



Australian Government

MSS405012 Manage workplace learning

Release: 1

MSS405012 Manage workplace learning

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

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

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>

Assessment Requirements for MSS405012 Manage workplace learning

Modification History

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

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy the requirements of the elements and performance criteria and include the ability, for one (1) or more workplace areas or workgroups, to:

- identify the processes used and scope of products/services supplied by the organisation and the deliverables expected by customers
- relate processes and products/services to the competitive systems and practices implementation process and the stage of implementation
- establish skill needs from processes/products and competitive implementation process in the organisation
- use formal and informal channels of communication, including feedback mechanisms to assist in identification of skill needs
- manage delivery and recording of training to ensure required skills are gained by employees.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to manage workplace learning, including knowledge of:

- features and benefits of common competitive operational practices in own workplace
- skills analysis methods and how to access skill analysis from relevant experts
- skill development methods and how to access skill development programs from relevant experts
- electronic and other systems to record and maintain training and skills records
- formal qualifications and units of competency relevant to competitive systems and practices and the processes and products of the organisation
- current processes and principles of operation sufficient to enable communication with others on the impact of competitive operational changes
- sources of data on the processes and/or products of the organisation and implications for workplace learning.

Assessment Conditions

- The unit should be assessed holistically and the judgement of competence shall be based on a holistic assessment of the evidence.

- The collection of performance evidence is best done from a report and/or folio of evidence drawn from:
 - a single project which provides sufficient evidence of the requirements of all the elements and performance criteria
 - multiple smaller projects which together provide sufficient evidence of the requirements of all the elements and performance criteria.
- A third-party report, or similar, may be needed to testify to the work done by the individual, particularly when the project has been done as part of a project team.
- Assessment should use a real project where managing workplace learning occurs in an operational workplace.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process such as workbooks, written assessments or interviews (provided a record is kept).
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Conditions for assessment must include access to all tools, equipment, materials and documentation required, including relevant workplace procedures, product and manufacturing specifications associated with this unit.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
 - relevant VET or other qualification/Statement of Attainment AND/OR
 - relevant workplace experience
- Currency can be demonstrated through:
 - performing the competency being assessed as part of current employment OR
 - having consulted with an organisation providing relevant environmental monitoring, management or technology services about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5b04f318-804f-4dc0-9463-c3fb9a3fe998>