

# TLIJ2001

# Apply quality procedures

Release 1



*Learner guide*

TLIJ2001

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Release 1

Learner guide

Aspire Version 1.1

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# Before you begin

This learner guide is based on the unit of competency *TLIJ2001 Apply quality procedures*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

## How to work through this learner guide

Your trainer will advise which parts of the learner guide you need to read, and which activities you need to complete. This learner guide will help you in your training.

Icon	Feature	How you can use each feature
	Learning content	Read each topic. Speak to your trainer if you need help.
	Activities	Activities give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which activities to complete.
	Video clips	Where you see a QR code, you can use a smartphone or tablet to access video clips about the content. For information about how to download an app that will read the QR code, or for more help, visit our website: <a href="http://www.aspirelr.com.au/help">www.aspirelr.com.au/help</a>
	Workplace examples	Workplace examples at the end of each topic show how your learning applies in practice.
	Summaries	Key learning points are provided at the end of each topic.
	Words to remember	<p>As you read the learner guide, use the table at the back of the book to write down any words you need to remember.</p> <p>There is a space for you to write the word and a space for you to write down what the word means.</p> <p>You can also access a full glossary of terms via this QR code.</p>



## Foundation skills

As you complete learning using this guide, you will develop the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill	What this skill means
Learning	<ul style="list-style-type: none"> <li>• Understanding your job role, organisational procedures and legal responsibilities</li> <li>• Managing your work and seeing how well you are going</li> <li>• Making goals for yourself at work</li> <li>• Seeking professional development opportunities for continuous improvement</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Understanding how documents are presented and being able to navigate through documents</li> <li>• Understanding industry- and job-specific terminology</li> <li>• Interpreting key information in relevant documents</li> <li>• Understanding routine workplace checklists and documentation</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Planning, drafting and writing reports and documents</li> <li>• Communicating through written letters, email and online</li> <li>• Recording progress; reporting incidents</li> </ul>
Oral communication	<ul style="list-style-type: none"> <li>• Clarifying instructions</li> <li>• Providing information</li> <li>• Supporting others through encouragement, negotiation and conflict resolution</li> <li>• Using body language to model desired behaviour and responding to others' body language</li> </ul>
Numeracy	<ul style="list-style-type: none"> <li>• Calculating costs, weights, measurements of height and distance</li> <li>• Interpreting measurements</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Working well with other people by cooperating, collaborating, encouraging and building rapport</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>• Planning your workload and commitments</li> <li>• Implementing tasks</li> <li>• Completing work on time</li> <li>• Knowing how to deal with hazards and risks</li> </ul>
Making decisions	<ul style="list-style-type: none"> <li>• Understanding and applying decision-making processes</li> <li>• Reviewing the impact of your decisions</li> </ul>
Problem-solving	<ul style="list-style-type: none"> <li>• Identifying problems</li> <li>• Working out how to fix a problem using problem-solving processes</li> <li>• Reviewing the outcome</li> </ul>

Foundation skill	What this skill means
Innovation and creation	<ul style="list-style-type: none"> <li>• Recognising opportunities to develop and apply new ideas</li> <li>• Generating ideas by thinking of new ways to do something</li> <li>• Making suggestions to improve work</li> </ul>
Technology and digital literacy	<ul style="list-style-type: none"> <li>• Efficiently using digitally based technologies and systems correctly and safely</li> <li>• Accessing, organising and presenting information</li> <li>• Using equipment correctly and safely</li> </ul>

## What do you already know?

Use the following table to identify what you already know. This may assist you to work out what to focus on in your learning. The knowledge

and performance evidence shown are taken from the unit of competency. Please ask your trainer if you need help to understand them.

Knowledge evidence	Rate your confidence in each section
Focus of operation of work systems, equipment or management, site and organisational operating procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Housekeeping standards and procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Impact of job on enterprise and individual performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Relevant work health and safety (WHS)/occupational health and safety (OHS) procedures and guidelines	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Typical quality-related problems that may arise in work operations and products, and related options for action and solutions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Workplace or site layout	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Workplace quality assurance and improvement principles and procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Performance evidence	Rate your confidence in each section
Applying relevant legislation and workplace procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Communicating and working effectively with others when applying quality procedures and standards	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Identifying and using equipment, processes and procedures required within the context of the job	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Modifying quality assurance activities depending on operational contingencies, risk situations and environments	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Monitoring and prioritising work activities in terms of quality procedures and standards, and taking appropriate action as required	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Reading, interpreting and following instructions and information relevant to quality procedures and standards	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Reporting and/or rectifying identified quality-related problems promptly, in accordance with workplace procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Working systematically with required attention to detail without injury to self or others, or damage to goods or equipment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



# Quality

Degree of excellence or the standard of something superior, high grade essential character

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## Introduction | Apply quality procedures

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When working in the transport and logistics industry, you must follow organisational quality requirements and guidelines that apply to your work tasks.

Quality assurance processes are developed to ensure goods and services provided by the organisation are of an acceptable quality standard. Quality procedures underpin quality assurance processes and provide steps and instructions on how to complete tasks in a way that contributes to quality outcomes of the organisation.

# What you will learn

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In this learner guide, you will learn about how to apply quality procedures and how it relates to the activities you do in the warehouse.



You will learn about how:

- to apply quality procedures
- quality procedures help organisations to comply with relevant regulations and workplace standards
- quality procedures help to ensure the quality of products and services in the transport and logistics industry
- processes are planned, trialled and tested prior to implementation.

This learner guide will help you understand:

- quality assurance concepts
- how to work within guidelines for quality improvement
- how to apply quality procedures at work
- how to monitor quality activities at work.



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## Topic 1 | What you need to know about applying quality procedures

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*Quality procedures must be applied to work activities to ensure compliance with company policies, government legislation, industry standards and to ensure quality goods and services are delivered to customers.*

In this topic you will learn about:

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1A Quality assurance concepts

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1B Quality improvement

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Quality procedures are monitored using quality assurance activities to ensure they are effective and contribute to the achievement of quality outcomes.

# 1A | Quality assurance concepts

*The overall concept of quality assurance is to improve, test and trial processes to ensure quality of goods and services are of an acceptable standard.*

The quality assurance process is a set of planned and systematic activities used to ensure the quality of the processes. These activities should include:

- identifying what process and procedural changes are needed
- evaluating processes and procedures
- establishing and implementing processes and procedures to achieve quality outcomes.



## Improvement principles and procedures

*Common quality assurance principles apply to improving organisational processes.*

These processes include ensuring:

- quality assurance forms a key part of the organisational management system
- regular reviews and monitoring of internal processes are undertaken
- outcomes are measurable
- feedback and improvement mechanisms are in place.



# Individual and organisational performance

*Individual and organisational outcomes are enhanced by the application of quality assurance in the organisational culture.*

Quality assurance applies to all workers in the organisation and affects how they do their jobs. The way quality assurance impacts on the organisation and roles within the organisation are described here.

## Organisational impact

Provides the organisation with mechanisms to:

- improve customer confidence
- improve customer satisfaction
- measure improvements.

## Individual impact

Provides the worker with:

- procedures to complete tasks to organisational quality standards
- support and feedback to complete tasks to organisational quality standards
- responsibility and motivation to meet quality outcomes.

# Work systems

*Work and management systems, equipment and site operations all use quality processes to ensure activities with the warehouse are completed to organisational standards.*

Here are examples of how quality processes apply to workplace systems and operations.

## Quality processes impact on:

- reducing or eliminating WHS incidents
- ensuring consistency of products
- improving internal systems and procedures
- ensuring training and support for workers
- ensuring activities that are undertaken on the site work smoothly together.





# Activity 1

## Question 1

Circle the correct answer.

Quality assurance principles that apply to improving organisational processes include ensuring outcomes are measurable.

\* True

\* False

## Question 2

Which of the following sentences relate to how quality assurance affects the individual? Tick all that apply.

- Provides procedures to complete tasks to organisational quality standards
- Provides support and feedback to complete tasks to organisational quality standards
- Provides mechanisms to measure improvements
- Provides mechanisms to improve customer confidence



# 1B

## Quality improvement

*To ensure quality standards are upheld in the organisation, the work must be completed following workplace policies and procedures.*

The quality improvement process is made up of stages including:

- identifying what process and procedural changes are needed by investigating the root cause of the quality fail
- evaluating processes and procedures relating to the fail
- developing new processes or adjusting existing processes
- conducting trials of adjusted or new processes
- implementing new or adjusted processes to achieve quality outcomes.

## Quality-related problems

*When problems or issues occur, action must be taken to investigate and pinpoint the cause.*

Problems occur when quality processes fail. Problems indicate that quality processes need to be examined. The investigation must isolate the point at which the process fails. Common quality-related problems associated with work operations may include faulty goods, missed deadlines, lost goods or WHS incidents.

Here is an example of how a quality problem may be approached.

### Indicator

Customer complaint

### Problem

Customer's orders slow to be despatched

### Action

Examine processes that relate to communication systems

### Possible causes

Communication procedure:

- Lack of timely communication between picker/packer shift supervisor and despatch supervisor.
- Lag between when order is lodged and received by picker/packer shift supervisor.

Human resources policy:

- Lack of trained despatch staff to backfill sick leave absences.

### Possible solutions

- Create a process whereby an automated alert is sent to despatch supervisor when order is complete.
- Examine process regarding relay of orders from receiver clerk to picker/packer shift supervisor.
- Create contingency processes whereby additional staff are trained and available for backfill at short notice when required.



## Investigate cause of quality fail

*If goods or services fall below quality standards, the cause must be investigated.*

The cause of the fail may be as a result of faulty processes, human error or unexpected environmental influences. The investigation must determine the root cause that triggered the non-compliance and quality issue.

The investigation may include examining:

- workplace policies and procedures
- WHS practices
- site layout
- housekeeping standards.

## Workplace policies and procedures

*Policies and procedures are in place to ensure activities and tasks completed comply with workplace standards, legislation, regulations and codes of practice.*

Processes include compliance requirements with the aim to ensure all tasks and activities are completed consistently. From the processes, procedures and work instructions are developed for workers to follow. When there is a quality issue or problem, workplace policies, procedures and work instructions may be referred to, to check that they reflect current best practice. If policies and procedures are found to be a factor in a quality fail, they need to be rewritten.



# WHS practices

*WHS practices are in place to keep the workplace and everyone in the workplace safe.*



If the quality fail has resulted in a WHS incident, WHS policies and procedures must be examined. The investigation may involve working with:

- the health and safety representative (HSR)
- health and safety committee (HSC)
- external WHS authorities
- equipment technicians.

These people and organisations can investigate standard operating procedures, work procedures and work instructions. To resolve an issue, new processes should be developed in collaboration with WHS personnel. This may involve training staff in new procedures and work instructions.

# Site layout

*Quality may fail due to the layout of the workplace.*



This may occur if equipment is situated where it is affected by moisture or dust. It may be that high-demand goods are not stored close to the despatch area, resulting in delivery delays and customer dissatisfaction. The refrigerated area may be located too far from the delivery area, resulting in the disintegration of goods. If this is found to be a contributing factor to low-quality goods or services, the site layout needs to be rearranged or adjusted.

Watch this video [01m:02s] to learn about the different areas of the warehouse.



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# Housekeeping standards

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*Housekeeping standards are in place to ensure housekeeping tasks relating to activities are completed to an acceptable level.*

Housekeeping standards differ depending on the tasks they relate to. If the quality fail is found to be due to a lapse in upholding housekeeping standards, staff may need additional training, clarified work instructions or monitoring, to complete housekeeping tasks to an acceptable standard.

Watch this video [00m:44s] to learn about housekeeping standards in the workplace.



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# Evaluate processes and procedures relating to the fail

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*Once the process or procedure that has contributed to the quality fail is identified, it must be evaluated and examined to pinpoint where the failure is occurring.*

This may involve illustrating the process as a flowchart to see where decision points are located. If this is where failures occur, staff may need more training, support or upskilling to make appropriate decisions. If decision points are not found to be the area of concern, processes and procedures need to be evaluated and examined to see if there are areas that need clarification or adjusting.

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# Develop new processes or adjust existing processes

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*Once the processes have been evaluated, new processes may need to be developed or existing processes adjusted.*

If new processes need to be developed, consultation between various personnel needs to occur. This may involve the HSR, HSC, management, supervisors and the workers who will use the processes. Input from relevant people is used to develop the process.

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# Conduct trials of adjusted or new processes

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***Before processes are implemented, they must be trialled.***

Depending on the activity the process relates to, the process may be trialled:

- out of work hours
- under supervision
- with a technician present
- over a set time period
- under controlled conditions.

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# Implement new or adjusted processes to achieve quality outcomes

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***Once the process has been trialled and is found to be effective, it can be incorporated into the quality system.***

Implementation requires:

- creating new quality documents
- setting dates for reviewing new process
- entering the process into the quality management system
- disseminating information to all workers affected by the new process
- providing training and support to workers affected by the new process.





## Activity 2

### Question 1

Circle the correct answer.

The site layout needs to be adjusted if it contributes to low-quality goods or services.

\* True

\* False

### Question 2

Who may be involved in an investigation if a quality fail results in a WHS incident?

### Question 3

Circle the correct answer.

If the quality fail is found to be due to a lapse in upholding housekeeping standards, the fail does not need to be investigated.

\* True

\* False

### Question 4

List one document you could examine to check it reflects current best practice.





*Read the following workplace example to see how the concepts you have learned are applied in a real-life situation.*

## Workplace example for Topic 1

Donna is the quality manager. She has been asked to run a staff meeting to address quality issues in the warehouse as there are several new staff who are unfamiliar with the quality assurance process. Donna starts the session by talking about how everyone's job is linked and how job performance impacts on the quality outcomes of the organisation. Donna explains how failing to follow processes can affect the quality of the products they sell and how customer service is provided.

Donna engages the staff by asking them to talk about times they have observed an opportunity to improve the way things are done. The staff take part in a brainstorming activity to come up with ways that quality issues can be handled and how processes can be improved.



## Summary of Topic 1

1. Quality assurance is a set of planned and systematic activities used to ensure quality of the processes.
2. Quality assurance applies to all workers in the organisation and affects how they do their job.
3. Problems occur when quality processes fail. Problems indicate that quality processes need to be examined and assessed.
4. If goods or services fall below quality standard, the cause must be investigated.
5. If policies and procedures are found to be a factor in quality fail, they will need to be adjusted and rewritten.
6. If the quality fail has resulted in a WHS incident, WHS policies and procedures must be examined.
7. Quality may fail due to the layout of the workplace.
8. Once the process or procedure that has contributed to the quality fail is identified, it must be evaluated and examined to pinpoint where the failure is occurring.
9. If new processes need to be developed, consultation between various personnel will need to occur.





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## Topic 2 | What you need to do to apply quality procedures

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*Organisations can encourage workers to apply quality procedures in their work activities by helping them to understand their responsibilities.*

In this topic you will learn how to:

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2A Apply quality procedures

---

2B Implement processes

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Workers should be provided the information and training needed to achieve quality outcomes. Skills need to be developed so workers and teams can create new processes, trial them and implement them into the quality system.

## 2A | Apply quality procedures

*Quality procedures provide individuals and teams with the detailed information they require to complete work tasks.*

Quality procedures must be applied when completing tasks so that the acceptable standard of goods and services are maintained.

## Use quality concepts

*Quality assurance concepts underpin the development of processes used to maintain and improve the quality of goods and services.*

Workers should be encouraged to take responsibility for the quality of their work and understand how the quality of activities they are responsible for impact the quality outcomes of the organisation. This may involve monitoring and prioritising work activities to ensure quality procedures are followed and quality standards are upheld.



### Quality assurance concepts are used when:

- areas of improvement are identified
- processes are adapted or developed
- processes are trialed
- processes are implemented.

## Report and rectify problems

*Reporting and rectifying faults is a vital part of quality assurance.*

Faults should be reported as soon as possible to ensure issues regarding quality goods and services are rectified, and to minimise inconvenience or harm from inferior products or services. Steps to rectify the problems should be initiated as soon as possible.

Rectifying problems may be a collaboration between various personnel. Organisations will have their own processes and procedures in place for reporting quality issues. Procedures outline who any reports or documentation should go to.

# Identify changes

*If quality outcomes are not being maintained, using the processes and procedures required to do the task may help identify where the quality fail occurs.*



This may involve using the equipment, following work instructions that apply to the equipment, following procedures that relate to the task and looking at how effective the procedures are in the environment where the activity is conducted.

## To identify areas where changes are required you may:

- refer to WHS incident records
- refer to customer satisfaction reports or surveys
- speak with and seek input from co-workers who complete the activities
- research changes to legislation
- research current best practice guidelines.

# Adapt or develop processes

*Depending on the severity of the quality fail, processes may need minor or major adjustments to be effective.*

If the quality fail is severe or serious, new processes need to be developed. When writing a new process or adjusting an existing one, the process should include the following information.

## The process should include the:

- name and nature of the activity
- person or role responsible for completing the activity
- time when the activity is required to be performed
- place where the activity is completed
- legislative requirements that are key to quality outcomes
- organisational requirements that apply to the activity.



# Conduct trials

*The seriousness of the quality fail that the process is addressing, determines how rigorous the trial is.*

If the process is addressing a minor issue, such as housekeeping, the trial may be simple and involve few people. If the process is addressing a WHS incident, trialling the process will be more complex with many considerations.

Any trial must be conducted systematically, methodically and consistently. Trials must be conducted in a safe manner and not cause injury to yourself, others, goods or equipment.

# Plan trials

*Before a process can be trialled, the trial must be carefully planned.*

The trial must be comprehensive enough to address the quality issue. Here are some aspects of the trial that must be considered in the planning stage.

## How will the process be trialled?

What is the best way to trial the process?

## Who must be consulted?

Who needs to be consulted before the trial can be scheduled? A supervisor, manager/s or workers affected by trial?

## Who must be informed?

Who needs to be informed that a trial is being conducted? Workers in the area where trial is being undertaken, or people whose work schedules are affected by trial?

## Who must be involved?

Who should be involved in the conducting trial? Are experts or technicians required? WHS personnel?

## Where?

Where will the trial take place? Is the trial taking place in a controlled area?

## When?

When should it take place? Should the trial take place in work time? Should it be conducted after hours?

## Conditions of the trial

Should the trial take place under usual conditions? Should it be conducted under stress conditions?

## How many times?

How many times should the trial be conducted? Is one time sufficient or should it be conducted multiple times?

## Recording and reporting

How will the results of the trial be recorded? How will results of the new process be measured? Who needs to be notified of the results of the new process?

## Check trials

*The trials of improvements must be checked to make sure they deliver results that meet the aim of the trial.*



If the aim of the trial is to determine whether the new process improves workflow, the trial run must be checked to make sure it was conducted in a way that workflow is measured. If the results do not return information regarding the speed and efficiency of workflow, then the trial did not achieve what it was supposed to. It must be adjusted and modified to return appropriate results.

Trials must also be checked to make sure they are compliant with all workplace requirements that apply to the task. If operational issues or risk situations occur while a trial is being conducted, the quality assurance activity must be modified, adjusted and re-run.

## Record trial results

*The results of the trial must be recorded and reported to appropriate personnel.*

Results must be record meticulously, methodically and accurately. If machinery or equipment is involved, it may be necessary to record the following.

### Record the:

- name and make of the equipment
- age of the equipment
- length of time and conditions of the trial
- time of day trial was conducted
- personnel involved in the trial
- issues encountered while conducting the trial.





## Activity 3

### Question 1

Which of the following sentences are true? Tick all that apply.

- Report faults as soon as possible.
- Apply quality assurance concepts by identifying areas for improvement.
- To identify areas where there are quality assurance problems, refer to customer satisfaction reports.
- When you plan a process trial, only the worker involved in the process must be notified.
- When conducting a trial, you must work systematically and methodically.

### Question 2

Identify one thing you can read to help you decide where process changes are required.

### Question 3

Provide one piece of information you need to include when you write a new process.



# 2B | Implement processes

***Before new or adjusted processes can be implemented, they must be confirmed and signed off as appropriate.***

Processes should be double-checked for accuracy and readability. Are they easy to understand? Do they cover everything that needs to be included?

To confirm processes are ready for implementation, they may need to be examined by a supervisor, management, a quality assurance team, quality manager or the health and safety committee before they can be signed off as ready for implementation.



## Confirm processes

***To deem a process a success, it must address all steps and aspects of the task that are needed to enable the activity to achieve quality outcomes.***

A checklist may be used to confirm that every factor that contributed to the quality fail has been considered and addressed satisfactorily. The process may need to be signed off by the quality manager, organisational management and/or the health and safety representative.

Once the process has been signed off by appropriate staff, it can be implemented. If it is a minor adjustment to an existing process, implementation may take effect as soon as it can be communicated to relevant workers. If the process is new or has complex changes, it may need to be implemented in stages pending staff training.



# Communicate processes

*When there are changes to a process, it is critical that the process is communicated to all people and departments that are affected by the change.*



When implementing changes to a process, the procedures written to support the process must be clear, logical and include all the information needed to complete the task according to quality standards. Everyone who uses the adjusted processes must understand where and why the changes have occurred.

Depending on who the changes affect, they may be discussed one on one, in a staff meeting, in a WHS meeting or in a department meeting. If the processes are new, a staff meeting may be required to inform all personnel about why the new process is required, the importance of following the new process and who to speak to if the new process is not followed correctly.

All processes must be communicated in a clear, accurate and easily understandable manner. The quality assurance manager must ensure that all workers understand and can interpret the processes correctly and encourage workers to ask questions if they do not understand anything.

**Watch this video [00m:47s] to learn about the different ways of communicating with others.**





## Activity 4

### Question 1

List one way changes to a process can be communicated.

### Question 2

Circle the correct answer.

The quality assurance manager must ensure that all personnel understand and interpret the processes correctly and encourage staff to ask questions if they do not understand something.

\* True

\* False





*Read the following workplace example to see how the concepts you have learned are applied in a real-life situation.*

## Workplace example Topic 2

Donna is the quality manager at the warehouse where she works. She has received a report that there have been two incidents where the quality of customer service has fallen below required organisational standards. This has resulted in decreased customer satisfaction. The first thing Donna does is look at the existing customer service process. She talks with Jason, who is in charge of dispatch, where the issue occurred.

Together they go over the current process to determine if it can be improved or if a new process needs to be written. They decide that the existing process needs more clarity as there are parts that can be misinterpreted.

Donna adjusts the process. She writes clearer work procedures and plans to trial the new process. The initial trial of the process is successful, so Donna decides to run another trial when the warehouse is busy to see if the process is still successful.

After another successful run, Donna confirms the processes and communicates the changes to process immediately to all personnel involved in customer service.



## Summary of Topic 2

1. Quality assurance concepts underpin the development of processes used to maintain and improve the quality of goods and services.
2. Reporting and rectifying faults is a vital part of quality assurance. Faults should be reported as soon as possible.
3. Depending on the severity of the quality fail, processes may need minor or major adjustments to be effective.
4. Before a process can be trialled, the trial must be carefully planned.
5. The trials of improvements must be checked to make sure they deliver results that answer the aim of the trial.
6. To deem a process as successful, it must address all steps and aspects of the task that are needed to enable the activity to achieve quality outcomes.
7. When there are changes to a process, it is critical that the process is communicated to all people and departments that are affected by the change.



