



Australian Government

Department of Education, Employment and Workplace Relations

SIRXQUA005A Maintain operational quality and productivity

Revision Number: 2

SIRXQUA005A Maintain operational quality and productivity

Modification History

The version details of this endorsed unit are in the table below. The latest information is at the top.

Release	Comments
Second Release	Editorial updates

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to maintain operational quality and productivity in a sales or service enterprise.

Application of the Unit

This unit applies to senior operations staff who achieve business and improvement targets by securing work team commitment to quality assurance, and the ongoing maintenance and assertion of productivity and quality systems.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element

Performance Criteria

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.

- | | |
|--|---|
| 1. Maintain productivity. | <ul style="list-style-type: none"> 1.1. Efficiently manage systems for monitoring supply of both products and services to the business. 1.2. Implement systems for monitoring production and delivery of products and services. 1.3. Anticipate and manage <i>disruptions</i> to production and delivery of products and services. 1.4. Identify and <i>report</i> potential improvements to business processes and systems. 1.5. Immediately implement corrective actions to improve quality or productivity. |
| 2. Assure quality. | <ul style="list-style-type: none"> 2.1. Identify and set measures for service and process quality. 2.2. Apply <i>tools for measuring quality</i>. 2.3. Assess and report adherence to <i>quality standards</i>. |
| 3. Build a commitment to continuous improvement. | <ul style="list-style-type: none"> 3.1. Ensure <i>work groups and teams</i> understand quality <i>approaches and procedures</i>. 3.2. Design and complete work according to quality procedures and standards. 3.3. Confirm and communicate performance to relevant teams, operational units and managers. 3.4. Secure commitment of team members to quality outcomes and processes. 3.5. Seek <i>feedback</i> on how to improve process and service quality. |
| 4. Implement process quality. | <ul style="list-style-type: none"> 4.1. Devise quality standards affecting a specific work area. 4.2. Make tools for monitoring quality performance accessible to all <i>staff</i>. 4.3. Complete work according to quality standards. 4.4. Review existing work practices to ensure compliance with quality outcomes. |

Required Skills and Knowledge

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

Required skills

- interpersonal skills to:
 - report improvements
 - communicate performance and seek feedback through clear and direct communication
 - ask questions to identify and confirm requirements
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- literacy and numeracy skills in regard to:
 - monitoring supply of products and services
 - developing and applying tools for analysing and measuring quality
 - evaluating performance and quality outcomes
 - generating reports
- management and leadership skills to:
 - develop teams
 - prioritising work schedules

Required knowledge

- quality improvement concepts, principles, philosophies and practices
- methods and techniques in interpersonal communication
- common types of teams
- comparative approaches to achieve quality outcome
- tools used to measure quality improvement in a range of contexts
- objectives and key principles of quality improvement approaches
- alternative approaches to quality
- essential features of a quality system or approach
- information sources on product and supply arrangements for customers
- business policy and procedures regarding:
 - quality control
 - performance assessment
 - reporting
- quality standards and benchmarks
- quality systems and standards organisations
- Work Health and Safety (WHS) aspects of job
- relevant legislation

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.

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

Evidence of the following is essential:

- identifies and utilises the appropriate quality tool to use when measuring a given situation
- applies quality concepts and principles to work practices
- provides evidence of quality and timeliness of task performance over time by generating practical, up-to-date quality assurance manuals
- documentary evidence of efforts to assure quality, including audits, compliance reports, quality reviews, work instructions and team communication tools
- effective communication of quality process information to relevant management and team members.

Context of and specific resources for assessment

Assessment must ensure access to:

- a wholesale work environment
- relevant documentation, such as:
 - store policy and procedures manuals
 - relevant legislative information
- a range of communication equipment
- a work team.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of performance in the workplace
- third-party reports from a supervisor
- review of portfolios of evidence
- written or verbal questioning to assess knowledge and understanding
- review of portfolios of evidence and third-party workplace reports of on-the-job performance.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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 in the performance criteria is detailed below.

Disruptions may include:

- supply
- operational resources
- quality of materials.

Information may be ***reported***:

- verbally
- in writing
- by email.

Tools for measuring quality may include:

- seven tools of quality
- internal measurement devices and systems
- tools associated with an approach that involves quality.

Quality standards may relate to:

- AS and NZ ISO series
- Australian Quality Awards
- international standards
- professional and industry standards
- performance indicators
- quality measures and criteria
- planning milestones and timeframes
- design brief
- manufacturer and supplier standards
- other recognised framework.

Workgroups and teams may include:

- small work teams
- specialist teams
- store team
- corporate team.

Approaches and procedures may include:

- continuous quality improvement
- total quality management
- service quality
- continuous improvement
- total service quality
- statistical control
- benchmarking.

Feedback may be sought and given:

- verbally
- in writing
- in groups

Staff may include:

- individually.
- full-time, part-time or casual staff
- staff under contract
- people with varying degrees of language and literacy
- people from a range of cultural, social and ethnic backgrounds
- people with a range of responsibilities and job descriptions.

Unit Sector(s)

Cross-Sector

Competency field

Quality and Innovation