

# Learning Assessment Guide

## Unit Standard 8087 – Version 3

### Use core quality management tools

### Level 3 – 5 Credit

Assessment Summary			
Learner to complete			
Learner's name:			
Employer:			
NSN no. (ROL):		DOB:	
Signed:		Date:	
Assessor to complete			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
Assessor's name:		Assessor's No.	
Signed:		Date:	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

The task in this assessment is designed to show your assessor that you can:

- select and use quality management tools
- interpret results and evaluate the effectiveness of the quality management tools used.

This Learning Assessment Guide is made up of:

- Tasks for you to complete. These tasks are in the form of an observation checklist that the approved observer or assessor will use to record your performance.
- Assessment Guide that the assessor will use to assess your competence.

Special notes relating to this unit standard:

### 1. Definitions

*Quality* is the degree to which a set of inherent characteristics of products and services fulfils the stated and implied requirements of customers and other stakeholders.

*Quality management* is a philosophy of management that encompasses quality management systems, customer focus, and a consultative culture. The purpose is to improve continuously the value of goods and services to internal and external customers, with outcomes of improved business results and greater effectiveness and efficiency in day-to-day activities.

*Quality management systems* refers to a formal management system that establishes policy and objectives (and ways of achieving them) in order to direct and control an organisation with regard to quality.

### 2 Learners must demonstrate competence with at least six different quality management tools. Tools may be used individually or in conjunction with each other. Examples of quality management tools may include but are not limited to the following:

*Idea generation and refinement* – brainstorming, cause and effect diagram (fishbone), affinity diagram, mind-mapping;

*Problem solving* – flow chart, cause and effect diagram (fishbone), tree diagram, workflow diagram, who-what-when-where-why-how analysis, 5 whys;

*Decision making* – force field analysis, nominal group technique, decision tree (tree diagram), who-what-when-where-why-how analysis;

*Data collection, handling and presentation* – Pareto diagram, check sheet, histogram, pie chart, run chart, control chart, activity sampling, multi activity charting, and scattergram.

- 3 Assessment evidence for this unit standard must be collected from practical workplace experience related to quality improvement.

## Assessment Task One – Elements 1 and 2

### Introduction

Assessment task one is designed to assess your ability to select and use quality management tools and interpret results and evaluate the effectiveness of the quality management tools used.

### Instructions

- Your assessor will complete the attached observation checklist. If your assessor is not sure of your knowledge or skills they may ask you to explain more.
- You must be assessed from practical workplace experience.
- You must demonstrate competence with at least six different least six different quality management tools.
- Tools may be used individually or in conjunction with each other.
- Examples of quality management tools can be found in the special notes at the beginning of this document.
- At least one example of the behaviour will be recorded for each criterion. Once the assessor has observed several examples of the required competency they will record the date of action and any relevant comments. If the competency is not displayed they will not record the date of action but add any relevant comments to support their judgement.
- You may need to answer relevant questions to demonstrate your knowledge.

### Observation checklist

(For use by the assessor or an approved observer)

**At least one tool from each of these four areas must be selected and used: idea-generation; problem solving; decision-making; data collecting, handling, and presentation. Competence must be demonstrated for a total of six tools.**

Action	Date of action	Comment
<p>The learner has described the characteristics of six tools in terms of the:</p> <ul style="list-style-type: none"> <li>• situations in which it can be used</li> <li>• information it generates</li> <li>• outcomes it produces.</li> </ul> <p>Tools include:</p> <ul style="list-style-type: none"> <li>• idea-generation</li> <li>• problem solving</li> <li>• decision-making</li> <li>• data collecting, handling, presentation.</li> </ul>		
<p>Six tools are selected and customised to match the requirements of the task and to enable the achievement of task objectives:</p> <p>Tools include:</p> <ul style="list-style-type: none"> <li>• idea-generation</li> <li>• problem solving</li> <li>• decision-making</li> <li>• data collecting, handling, presentation.</li> </ul>		
<p>Use of each of the six tools ensures the validity of the results.</p> <p>Tools include:</p> <ul style="list-style-type: none"> <li>• idea-generation</li> <li>• problem solving</li> <li>• decision-making</li> <li>• data collecting, handling, presentation.</li> </ul>		

Recording and presentation of results are consistent with the nature of the tool and the requirements of the task.		
Analysis and interpretation of information maintain its validity and match task requirements.		
The appropriateness of each tool used is evaluated in terms of the effectiveness of outcomes.		
Assessor name:	Assessor signature:	

**The completed assessment for task one will include:**

- answers to all relevant questions about quality management tools
- the 'date of action' column is completed for each task with any relevant comments made.
- the assessor has named and signed the checklist.

## Assessment Guide

These are the evidence and judgements that your assessor will use to assess your competence in unit standard 8087.

Task / Element	Evidence required	Judgement
<p><i>Task 1 / Element 1</i> (PC 1.1 – 1.4)</p> <p>Select and use quality management tools.</p>	<p>Characteristics of each tool are described in terms of the situations in which it can be used, the information it generates, and the outcomes it produces.</p> <p>Each tool is selected and customised to match the requirements of the task and to enable the achievement of task objectives.</p> <p>Use of each tool ensures the validity of the results.</p> <p>Recording and presentation of results are consistent with the nature of the tool and the requirements of the task.</p>	<p>At least one tool from each of the following four areas must be selected and used – idea-generation; problem solving; decision-making; data collecting, handling, and presentation.</p> <p>All 6 required tools are described adequately.</p> <p>Descriptions are in accordance with model answers.</p> <p>All 6 tools including 4 from the range are described selected and customised correctly.</p> <p>Evidence indicates that the tool meets the requirements of the task context, or has been customised to do so.</p> <p>The application of each tool ensures the validity of the results.</p> <p>The recording and presentation of information is consistent with the nature of the tool.</p>
<p><i>Task 1 / Element 2</i> (PC 2.1 – 2.2)</p> <p>Interpret results and evaluate the effectiveness of the quality management tools used.</p>	<p>Analysis and interpretation of information maintain its validity and match task requirements.</p> <p>The appropriateness of each tool used is evaluated in terms of the effectiveness of outcomes.</p>	<p>The analysis and interpretation maintain the validity of the tool and match task requirements.</p> <p>The tool is evaluated for its appropriateness, and comment made on its future application in that context.</p>