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Section 1: Meeting VET sector requirements

Training organisations have a range of requirements that they must meet in developing and implementing quality training and assessment strategies and practices for course programs. As a trainer, you also have a range of requirements that must be considered when implementing programs for your specific group of learners.

1.1 How Aspire's resources assist in meeting requirements

The following section outlines a range of VET sector requirements and how Aspire's resources may assist you and your training organisation in implementing a quality learning experience.

VET sector requirement	Aspire's approach
Australian Qualifications Framework The Australian Qualifications Framework is the national policy for regulated qualifications in the Australian education and training system. The AQF incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework. You and your training organisation must be aware of the requirements of the relevant AQF qualification or course requirements, from the endorsed training package, as you implement course delivery.	Aspire's learning resources, practice tasks and learning checkpoints have been pitched at a level suitable for the unit of competency and the qualifications for which it is relevant, based on the specifications in the Australian Qualifications Framework (AQF) (Second edition, January 2013). For more information regarding these specifications, and to download the Australian Qualifications Framework, visit the AQF website at: www.aqf.edu.au .
Volume of learning When developing training and assessment strategies for this unit and the qualification for which it is relevant, you and your training organisation must take into account the volume of learning requirements as defined by the Australian Qualifications Framework. An explanation of volume of learning can be accessed at: www.aqf.edu.au/wp-content/uploads/2013/06/Volume-of-Learning-Explanation.pdf	The sample delivery plans provided in section 3.2 include suggested time allocations. You may need to adjust these allocations when planning delivery in the context of a whole qualification to meet volume of learning requirements and learner needs.

Section 2: Unit of competency information

2.1 Unit of competency

BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies, and to manage opportunities for further improvements.

It applies to individuals who take an active role in managing a continuous improvement process in order to achieve an organisation's objectives.

At this level, work will normally be carried out using complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem-solving and decision-making strategies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and leadership – Management

2.2 Unit of competency assessment requirements

Assessment Requirements for BSBMGT516 Facilitate continuous improvement

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance evidence	<p>Evidence of the ability to establish systems and processes for continuous improvement that:</p> <ul style="list-style-type: none"> • 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. <p>Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.</p>
Knowledge evidence	<p>To complete the unit requirements safely and effectively, the individual must:</p> <ul style="list-style-type: none"> • 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.
Assessment conditions	<p>Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:</p> <ul style="list-style-type: none"> • relevant workplace documentation and resources • case studies and, where possible, real situations • interaction with others. <p>Assessors must satisfy NVR/AQTF assessor requirements.</p>

3.2 Delivery plans

The following sample delivery plans can be used to deliver *BSBMGT516 Facilitate continuous improvement*. These plans, including the time allocations, are suggestions only. You may need to add to them, change them or substitute your own activities according to the interest level, experience of the learners and the specific situation. Remember, it is your responsibility as the trainer to use the most appropriate strategies for your learners.

The delivery plans have been developed for use in a face-to-face delivery environment. However, certain features of the delivery plans can be adapted to be used for individual/online learners, particularly for those parts of the learning content that necessitate some form of group interaction or communication.

Topic 1: Lead continuous improvement systems and processes	
Suggested time allocation: 12 hours Suggested resources: <ul style="list-style-type: none"> Recommended reading Slide presentation software 	Slide nos: 2–29
Recommended reading	Terminology checklist
Aspire learner guide <i>BSBMGT516 Facilitate continuous improvement</i> , Release 1 Topic 1: Lead continuous improvement systems and processes	<ul style="list-style-type: none"> Kaizen Continuous improvement Brainstorming and mind mapping Fishbone diagrams Consensus Stepladder technique Quality systems PDCA cycle ISO9001 Hazard Analysis Critical Control Points (HACCP) Australian Business Excellence Framework Quality assurance (QA) Total quality management (TQM) Six Sigma Balanced scorecard Just-in-time Lean processes Ecological footprint Environmental management systems Product stewardship Knowledge management systems Best practice transfer Communities of practice Cross-project learning

3.3 Learning mapping

BSBMGT516 Facilitate continuous improvement, Release 1

Unit of competency	Content	Practice tasks	Learning checkpoint
Element 1: Lead continuous improvement systems and processes			
1.1 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	1A Encourage and support team members to participate in decision-making processes	1	LC 1: Part A 1
1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders	1B Ensure continuous improvement processes are communicated to stakeholders	2	LC 1: Part A 3
1.3 Ensure that change and improvement processes meet sustainability requirements	1C Meet sustainability requirements	3	LC 1: Part A 4
1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes	1D Develop effective mentoring and coaching processes	4	LC 1: Part A 5, 6
1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems	1E Ensure knowledge management systems address insights and experiences from business activities	5	LC 1: Part A 5
Element 2: Monitor and adjust performance strategies			

Final assessment tasks and recommended options

The final assessment provided in Aspire's print learner guide or online resource includes an overview that is laid out as follows (or similar):

To demonstrate your competency using this final assessment you must successfully complete three assessment tasks.

Complete the following task	<p>Part A – Questioning</p> <p>You will demonstrate a sound knowledge of the unit requirements in your responses.</p>
Select and complete one of the following	<p>Part B – Project: Facilitating continuous improvements at BizOps Enterprises</p> <p>You will demonstrate your skills and knowledge by completing a project using a case study or simulated environment.</p> <p>OR</p> <p>Part C – Project: Facilitating continuous improvements at work</p> <p>You will demonstrate your skills and knowledge by completing a project in your workplace.</p>
Select and complete one of the following	<p>Part D – Observation</p> <p>Your work performance will be documented while being observed by an assessor.</p> <p>OR</p> <p>Part E – Third-party report</p> <p>Your work performance will be documented using a third-party report completed by a relevant supervisor.</p>

Negotiating assessment tasks

It is critical that candidates understand the assessment tasks and expectations of their performance, as well as any options that may be available. Aspire's learner guides include a range of options for assessment (as outlined), depending on the unit being assessed and the characteristics of the candidate.

For example, a candidate completing assessment in a workplace (their own or via a work placement) may rely on a third-party report assessment. However, candidates completing assessment after a workshop-based program may require assessor observations in a simulated workplace task.

Candidates may also typically have the option of a verbal interview with their assessor or a written assessment (written questions) to demonstrate their knowledge of the unit being assessed. It should be noted that, even where only a written assessment option is provided, assessors may undertake this assessment in a verbal interview mode if suitable for the unit content, as a reasonable adjustment strategy.

4.3 Assessment mapping

BSBMGT516 Facilitate continuous improvement, Release 1

Unit of competency	Part A – Questioning	Part B – Project: Scenario	Part C – Project: At work	Part D – Observation	Part E – Third-party report
Element 1: Lead continuous improvement systems and processes					
1.1 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		P1	P1		
1.2 Establish systems to ensure that the organisation's continuous improvement processes are communicated to stakeholders		P7	P7		
1.3 Ensure that change and improvement processes meet sustainability requirements		P10	P10		
1.4 Develop effective mentoring and coaching processes to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes		P12	P12		
1.5 Ensure that insights and experiences from business activities are captured and accessible through knowledge management systems		P13	P13		
Element 2: Monitor and adjust performance strategies					

4.5 Completing the record of outcome

Once all required assessment tasks and options have been completed satisfactorily by the candidate, the final assessment record of outcome form must be completed.

This must be submitted to your training organisation's records administration as soon as possible after the final assessment tasks are completed and marked. An example is provided here.

Record of outcome

Training organisation name:		
Candidate name:		
Unit code and title:	BSBMGT516 Facilitate continuous improvement, Release 1	
Assessor name:		
Assessor email:		
Assessor phone number:		
Assessment tasks:		Satisfactorily completed
	Part A – Questioning	<input type="checkbox"/>
	<input type="checkbox"/> Part B – Project: Facilitating continuous improvements at BizOps Enterprises	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part C – Project: Facilitating continuous improvements at work	
	<input type="checkbox"/> Part D – Observation	<input type="checkbox"/>
	OR	
	<input type="checkbox"/> Part E – Third-party report	