

Assessment Resource Summary

Unit Details	BSBLED802 Lead learning strategy implementation	
Assessment Methods	Report	Assessment Task 1
	Case Study	Assessment Task 2
	Implementation and Review Activity	Assessment Task 3

Unit Summary

This unit describes the skills and knowledge required to provide professional leadership in improving organisational learning, and the quality of training and assessment products and services.

It also covers leading strategy formation; designing, developing and implementing an organisational learning strategy; and reviewing and improving overall organisational learning and development.

It applies to individuals working in an enterprise where learning is used to build capabilities and contribute to organisational strategies, business plans, goals and values.

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

Prerequisite Units

There are no recommended pre-requisite units for this competency.

Possible Co-requisite Units

There are no recommended co-requisite units for this competency.

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Summative Assessment - Assessor Instructions

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It is important that in conducting assessment, the assessor undertakes the following:

Prior to conducting the assessment

- Read the assessment tasks as detailed throughout this document
- Contextualise the task (and checklist) to ensure it reflects the students simulated working environment. (Be sure to check with the mapping document to ensure any contextualisation still covers the unit requirements)
- Read the assessor instructions and checklist prior to commencing the assessment
- Ensure the assessment environment is suitable for the parameters of the task, to ensure the students will have an appropriate opportunity to demonstrate their skills
- Make suitable modifications to the assessment environment (if required), to allow all tasks to be observed
- Ensure the student is allocated the appropriate time and resources for the task
- Advise the student prior to conducting the assessment of:
 - what will occur throughout the assessment process
 - when the assessment will occur
 - the level of competency expected (review the checklist or the criteria for the task to ensure the student understands the assessment process and the expectations)
 - the RTO reasonable adjustment process and offer adjustment for any students needing assistance
 - the RTO re-assessment and appeals process
- You should not tell the student how to undertake the task, as it would lead the student and render the assessment process invalid. The student should have been taught "How" to perform each task during the training stage, and is expected to know this prior to commencing the assessment.
- Do not give the student a copy of the Assessor Checklist or Sample Answers prior to the assessment. The student instructions provide appropriate detail for the student on the expected level of competency for each task.

For this assessment, St Peter Institute (SPI) ensures that students will have access to:

- **Simulated workplace** which is located at:
 - Level 2, 271 – 281 Bourke Street, Melbourne, Victoria – 3000
- Office equipment and resources within the SPI campus.
- Examples of documentation relating to this unit.
- Supplier "Enhance Your Future Pty Ltd" Support Material for student learning relating to this unit (<https://www.enhanceyourfuture.com.au/>)

The supplier support material has been contextualised in SPI's Student Assessment and Assessor Guide to meet the students learning requirements and reflect the students simulated working environment in accordance with the performance criteria, foundation skills, performance evidence, knowledge evidence and assessment conditions specified in the unit of competency.

Conducting the assessment

- Establish and oversee the evidence gathering process to ensure it remains valid, reliable, fair and flexible
- Advise the student when to commence the assessment
- Observe the student undertake the tasks as outlined
- Record your observations in the assessor checklist
- Where a checklist point is not observed due to an inappropriate environment, or for a reason outside the students control, modify the scenario to allow the student an opportunity to perform the associated task

- Where a checklist point is not appropriate, write "N/A" in the space provided
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the assessment. Be sure to make appropriate notations on the assessment checklist to explain any variances to the assessment process (such as probing questions, alterations to assessment environment, etc) to ensure the assessment process is transparent (and the assessment remains Valid)
- Gather supporting documentation where available and appropriate (as evidence)
- Do not interfere with the assessment unless the students' actions impose a risk to themselves or anyone else. In the event that the actions of the student impact on the safety of any person - you are to immediately cease the assessment and take actions to reduce the identified risk.
- If a student performs an action incorrectly, mark it as such. Record what you see, not what you want to see.
- Once the assessment is complete, advise the student that the assessment has ceased, and record your comments in the sections provided.

Making and recording the decision

- The student needs to be deemed satisfactory in all assessments to gain competency.
- You are to provide feedback* to the student on their performance and/or the outcome from their assessment (whether satisfactory or not yet satisfactory)
- If a student has been assessed as "Not Yet Satisfactory" on their performance in an assessment they should be offered information about the appeal process and/or a reassessment opportunity.
- Using the evidence gathered and the rules of evidence (validity, reliability, sufficiency, currency and authenticity) determine the final outcome for the student. If you are in doubt, gather further evidence to help guide your decision.
- Assess the students on what you observe during the assessment period, not on their actions before or after the assessment.
- If you are marking the student NYC, ensure you outline why you have made this decision, and provide advice on how the student can improve their skills / knowledge prior to reassessment; or if the re-assessment opportunities have lapsed, provide advice on appeals and or re-enrolment.
- Record the assessment results onto the Assessment Summary / Cover Sheet, ensuring each section is complete
- Attach all evidence (projects / checklists / tests, etc.) to this form.
- Submit the completed Assessment Summary/ Cover sheet and associated evidence for processing as per your RTO procedures

Providing feedback

- Provide constructive feedback to the student on their performance during the assessment period. Do not make any comments on actions undertaken prior or after the assessment period.
- Provide the student with:
 - Their assessment result
 - Clear and constructive feedback based on the assessment decision
 - The reasons underpinning your assessment decision
 - Information on ways of overcoming any identified gaps in competency revealed by the assessment the opportunity to discuss the assessment process and outcome information on reassessment and the appeals processes.
 - An opportunity for reassessment if appropriate or requested by the candidate

Student Instructions

Report

- This is an individual assessment, but you are to research and can use notes to assist.
- The report is designed to assess your understanding of the unit as well as your application of knowledge.
- To be deemed Satisfactory in this assessment task, you need to answer ALL parts correctly in your own words, clearly printed, word formatted and typed in English
- Your answers will form part of the evidence gathered for this unit.
- These activities will provide you with an opportunity to demonstrate the knowledge you have obtained through the completion of this unit.
- Time allocated: 180 min

Case Study

- This is an individual assessment, but you are to research and can use notes to assist.
- The case study is designed to assess your understanding of the unit as well as your application of knowledge.
- To be deemed Satisfactory in this assessment task, you need to answer ALL parts correctly in your own words, clearly printed, word formatted and typed in English
- Your answers will form part of the evidence gathered for this unit.
- These activities will provide you with an opportunity to demonstrate the knowledge you have obtained through the completion of this unit.
- Time allocated: 180 min

Implementation and Review Activity

- The Activity is designed to assess your understanding of the unit as well as your application of knowledge.
- To be deemed Satisfactory in this assessment you need to answer correctly ALL parts of the activity in your own words, clearly printed, word formatted and typed in English
- Your answers will form part of the evidence gathered for this unit.
- This activity will provide you with an opportunity to demonstrate the skills and knowledge you have obtained through the completion of this unit.
- Time allocated: 180 min

- **Submit your assessment by the date** set by your **assessor**
- The **length of your answers** will be guided by the description in each assessment:
Short answers: 4 typed lines or 50 words
Long answers: 8 typed lines or 100 words
Brief report: 1 typed page or 500 words
Mid Report: 2- 4 typed pages or 1000 words
Long Report: 4 – 6 typed pages or 2000 words
- **Do not plagiarise.** Plagiarism is considered cheating. Please refer below for our policy in regards to cheating
- Any answers that seem to have been directly quoted from an external source, would require the student to verbally explain to their assessor, as to what knowledge they were able to gather from the source and if they understood what they have written.
- **Do not cheat during this assessment.** Anyone caught cheating will automatically be excluded under the Disciplinary Rules and their opportunity for assessment will be subject to the outcome of an Appeal Process or Disciplinary Hearing
- **Ask your assessor if you do not understand a question.** Whilst your assessor cannot tell you the answer, he/she may be able to re-word the question for you
- **Reasonable adjustment:** If you require any adjustments to accommodate a need in order to complete this assessment, please talk to your assessor. Arrangements will be put in place to ensure a fair and flexible approach is undertaken for this assessment. Please note that the range or nature of the adjustment will ensure that the outcomes of the unit are not compromised.
- Accommodation for **LLN and appeals process** is available. Please alert your assessor if you feel this applies to you.
- **RPL** - Recognition of prior learning is available. Please alert your assessor if you feel this applies to you
- **Re-assessment:** If you do not achieve the required standard, you will be given the opportunity to be re-assessed by our Assessor. Arrangements will be made on an individual basis.
- **Feedback:** Your assessor will provide written feedback to students after the completion of the assessment. The trainer/assessor will explain the appeals process.

- **References:** Any material/content sourced from the internet, 'open book' sources, journals, news articles, websites, etc., must be clearly and precisely referenced, giving credit where it is due to the original work. If no such reference is provided, the student's attempt would be considered as cheating and fall under the category of 'Plagiarism'.

Report Assessment Task 1

In this assessment you are to plan the design of an organisational learning strategy. Your role is to improve the organisation's learning and the quality of its training and assessment products and services. You can choose your current workplace or an organisation you are familiar with.

The following information should be researched, and a brief report should be made to outline each of the following:

1. The people who hold key positions of authority in the organisation and their responsibilities.
2. Locate the organisational policies and procedures that relate to consultation and communication. Identify the roles involved in supporting and encouraging input into the policy development process.
3. Identify any three (3) current approaches to designing assessment instruments and organisational strategies.
4. Identify any continuous improvement processes linked to the learning strategy (if any). If there are none, identify at any two (2) that you could use for this purpose.
5. Briefly describe how strategies have been implemented in the past and how they have impacted the organisation. Have they met their goals?
6. List the documentation you will need to either use or develop tools for your learning strategy.
7. Identify any two (2) types of evaluation strategies that could be used for these purposes.
8. Describe the organisational learning theory.
9. Outline the quality management compliance requirements for organisational learning.
10. List any three (3) international e-learning compliance regimes.
11. List any two (2) authority compliance requirements and obligations of your organisation.
12. Identify any four (4) legislation, codes of practice and national standards that apply to the job roles within your organisation.
13. Briefly describe the technology and systems you will need to implement and design for your learning strategy.
14. Identify and review the methods that you would use to deploy new policies and procedures relating to organisational learning.
15. Identify how organisational learning can impact the organisation's competitiveness.

Case Study Assessment Task 2

As part of this assessment you are required to access the simulated business of 'Bayside Call Centre' and your role will be that of the Human Resources Manager. You can access all required information to assist in completing the Case Study Tasks in the Bayside Call Centre Organisational Portfolio. Relevant documents may include:

- Business Overview
- Documented policies and procedures that are currently in place within the business.
- Position Descriptions

For this task you are to complete and document the following activity to demonstrate your ability to prepare for, and lead learning strategy implementation at Bayside Call Centre.

1. The first step is to decide on the types of learning and training your staff members require. Choose at least three (3) areas of training and development for the purpose of this activity. Possibilities may include:
 - a. Customer service
 - b. Team-work
 - c. Equipment operation
 - d. Product and service knowledge
 - e. Leadership training
2. Once you have decided on the types of learning required you can begin to design the strategy. Your strategy will need to incorporate all the learner, instructor and organisational strategic requirements for it to be thorough.
3. You will need to identify accredited or non-accredited units or training programs and include the specifications in your strategy.
4. One of the activities that will need to be designed will be learning and assessment strategies. Every employee in the organisation who is participating should have their own learning and assessment strategy. These strategies should be flexible enough to change with the changing organisation.
5. The next step is to design your course materials. In some cases, course materials are available for purchase in others, you may need to design them yourself. Then you have to determine how these course materials can be presented for example:
 - a. Group discussions
 - b. Modelling
 - c. Scenarios
 - d. Drills
 - e. Applied practice

Student Assessment

6. The next step is to design policies and procedures and other required processes that relate to the implementation of the organisational learning strategy. This should include:
 - a. Management of resources
 - b. Staff allocation
 - c. Communication
 - d. Consultation
 - e. Assessment and recognition
 - f. Procurement and supply

Once you have completed the strategy, developed or organised assessment and presentation tools and resources and developed policies and procedures, you will need to begin the implementation phase in Assessment Task 3.

Implementation and Review Activity Assessment Task 3

In order to effectively implement your learning strategy for Bayside Call Centre, you will need to use the learning and development strategy created in Task 2.

PART A

1. In a simulated work environment of the classroom, you will need to demonstrate to your Trainer your ability to Facilitate a training session (for 30 minutes) as described in your learning strategy. A small group of 3 - 5 students will play the role of employees at Bayside Call Centre.

You need to ensure that after your training session, assessments have been completed and gathered for validation purposes. All resources used for this activity must be presented for assessment.

Your trainer will observe your ability to model high standards of management performance and behaviour and make informed decisions in a collaborative manner. You will be assessed on your ability to demonstrate the following skills as you undertake the task:

- Facilitate individuals and teams' active participation.
- Learning and outcomes of your training session
- Analyse the risks of the options suggested
- List the resources/ technology required to implement the option decided upon and the time frame you will implement
- Use appropriate interpersonal skills
- Model the standards of the organisation
- Build trust, confidence and respect of the team

The trainer will complete an observation checklist and it will form part of the evidence gathered for this unit.

Trainer Observation Checklist: Assessment Task 3 – Part A

Students name		
Assessors name		
Unit of Competence (Code and Title)	BSBLED802 Lead learning strategy implementation	
Date(s) of assessment		
The student demonstrated their ability to:	Achieved Yes/ No	
1. Explain and discuss desired outcomes of the topic with the target participant/s <i>Discussed the following with the participant:</i> <ul style="list-style-type: none"> <i>gave overview of objectives and explained the structure of the presentation</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Use presentation aids, material and examples to support target participant/s understanding of key concepts and central ideas <i>Used at least two (2) of the following (indicate which ones):</i> <ul style="list-style-type: none"> <i>flip charts</i> <i>whiteboard</i> <i>power-point presentation</i> <i>real items/products</i> <i>handouts</i> <i>internet</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Summarise key concepts and ideas at strategic points to facilitate participant understanding <i>Demonstrated at least one (1) of the following (indicate which one):</i> <ul style="list-style-type: none"> <i>broke content down into logical steps</i> <i>key points/stages noted to participant/s and content recapped</i> <i>took questions and answered participant/s queries progressively</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Use non-verbal and verbal communication of participant/s to promote attainment of presentation outcomes <i>Demonstrated at least three (3) of the following (indicate which ones):</i> <ul style="list-style-type: none"> <i>showed good listening skills</i> <i>avoided the use of jargon and slang</i> <i>maintained appropriate eye contact</i> <i>inclusive of ideas from other participant/s</i> <i>provided opportunities for contribution from participant/s</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Use persuasive communication techniques to secure participant/s interest <i>Used at least three (3) of the following (indicate which ones):</i> <ul style="list-style-type: none"> <i>smiled - showed genuine interest & enthusiasm (credible)</i> <i>addressed the audiences' needs</i> <i>used surprising facts to gain attention</i> <i>explained benefits of the content being presented</i> <i>confident about what they were talking about</i> <i>used analogies</i> <i>storytelling</i> 	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Student Assessment

6. Provide opportunities for participants to seek clarification on central ideas and concepts, and adjust the presentation to meet participant needs and preferences <i>Demonstrated at least one (1) of the following (indicate which one):</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<ul style="list-style-type: none"> paraphrased – to seek clarification and understanding rephrased - changed language used/ simplified language and/or examples used different questioning techniques - open / closed 	
7. Has the activity been answered and performed fully, as required to assess the competency of the learner?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. Has sufficient evidence and information been provided by the learner for the activity?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Provide your comments here:	
The students performance was:	<input type="checkbox"/> Not yet satisfactory
Students signature	<input type="checkbox"/> Satisfactory
Assessors signature	

Part B

1. Validate your assessment methods and tools. Answers to these questions should be included in the assessment.
 - a. Did they meet the required goals of the training?
 - b. Did they meet the organisational needs?
 - c. Was the method of presentation suitable for the needs of the learners?
2. Check your policies and procedures to ensure they are compliant, relevant, effective and to determine if changes are required due to identified gaps. Please provide a copy of the evaluation and any identified gaps.
3. Evaluate the strategic outcomes attained through the learning strategy. If any changes are required and goals were not met, changes should be made to the organisational policies and procedures to reflect the changes.
4. In order to review Bayside Call Centre's learning and development you should develop policies and procedures that assist you to liaise with educators, learners and others on the processes used to monitor how well strategies and resources achieve the learning targets. These policies and procedures should be included in the assessment. These policies and procedures may include:
 - a. Surveys
 - b. Audits
 - c. Methods for gathering feedback
 - d. Plans for consistent reviews
 - e. How to incorporate changes into learning and development strategies and practices
 - f. When and how often, modifications are required to learning strategies and resources (continual improvement strategy)
5. Finally, when all the above steps have been completed, you are required to improve the learning and development strategy, incorporating all your findings. You should ensure you provide the original strategy along with the new and improved one. To do this you will need to:
 - a. Look at all the feedback and information you have gathered
 - b. Look at the resources, including human resources used throughout the process and identify performance levels
 - c. Develop and plan for future improvements. This plan must be in the form of recommendations and should be submitted for assessment.

You must provide copies of all documents which will be attached and used as evidence for this task.

UNIT SUMMARY RESULT

This form is to be completed by the Trainer/ Assessor and attached as a summary page for each student.
To provide the outcome of the Assessment, a photocopy will be given to the student.

Student Name:	
Student ID No:	
Unit Start Date:	
Unit End Date:	
Unit Code:	BSBLED802
Unit Title:	Lead learning strategy implementation

Please attach the following documentation to this form		Result S = Satisfactory NS = Not Satisfactory	Reassessment S = Satisfactory NS = Not Satisfactory
Assessment Task 1	<input type="checkbox"/> Answers to written questions	S NS	S NS
Assessment Task 2	<input type="checkbox"/> Case study – L&D strategic plan	S NS	S NS
Assessment Task 3	<input type="checkbox"/> Observation Checklist <input type="checkbox"/> Written questions attached <input type="checkbox"/> Report with proposed changes	S NS	S NS
Final Assessment Result for this unit			C / NYC

Assessor Notes: (inclusive of reassessment, reasonable adjustment, further opportunities for gap training etc.):

[illegible]

<p>Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my result. I also am aware of my appeal rights.</p> <p>Name _____</p> <p>Signature: _____</p> <p>Date: ____/____/____</p>	<p>Assessor Declaration: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback</p> <p>Name: _____</p> <p>Signature: _____</p> <p>Date: ____/____/____</p>
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Administrative use only

<i>Entered onto Student Management Database</i>	<input type="checkbox"/> _____ <i>Date</i>	_____ <i>Initials</i>
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Student Assessment Receipt

Student Name		Student ID	
Unit Name	Lead learning strategy implementation	Unit Code	BSBLED802

Summary of Assessments	Satisfactory	Not Yet Satisfactory
Assessment Task 1	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Task 2	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Task 3	<input type="checkbox"/>	<input type="checkbox"/>

Assessor / Trainer Name: _____

Assessor / Trainer Signature: _____

Date: _____