one.

1. How can the following knowledge management systems support continuous improvement?

* Best practice transfer
* Expert directories
* Post-project reviews
* Storytelling.

1. Can you identify three possible opportunities for the discussion of continuous improvement with employees?
2. Which performance management measures may be taken to increase the employee’s commitment to change?

### Summative Assessments: Section B checklist

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the summative assessment. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

### Section C: Performance Activity

Objective: To provide you with an opportunity to demonstrate the required performance elements for this unit.

This activity will enable you to demonstrate the following performance evidence:

* Facilitate effective contributions to and communications about continuous improvement processes and outcomes
* Address sustainability requirements
* Incorporate mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
* Capture insights, experiences and ideas for improvements and incorporate them into the organisation’s knowledge management systems and future planning

Answer the activity in as much detail as possible, considering your organisational requirements.

1. **This practical activity will require you to implement a continuous improvement programme aimed at the achievement of organisational goals. You should fulfil the following requirements:**

* Facilitating effective contributions to and communications about continuous improvement processes and outcomes
* Addressing sustainability requirements
* Incorporating mentoring, coaching and other support to enable people to participate effectively in continuous improvement processes
* Capturing insights, experiences and ideas for improvements and incorporating them into the organisation’s knowledge management systems and future planning.

This activity will need to be observed, and a signed record of this observation (completed by the assessor or third party) should be uploaded in your answer. It should detail what was done, when it was done, the time it was completed in, the completed actions and the overall outcome of the tasks.

### Summative Assessments: Section C checklist

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the summative assessment. Indicate in the table below if the learner is deemed satisfactory (S) or not satisfactory (NS) for the activity or if reassessment is required.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learner’s name** | |  | | |
| **Assessor’s name** | |  | | |
| **Unit of Competence**  **(Code and Title)** | |  | | |
| **Date(s) of assessment** | |  | | |
| Has the activity been answered and performed fully, as required to assess the competency of the learner? | | | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner for the activity? | | | | Yes No  (Please circle) |
| **Comments** | | | | |
| **Provide your comments here:** | | | | |
| **The learner’s performance was:** | Not yet satisfactory | | Satisfactory | |
| **If not yet satisfactory, date for reassessment:** | | |  | |
| **Feedback to learner:** | | | | |
| **Learner’s signature** |  | | | |
| **Assessor’s signature** |  | | | |

# Workplace Documentation – for learner

### Workplace documents checklist

To demonstrate and support workplace knowledge, workplace documents can be submitted to the assessor or third party. Indicate in the table below the documents that have been provided. Please refer to your trainer/assessor if clarification is required or if you have any further questions on what you are able to provide or use.

|  |  |  |
| --- | --- | --- |
| **Document name/description** | | **Document attached** |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
|  | | Yes No (Please circle) |
| **For RTO use only** | | |
| Have originals or digital copies been supplied for the workplace documents? | | Yes No (Please circle) |
| If not originals, have the originals been validated or checked? | | Yes No (Please circle) |
| **Learner’s signature** |  | |
| **Assessor’s signature** |  | |

# Supplementary Oral Questions (optional) – for assessor

The below table is for you to document any supplementary verbal questions you have asked the learner to determine their competency. For example, if you are unsure of their answer to a question in the Learner Workbook, you may choose to ask them a supplementary question to clarify their understanding of the relevant criteria.

|  |  |  |
| --- | --- | --- |
| **Learner’s name** |  | |
| **Assessor’s name** |  | |
| **Unit of Competence**  **(Code and Title)** |  | |
| **Date of assessment** |  | |
| Question: | | |
| Learner answer: | | |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: | | |
| Learner answer: | | |
| Assessor judgement: | Satisfactory | Not Satisfactory |

|  |  |  |
| --- | --- | --- |
| Question: | | |
| Learner answer: | | |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: | | |
| Learner answer: | | |
| Assessor judgement: | Satisfactory | Not Satisfactory |
| Question: | | |
| Learner answer: | | |
| Assessor judgement: | Satisfactory | Not Satisfactory |

|  |  |
| --- | --- |
| **Feedback for the learner** | |
| I have read, understood, and am satisfied with the feedback provided by the assessor. | |
| **Learner’s name** |  |
| **Learner’s signature** |  |
| **Assessor’s name** |  |
| **Assessor’s signature** |  |

# Competency record to be completed by assessor

This should be used by the trainer/assessor to document the learner’s skills, knowledge and performance as relevant to the overall unit. Indicate in the table below if the learner is deemed competent or not yet competent for the unit or if reassessment is required.

|  |  |  |
| --- | --- | --- |
| **Learner’s name** |  | |
| **Assessor’s name** |  | |
| **Unit of Competence**  **(Code and Title)** |  | |
| **Date(s) of assessment** |  | |
| Has the learner completed all required assessments to a satisfactory standard? | | Yes No  (Please circle) |
| Has sufficient evidence and information been provided by the learner to prove their competency across the entire unit? | | Yes No  (Please circle) |
| The learner has been assessed as competent in the elements and performance criteria and the evidence has been presented as: | | |
| Authentic | | Yes No  (Please circle) |
| Valid | | Yes No  (Please circle) |
| Reliable | | Yes No  (Please circle) |
| Current | | Yes No  (Please circle) |
| Sufficient | | Yes No  (Please circle) |

|  |  |  |
| --- | --- | --- |
| **Learner is deemed:** | Not yet competent | Competent |
| **If not yet competent, date for re-assessment:** | |  |
| **Comments from trainer/assessor:** | | |
| **Learner’s signature** |  | |
| **Assessor’s signature** |  | |