



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **MSAPMSUP400A Develop and monitor quality systems**

**Revision Number: 1**

## **MSAPMSUP400A Develop and monitor quality systems**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit descriptor**

This competency covers the establishment, maintenance and evaluation of quality systems for a complete production area and/or plant.

### **Application of the Unit**

#### **Application of this unit**

This competency is typically performed by an experienced technician, leading hand or supervisor. It includes:

- developing and implementing quality systems
- identifying and maintaining documentation for the quality systems
- implementing training programs
- evaluating the quality system and making improvements where necessary.
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### **Licensing/Regulatory Information**

Not applicable.

## Pre-Requisites

### Prerequisites

This unit has **no** prerequisites.

## Employability Skills Information

### Employability Skills

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.

## Elements and Performance Criteria

<b>ELEMENT</b> <b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Assessment of performance is to be consistent with the Evidence Guide.
1. Establish and maintain framework for successful quality system.	1.1 Develop relevant policies which demonstrate the commitment of the enterprise to quality and a culture of improvement. 1.2 Define and allocate responsibilities in quality system. 1.3 Consult with key personnel to define role of procedures in the quality system. 1.4 Seek and provide financial and human resources to allow thorough implementation of quality system. 1.5 Develop system for communicating quality message and culture in the organisation.
2. Establish and maintain quality documentation system.	2.1 Identify quality documentation required, including records of improvement plans and initiatives. 2.2 Prepare and maintain quality documentation and keep data records. 2.3 Maintain document control system.
3. Implement structured training program in accordance with quality system requirements.	3.1 Analyse roles and duties of relevant personnel. 3.2 Identify training needs in relation to quality. 3.3 Identify training programs to meet these needs. 3.4 Implement the training program. 3.5 Develop and maintain training records.
4. Evaluate the quality system.	4.1 Undertake regular audits of the quality system, its policies and procedures. 4.2 Develop new procedures/work instructions as required. 4.3 Implement improvements in the quality system.

## Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Knowledge and understanding of organisation quality systems and appropriate national and international quality standards and protocols.

Knowledge of the relevant OHS and environmental requirements and detailed knowledge of enterprise standard operating procedures is required.

An appreciation of business goals and key performance indicators is required as a basis for decision making and action.

Competence to include the ability to apply and explain the principles of:

- process improvement
- policy and procedure development
- data management and documentation.

### Language, literacy and numeracy requirements

This unit requires the ability to read and interpret quality procedures and work instructions, quality manuals, equipment manuals as is applicable to developing quality systems and procedures.

Writing is required to the level of developing quality documentation.

Numeracy is also required, eg to analyse quality data or charts.

## Evidence Guide

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, required skills and knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

### Overview of assessment

A holistic approach should be taken to the assessment.

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the Elements, Performance Criteria and skills and knowledge.

### Critical aspects for assessment and evidence required to demonstrate competency in this unit

It is essential that competence is demonstrated in the knowledge and skills defined in this unit. These may include the ability to:

- effectively maintain and evaluate quality systems carried out
- implement relevant staff training programs
- produce adequate quality documentation including policies and procedures.

Consistent performance should be demonstrated. For example, look to see that:

- the development, implementation and evaluation of the quality system runs smoothly
- all safety procedures are always followed.

### Assessment method and context

Assessment will occur in a work-like environment.

Competence in this unit may be assessed:

- in a situation allowing the generation of evidence of the ability to recognise, anticipate and solve problems
- by using a suitable simulation and/or a range of case studies/scenarios
- through a combination of these techniques.

In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment. Assessors need to be aware of any cultural issues that may affect responses to questions.

Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the assessee and the work being performed.

### **Specific resources for assessment**

This section should be read in conjunction with the Range Statement for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

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.

## **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. Add any 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. Where reference is made to industry codes of practice, and/or Australian/international standards, the latest version must be used.

### **Context**

This competency applies to a wide range of processes and equipment in all work environments and sectors in the process manufacturing industries.

### **Procedures**

All operations are performed in accordance with procedures.

Procedures include all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

### **Tools and equipment**

This competency includes use of workplace documentation such as:

- organisational policies
- quality manuals
- standard operating procedures and work instructions
- company business objectives
- key performance indicators).

Quality audits and evaluations may be undertaken as an individual or as part of a team.

### **Hazards**

Typical hazards include leaks, spillages and equipment hazards that can occur during the walk-through of an operating plant or factory.

**Problems**

Typical problems may include:

- lost documentation
- maintaining updated documents
- staff not following procedures
- poor communication.
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**Unit Sector(s)**

Not applicable.