



Australian Government

MSS407008 Capture learning from daily activities in an organisation

Release: 1

MSS407008 Capture learning from daily activities in an organisation

Modification History

Release 1. Supersedes and is equivalent to MSS407008A Capture learning from daily activities in an organisation

Application

This unit of competency covers the skills and knowledge required to capture learning from the shop floor, suppliers and customers in order to contribute to a learning organisation.

This unit is intended for team leaders and people with a similar sphere of influence/scope of authority and responsibility. It applies to individuals who already have knowledge of competitive systems and practices, leading teams, analysing root cause and locking in improvements.

This unit takes a largely qualitative view of information and knowledge.

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	Identify potential learning opportunities	1.1	Identify formal and informal opportunities for feedback from normal daily activities.
		1.2	Assess feedback for potential to lead to organisational learning.

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| | | 1.3 | Identify opportunities for learning from abnormal events. |
| | | 1.4 | Review communications with value stream members for learning opportunities. |
| 2 | Extract learning from opportunities | 2.1 | Review information gained from potential learning opportunities for relevance to performance improvement. |
| | | 2.2 | Discuss potential for learning with stakeholders. |
| | | 2.3 | Confirm additional knowledge/learning. |
| | | 2.4 | Confirm methods for institutionalising learning/standardising. |
| 3 | Capture and disseminate learning | 3.1 | Identify methods of capturing and disseminating learning. |
| | | 3.2 | Obtain required authorisations from appropriate people. |
| | | 3.3 | Record learning according to organisation procedures. |
| | | 3.4 | Communicate learning to relevant stakeholders. |
| | | 3.5 | Ensure all relevant stakeholders are able to access and apply relevant knowledge/learning. |
| 4 | Review use of learning | 4.1 | Check learning is used in daily operations. |
| | | 4.2 | Review use of learning and update in organisation knowledge system. |
| | | 4.3 | Identify implications for training and procedures. |
| | | 4.4 | Recommend improvements to organisation knowledge system. |
| | | 4.5 | Confirm methods for institutionalising learning/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.

Opportunities for feedback include one or more of:

- tool box meetings
- ad hoc discussions/meetings with team members, sales and marketing employees, other employees, value stream members, regulators and visitors
- interviews
- process/production records
- quality records
- plant equipment downtime/maintenance records.

- Problem recognition and resolution includes one or more of:**
- stopping operations or part of an operation
 - go and see (gemba walk in lean operations)
 - team/consensus problem solving
 - root cause analysis (RCA).

- Records include systems which ensure knowledge:**
- is not just retained by an individual
 - is available to others
 - survives beyond the departure of individual
 - has an allocated level of importance.

- Stakeholders include one or more of:**
- work team members
 - value stream members
 - supervisors.

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSS407008A Capture learning from daily activities in an organisation

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 MSS407008 Capture learning from daily activities in an organisation

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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 work areas/product families, to:

- recognise, extract and record learning from daily activities
- make and record ongoing additions to the organisation learning systems
- determine best means of communicating learning to stakeholders
- integrate learning with implementation of competitive systems and practices
- establish continuous improvement for the learning system.

Knowledge Evidence

Must provide evidence that demonstrates sufficient knowledge to interact with relevant personnel and be able to capture learning from daily activities, including knowledge of:

- competitive systems and practices tools
- organisational goals, strategies, operations and processes
- continuous improvement strategies and processes
- communication methods and media for a range of audiences
- root cause analysis (RCA)
- expected range of performance for operations and products
- types of knowledge capture and retrieval systems and their applicability.

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 learning opportunities are identified leading to learning being captured from daily activities 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.

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