



Australian Government

MSS407005 Undertake a qualitative review of a process change

Release: 1

MSS407005 Undertake a qualitative review of a process change

Modification History

Release 1. Supersedes and is equivalent to MSS407005A Undertake a qualitative review of a process change

Application

This unit of competency covers the skills and knowledge required to review changes made in the operations systems, process or environment to ensure they result in improvement, that gains are maintained and that gains are used as a basis for further gains. The unit includes consensus decision making and methods for capturing information on implemented changes, including quantitative and qualitative reports and informal talking to people to make sure gains are maintained and ways are found to build on them.

This unit is intended for team leaders and people with a similar sphere of influence and scope of authority and responsibility and who have knowledge of competitive systems and practices, continuous improvement and locking in improvements.

This unit covers the skills required for a qualitative approach to the review of a process change. This unit reviews both intended and unintended consequences of change and the effectiveness of the implementation of the change.

This unit is not intended to be applied to a technical or engineering review of a major capital expenditure or similar review.

While this unit covers a qualitative review, some basic mathematics may be required although not sophisticated statistical or mathematical analysis.

This unit may also be applied to service organisations applying competitive systems and practices principles.

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 | Study a change | 1.1 | Identify changes which have occurred. |
| | | 1.2 | Select a change or group of related changes to analyse. |
| | | 1.3 | Determine the initiation of the selected change. |
| | | 1.4 | Gather information on the situation within the organisation and along the value stream prior to the change. |
| | | 1.5 | Gather information on the implementation of the change. |
| | | 1.6 | Gather information on the intended benefits of the change. |
| | | 1.7 | Gather information on the situation within the organisation and along the value stream after the change. |
| | | 1.8 | Determine whether results of change have been constant or have changed over time. |
| | | 1.9 | Collate and prepare gathered information for distribution. |
| 2 | Agree results of change with stakeholders | 2.1 | Present and discuss collected information with relevant stakeholders. |
| | | 2.2 | Modify collected information, as required, based on stakeholder input. |
| | | 2.3 | Develop a consensus view of the result of the change which is supported by the information available. |
| | | 2.4 | Validate the consensus view with stakeholders. |
| 3 | Identify future improvements | 3.1 | Discuss lessons learned from the reviewed change with stakeholders. |
| | | 3.2 | Capture key knowledge from the review of the change in accordance with systems and procedures. |

- 3.3 Identify future improvements in collaboration with team members.
- 3.4 Validate identified future improvements with stakeholders.
- 3.5 Obtain sign-off from process/system owner.
- 3.6 Start the process for implementing future improvements.
- 3.7 Check that planned improvements have occurred.
- 3.8 Take action to sustain improvement by standardising.

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.
- Change includes one or more of**
- equipment, operations, procedures or practice
 - continuous improvement (or an improvement event or project)
 - intended to make an improvement or to implement new products, technology or systems
 - the implementation of a change.
- Change may be Initiated by one or more of:**
- deliberately initiated to improve capability, deal with a problem, or a similar intended change
 - a drift in efficiency or quality
 - a change in materials, rate of supply, quality of supply, or components which was being compensated for
 - a change in personnel which brought different practices.
- Stakeholders include one or more of:**
- work team members
 - value stream members
 - other person who may be impacted by the change.
- Qualitative research includes one or more of:**
- information that may not be apparent from quantitative analysis techniques, including the why and how of events relating to the change process
 - employee support for a change before and after the change
 - other stakeholder support
 - understanding of employees of the intended benefits and the situation after the change
 - customer support for change
 - testing of possible contingencies and scenarios in the change process, including non-conformances (e.g. impact of breakdowns and absences).
- Culture and value alignment prior to the change include one or more of:**
- downstream and upstream members of the value stream and the organisation
 - management and employees
 - skills required versus skills possessed
 - process capability
 - process and plant/equipment performance.

- Intended benefits of the change include one or more of:**
- customer perceived value
 - stakeholders upstream and downstream
 - organisation personnel
 - process capability
 - plant/equipment reliability/performance.
- Results of change include one or more of:**
- an initial improvement followed by a return to previous performance
 - a change which has resulted in continued improvement
 - continued detriment or other variations over time
 - HSE changes.
- Improvements include one or more of:**
- to process, plant, procedures or practice
 - changes to ensure positive benefits are maintained.
- Techniques for sustaining improvement include one or more of:**
- standard procedures and work instructions
 - standard practice
 - other relevant documents and practices.
- Team leader includes one or more of:**
- a person who has a formal, permanent role
 - an ad hoc role in facilitating the function of a team in a workplace.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS407005A Undertake a qualitative review of a process change

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 MSS407005 Undertake a qualitative review of a process change

Modification History

Release 1. Supersedes and is equivalent to MSS407005A Undertake a qualitative review of a process change

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 to undertake a qualitative review of one (1) or more process changes and to:

- select a change/group of related changes for study and gather relevant information
- come to a consensus view with stakeholders as to the results of this change
- capture lessons learned/knowledge from these changes
- identify and initiate future changes to be made.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to review a process change, including knowledge of:

- qualitative research techniques, such as surveys, interviews, walking around (gemba walk), structured and unstructured interviews, formal and informal interviews, review of organisation records, review of process 'history', such as might be obtained from a control panel or other process records
- trends and causal relationships
- influence, persuasion and negotiation techniques
- kaizen and kaizen blitz processes
- communication techniques, such as formal and informal techniques, reports, presentations and toolbox/team meetings.

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 review of a real process change 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>