Australian Government

Department of Education, Employment and Workplace Relations

MSACMG708A Capture learning from daily activities in a manufacturing organisation

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

MSACMG708A Capture learning from daily activities in a manufacturing organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the capturing of learning from the shop floor, suppliers and customers in order to contribute to a learning manufacturing organisation.

Application of the Unit

Application of the unit	This unit takes a largely qualitative view of information and knowledge. For a more quantitative approach of capturing and analysing data and applying the knowledge deduced from that refer to MSACMG800A Analyse data for relevance to organisational learning.
	This unit is intended for team leaders and people with a similar sphere of influence/scope of authority and responsibility. It applies to individuals who already have knowledge of competitive manufacturing, leading teams, analysing root cause and locking in improvements. Where this is not the case the following units may be completed to supply the necessary skills:
	• MSACMS401A Ensure process improvements are sustained
	• MSACMC411A Lead a competitive manufacturing team
	• MSACMC413A Lead team culture improvement
	• MSACMT280A Undertake root cause analysis.
	This unit may also be applied to service organisations applying competitive manufacturing principles.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify potential learning opportunities	1.1. Identify formal and informal opportunities for feedback from normal daily activities 1.2. Assess feedback for potential to lead to organisational learning 1.3. Identify opportunities for learning from abnormal events 1.4. Review communications with value chain members for learning opportunities
2. Extract learning from opportunities	2.1. Review information gained from potential learning opportunities for relevance to performance improvement 2.2. Discuss potential for learning with stakeholders 2.3. Confirm additional knowledge/learning 2.4. Confirm methods for institutionalising learning/standardising
3. Capture and disseminate learning	3.1. Identify methods of capturing and disseminating learning 3.2. Obtain required authorisations from appropriate people 3.3. Record learning according to organisation procedures 3.4. Communicate learning to relevant stakeholders 3.5. Ensure all relevant stakeholders are able to access and apply relevant knowledge/learning
4. Review use of learning	4.1. Check learning is used in daily operations 4.2. Review use of learning and update in organisation knowledge system 4.3. Identify implications for training and procedures 4.4. Recommend improvements to organisation knowledge system 4.5. Confirm methods for institutionalising learning/ standardising

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• problem solving • communication at all levels • use of organisation knowledge system
Required knowledge
• competitive manufacturing principles • organisational goals and processes • continuous improvement • communication methods • root cause analysis • expected range of performance for process and products • types of knowledge capture and retrieval systems and their applicability

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Demonstrates skills and knowledge required to: • recognise, extract and record learning from daily activities. In particular look for evidence of: • ongoing additions to the learning system • use of the learning system.
Context of and specific resources for assessment	Assessment may occur on the job or in an appropriately simulated environment. Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices. Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability. Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.
Method of assessment	• Assessment must satisfy the endorsed assessment guidelines of the Manufacturing Training Package. • Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. • Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application. • Assessment may be applied under project related conditions (real or simulated) and require evidence of process. • Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred

EVIDENCE GUIDE	
	to other circumstances.
	• Assessment may be in conjunction with assessment of other units of competency where required.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Codes of practice/standards	Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used
Health, safety and environment (HSE)	All changes implemented are expected to be at least neutral, or preferably beneficial, in their impact on health, safety and environment
Opportunities for feedback	Opportunities for feedback include: • tool box meetings • ad hoc discussions/meetings with team members, sales and marketing employees, other employees, value chain members, regulators and visitors • interviews • process/production records • quality records • plant equipment down time/maintenance records
Problem recognition and resolution	Problem recognition and resolution may be expected to include such approaches as: • stopping the line • go and see • team/consensus problem solving • root cause analysis
Learning	Learning is something which can be passed on and is a recordable event or method which leads to change in work practices and/or process or product performance that is able to be standardised/institutionalised
Record	Appropriate records include systems which ensure knowledge: • is not just retained by an individual

RANGE STATEMENT	
	• is available to others • survives beyond the departure of individual • has an allocated level of importance
Systems for the capture of knowledge	Systems for the capture of knowledge may be paper based, electronic or other and may include: • clip boards on the line • problem solving templates • procedures templates • white boards or other notice boards • computers or terminals that allow access to data bases and other electronic records • maintenance records They may also require knowledge of method of knowledge entry and retrieval and possibly of searching/filing/cataloguing
Reviewing the use of learning	Reviewing the use of learning includes: • analysing the cause and effect of integrating learning into current or future procedures
Performance not to expectation/norm	Performance outside the normal range (good or bad) may be expected to have an assignable cause which when identified can add to knowledge
Extract learning	Extracting learning from opportunities may occur: • using a toolbox meeting or other team process
Stakeholders	Stakeholders include: • work team members, value chain members, supervisors as well as other stakeholders
Team leader	Team leader may include: • any person who may have either a permanent or an ad hoc role in facilitating the function of a team in a workplace

Unit Sector(s)

Unit sector	CM Graduate

Manufacturing Skills Australia

Competency field

Competency field	

Co-requisite units

Co-requisite units		