MSS405012 Manage workplace learning

Release: 1

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Modification History

Release 1. Supersedes and is equivalent to MSS405012A Manage workplace learning

Application

This unit of competency covers the ability to manage learning and skill development for employees within an organisation implementing competitive systems and practices. The unit includes effective communication, teamwork, and problem solving skills, initiative and enterprise in order to assess and address skill needs for an individual and organisation. Planning and organising is required to ensure that skill development meets the needs of the organisation; and aspects of self-management and learning are required to ensure improvement of performance.

This unit of competency applies to people with responsibility for managing the identification of skills required by employees to participate in implementing competitive systems and practices; and arranging any associated learning. The unit does not cover trainer and assessor skills.

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

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Unit Sector

Not applicable

Elements and Performance Criteria

Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.	
1 **Determine current skill requirements for employees**	1.1	Establish range and stage of implementation of competitive systems and practices techniques in the organisation.
	1.2	Consult with relevant stakeholders on skill requirements for effective implementation of competitive systems and

practices techniques used in the organisation.

		1.3	Ensure records/database of skill mix currently required by employees are maintained in accordance with procedures.
		1.4	Re-assess and monitor the skills required by employees as organisation requirements change.
		1.5	Consult with relevant stakeholders to predict any new/different skill requirements arising from changes to products, processes, equipment or work organisation.
2	**Determine current skill mix of employees**	2.1	Ensure current records/database of skill profile of individuals are maintained.
		2.2	Consult with relevant stakeholders and monitor the application of these skills in the workplace to ensure they remain current and valid.
		2.3	Compare the actual and required skill mix for employees.
3	**Make arrangements for skill development**	3.1	Consult with employees and identify any mismatch between skills possessed and used and skills required.
		3.2	Identify any new skills required due to anticipated changes.
		3.3	Consult with relevant stakeholders to determine the best way to refresh existing skills/develop new skills.
		3.4	Develop individual skill development programs.
		3.5	Ensure skill development arrangements are implemented in accordance with procedures.
4	**Forecast possible future skill needs**	4.1	Examine strategic directions of organisation.
		4.2	Discuss possible future directions with relevant stakeholders.
		4.3	Determine possible long-term future skill requirements in consultation with relevant stakeholders.

| 4.4 | Develop plan to ensure skills are developed in advance of when they are required. |

Foundation Skills

This section describes those required skills (language, literacy and numeracy) that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

| **Competitive systems and practices include one or more of:** | lean operations agile operations preventative and predictive maintenance approaches statistical process control systems, including six sigma and three sigma Just in Time (JIT), kanban and other pull-related operations control systems supply, value, and demand chain monitoring and analysis 5S continuous improvement (kaizen) breakthrough improvement (kaizen blitz) cause/effect diagrams overall equipment effectiveness (OEE) takt time process mapping problem solving run charts standard procedures current reality tree. |
| **Stakeholders include one or more of:** | team members personnel officers industrial officers union delegates |

	• production management
	• human relations management
	• financial management
	• engineering/technical personnel.
Skill development arrangements include one or more of:	• formal vocational and education delivery by a registered training provider (RTO)
	• education and training delivery by a higher education provider
	• non-accredited on and off-the-job training by the organisation, equipment suppliers, industry associations, and so on
	• coaching and mentoring
	• self-directed learning
	• arrangements for recording skills gained by employees.
Procedures (written, verbal, visual, computer based, etc.) include one or any combination of:	• work instructions
	• standard operating procedures (SOPs)
	• safe work method statements
	• formulas/recipes
	• batch sheets
	• temporary instructions
	• any similar instructions provided for the smooth running of the plant.

Unit Mapping Information

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998