1. List the learning outcomes for a course or other learning activity (p. 2, below the table).
2. Add the details of the LCS level(s) to which the course is aligned (p. 2, below the table - LCS 1a is shown as an example)
3. Indicate which learning outcomes are tested by the assessments used placing 1 (partially addressed) or 2 (fully addressed) in relevant learning outcomes boxes. This may be for one box or several. Note that at least one box should be completed for each line - otherwise it indicates that the assessment component is not related to any of the learning outcomes.
4. Indicate the alignment of the assessment with the LCS levels by placing 1 (partially addressed) or 2 (fully addressed) in the LCS level descriptors box(s).
5. The columns can be totalled to provide an indication of learning outcomes and LCS level coverage.

| **Assessment Details****(eg test questions, essay, interview, project, etc)** | **Learning Outcomes (listed below)** | **LCS 1a Descriptors** |
| --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **6** | **etc** |  |  |  |  |  | **A1** | **A2** | **A3** | **A4** | **A5** |  |  |
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# Learning Outcomes

1. xxx
2. xxx
3. xxx
4. xxx
5. xxx
6. etc

# 1a Level Descriptor (Lean Awareness Knowledge)

|  |  |
| --- | --- |
| A1 | Origins and evolution of lean thinking (eg Toyota, Ford, Deming, TWI, etc). |
| A2 | Underpinning and related concepts (eg PDCA, scientific method, continuous improvement, systems thinking, etc) |
| A3 | Key lean principles (eg Womack & Jones, Spear & Bowen etc); value, value stream, flow, pull, perfection |
| A4 | Wastes (identification, categorisation etc); value adding, necessary non-value adding and non-value adding activities; value demand/failure demand |
| A5 | Awareness of the human and strategic dimensions of lean thinking (eg change, engagement, policy deployment, etc) |