



Australian Government

MSS405046 Manage workplace learning

Release: 1

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Modification History

Release 1. Unit code changed. Application changed. Elements changed. Performance criteria changed. Assessment requirements changed. Workplace outcome changed. Supersedes and is not equivalent to MSS405016 Manage workplace learning and MSS407008 Capture learning from daily activities in an organisation.

Application

This unit describes the skills and knowledge required to manage development activities to enable employees to implement competitive systems and practices.

This unit applies to supervisors, managers and those in similar roles who are required to liaise with others to identify current skills gaps for the organisation's competitive systems and practices, identify future skill needs, determine appropriate methods for skill development and define and coordinate the activities.

This unit applies in any organisation that is implementing competitive systems and practices.

No licensing or certification requirements exist at the time of publication. Relevant legislation, industry standards and codes of practice within Australia must be applied.

Pre-requisite Unit

Nil

Competency Field

Competitive systems and practices

Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Determine and monitor skill requirements	1.1 Confirm organisation's values, goals and strategies for competitive systems and practices with input from relevant personnel 1.2 Establish which competitive systems and practices are being used and/or being planned within organisation and their stage of implementation 1.3 Consult with operational employees, other stakeholders and, as needed, specialists, to determine skills and knowledge required to implement organisation's competitive systems and practices

Elements	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	1.4 Map skills and knowledge requirements to existing job roles and identify areas where changes to job roles may be needed 1.5 Liaise with relevant personnel to determine action on areas of potential change to job roles 1.6 Establish or improve record keeping processes to provide clear and current information on required and current skills for organisation and for employees 1.7 Regularly consult with operational employees, other stakeholders and, as needed, specialists, to identify changes in skill requirements
2. Determine employee development needs	2.1 Oversee application of record keeping processes and take action to maintain current employee skills records 2.2 Consult with operational employees and other stakeholders to identify where employee skills are not current and/or valid 2.3 Determine organisation's values that can be supported by development activities 2.4 Source feedback and/or other information on application of identified values to determine where development is needed 2.5 Compare required and current employee skills and document skills gaps
3. Manage development activities	3.1 Review identified development needs to determine a basic structure for development activities 3.2 Liaise with relevant personnel and, as needed, specialists, to confirm or amend structure of development activities 3.3 Obtain any approvals for budget, content, scheduling and other logistics for development activities 3.4 Identify suitably qualified people to provide preferred development methods and liaise with them to define specific activities and/or programs and related performance indicators 3.5 Plan and coordinate delivery of activities and/or programs in accordance with procedures and approvals 3.6 Review activities and outcomes against performance indicators and initiate action in response to poor performance
4. Forecast future skill needs	4.1 Review documentation and consult with relevant managers to confirm strategic directions and imminent and longer term changes for organisation

Elements	Performance Criteria
Elements describe the essential outcomes.	Performance criteria describe the performance needed to demonstrate achievement of the element.
	4.2 Consult with operational and technical personnel to determine likely impact of changes on skill needs for short and long term 4.3 Determine changes in skill needs that will require new development activities and those that can be built into to existing activities 4.4 Document expected future skill needs and plans for implementing ongoing skill development to meet future needs
5 Capture learnings from daily activities	5.1 Review information from operational activities to identify potential learnings 5.2 Facilitate and guide communications with operational and technical personnel to determine details of learnings and expected benefits 5.3 Manage development of content and dissemination mechanisms appropriate to learnings, audience and future access needs 5.4 Consult with operational employees, other stakeholders and, as needed, specialists to confirm or amend content and dissemination mechanisms 5.5 Take or initiate action to disseminate and integrate learnings into operations

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance but not explicit in the performance criteria.

- Reading skills to interpret complex workplace documents
- Writing skills to document skill needs, outline development activities, capture learnings
- Oral communication skills to consult with stakeholders across levels and areas of the organisation
- Numeracy skills to define performance indicators and measure performance, determine costs associated with development activities.

Other foundation skills essential to performance are explicit in the performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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 MSS405046 Manage workplace learning

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Performance Evidence

There must be evidence the candidate has completed the tasks outlined in the elements and performance criteria of this unit, and demonstrated the ability to:

- manage workplace learning for an organisation or section of an organisation comprising at least 5 people.

Knowledge Evidence

There must be evidence the candidate has knowledge of:

- basic structure for defining development activities including:
 - areas of common skills and knowledge
 - groups of employees with common development needs
 - individual needs
 - possible methods appropriate to development needs and cohorts
 - costs, scheduling and other logistics and constraints relevant to development activities
- common methods to address skill and other development needs for groups and individuals including:
 - nationally accredited qualifications, skill sets and units of competency (or their replacements)
 - non-accredited on and off-the-job training, refresher or professional development courses
 - training from equipment suppliers
 - informal or ad hoc training
 - workplace mentoring and/or skill sharing
 - other methods preferred by the organisation
- how to evaluate and select external skills analysis and skill development services
- common electronic and manual systems to maintain records of employee training and skills
- use of competitive systems and practices units of competency to inform identification of skill needs and responses
- features and benefits of common competitive operational practices in own workplace

- current processes and principles of operation to enable communication with others on the impact of competitive operational changes
- identifying learnings from operational activities including formal and informal feedback, projects, problem-solving
- sources of data on the processes and products of the organisation and implications for workplace learning
- underpinning values relevant to competitive systems and practices including:
 - respect for people
 - respect for process
 - transparency and culture of learning
 - go and see and/or go to the source decision-making
- techniques to promote a safe respectful environment for communication and learning.

Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions and contingencies. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources
- modelling of industry operating conditions, including:
 - functioning competitive systems and practices environment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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