Australian Government

Department of Education, Employment and Workplace Relations

MSS403035A Implement the visual workplace

Release: 1

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

MSS403035A Implement the visual workplace

Modification History

New unit

Unit Descriptor

This unit of competency covers the skills and knowledge required to implement improvements to an existing visual workplace or undertake initial implementation of a visual workplace.

Application of the Unit

This unit applies to an individual who, as part of their work role, will implement a visual workplace, either their own workplace or another's workplace. The implementation will usually occur in conjunction with the implementation of other competitive systems and practices. It applies to manufacturing, office, logistics or other service environments along any part of the value stream. It includes the development of the visual concepts and the implementation of the visual workplace. The unit does not cover the generation of the content to be included in visual devices or displays.

The person will typically be a team leader, manager, senior operator or other person who has this role. They will work with others in the development of the visual workplace either as part of a formal team or otherwise. They will liaise and communicate with these others as required.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

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

1	Determine needs of visual workplace	1.1	Identify information needs of personnel in each visual workplace area
		1.2	Identify relevant procedures and standards
		1.3	Identify directions required in workplace
		1.4	Determine controls required in the workplace
		1.5	Draft a statement of needs for the workplace
2	Determine possible locations of visual devices	2.1	Analyse sight lines for personnel in the workplace
		2.2	Identify primary and secondary locations for possible visual devices
		2.3	Identify constraints on deploying visual devices
		2.4	Take reasonable actions to allow appropriate deployment of required visual devices
3	Develop visual devices in liaison with workplace personnel	3.1	Identify possible visual displays and devices for items on statement of needs
		3.2	Try out possible visual displays and devices in the workplace

		3.3	Select appropriate display types for items on statement of needs
		3.4	Allocate visual devices to an appropriate location
4	Facilitate implementation of visual workplace	4.1	Arrange for agreed visual devices to be implemented
		4.2	Arrange for feedback on visual workplace
		4.3	Analyse relevant metrics on workplace performance
		4.4	Promote benefits of visual workplace
		4.5	Make changes to improve visual workplace

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

Required skills include:

- locating and using information
- communicating with relevant people and asking leading questions about their information requirements
- visualising information and instructions
- analysing advantages and disadvantages of particular visual displays and devices

Required knowledge

Required knowledge includes:

- key variables leading to success in the workplace
- range of visual devices which may be deployed
- infrastructure required for different visual devices
- preferred locations for visual devices
- methods of converting data into easily interpreted visual displays
- methods of mocking up a visual display to allow for trying out
- updating needs, techniques and costs (including personnel time) for visual devices

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • develop and locate appropriate visual displays • facilitate the use of visual workplace • analyse feedback and data from visual workplace and make improvements.
Context of and specific resources	Assessment of performance must be undertaken in a

for assessment	workplace using or implementing one or more competitive systems and practices.
	Access may be required to:
	• workplace procedures and plans relevant to work area
	• specifications and documentation relating to planned, currently being implemented, or implemented changes to work processes and procedures relevant to the assessee
	• documentation and information in relation to production, waste, overheads and hazard control/management
	• reports from supervisors/managers
	• case studies and scenarios to assess responses to contingencies.
Method of assessment	A holistic approach should be taken to the assessment.
	Competence in this unit may be assessed by using some combination of the following to generate evidence:
	• demonstration in the workplace
	• workplace projects
	• suitable simulation
	• case studies/scenarios (particularly for assessment of contingencies, improvement scenario, and so on)
	• targeted questioning
	• reports from supervisors, peers and colleagues (third-party reports)
	• portfolio of evidence.
	In all cases it is expected that practical assessment will be combined with targeted questioning to assess underpinning knowledge.
	Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.
Guidance information for assessment	Assessment processes and techniques must be culturally appropriate and appropriate to the oracy, language and literacy capacity of the candidate and the work being performed.

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.

Competitive systems and practices	Competitive systems and practices may include, but are not limited to:
	• lean operations
	• agile operations
	• preventative and predictive maintenance approaches
	• monitoring and data gathering systems, such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Materials Resource Planning (MRP) and proprietary systems
	• 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
	Competitive systems and practices should be interpreted so as to take into account:
	• the stage of implementation of competitive systems and practices
	• the size of the enterprise
	• the work organisation, culture, regulatory environment and the industry sector
Information needs	Information needs include anything which needs to be known in order to complete the job in full, on time and to the agreed standard and may include, but are not limited

	to: • workplace metrics • quality metrics • scheduling/priority information • procedures/aide memoir
Procedures	Procedures may include: • work instructions • standard operating procedures • work manuals • operating protocols • formulas/ recipes • batch sheets • temporary instructions and similar instructions provided for the smooth running of the operation or process • good operating practice as may be defined by industry codes of practice (e.g. good manufacturing practice (GMP) and responsible care) • government regulations Procedures may be: • written, verbal, computer-based or in some other format
Directions	Directions include: • all communication aimed at telling workplace personnel what to do and when to do it
Controls	Controls includes all feedback which may be provided by any means and typically is feedback related to, but not limited to: • timeliness/timelines • volume/number required • quality/specification/standard to me met
Statement of needs	Statement of needs includes everything which it is desirable to display visually in the workplace and may include, but is not limited to: • information • procedures and standards • directions • controls
Primary and secondary locations	A primary location is:

	• a location where workplace personnel have easy and direct line of sight and where they can easily observe what the visual device is displaying A secondary location is: • a location where the visual access is not as convenient and so should not be used for displaying key items
Visual devices	A visual device is any device which provides information, direction, and so on, without the use of an aural communication channel and may include, but is not limited to: • graphs • diagrams • photos • colour codes • lines and zones • tape • markings • flags • andon lights • charts • words and numbers A visual device may be: • a static display • a manually updated display • an automatically updated display

Unit Sector(s)

Unit sector   Competitive systems and practices

Custom Content Section

Not applicable.

Manufacturing Skills Australia