



Australian Government

MSS408008 Analyse data for relevance to organisational learning

Release: 1

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Modification History

Release 1. Supersedes and is equivalent to MSS408008A Analyse data for relevance to organisational learning

Application

This unit of competency covers the skills and knowledge required to analyse data generated from formal information monitoring and management systems, such as statistical process control (SPC) and six sigma, or Systems Control and Data Acquisition (SCADA) software and determining its relevance for organisational learning.

This unit is intended for managers, team leaders and people with a similar sphere of influence and scope of authority and responsibility. It covers the capturing of knowledge from data generated within organisation systems and takes a largely quantitative view of information. The unit applies to individuals who are familiar with the application and use of statistics in operations.

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.

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|---|---|-----|--|
| 1 | Identify learning from own organisation data | 1.1 | Obtain data from appropriate data systems. |
| | | 1.2 | Examine data for discontinuities, trends and other possible signs of assignable cause. |

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| | | 1.3 | Examine selected data events to determine root causes of data events. |
| | | 1.4 | Communicate root causes of data events to relevant stakeholders. |
| 2 | Identify learning from value stream data | 2.1 | Identify data which is or could be available from other value stream members. |
| | | 2.2 | Identify data which might be useful but is not available and seek access to it. |
| | | 2.3 | Obtain and examine available data for discontinuities, trends and other possible signs of assignable cause. |
| | | 2.4 | Examine selected data events to determine root causes of data events in liaison with appropriate value stream personnel. |
| | | 2.5 | Communicate root causes of data events to relevant stakeholders. |
| 3 | Capture learning | 3.1 | Review root causes to determine implications for organisational learning. |
| | | 3.2 | Ensure learning is captured by organisation's systems. |
| | | 3.3 | Obtain involvement and required approvals from relevant process/system owners. |
| | | 3.4 | Check that learning flows to all relevant stakeholders. |
| 4 | Apply learning to team/organisation | 4.1 | Review management systems for their impact on organisational learning. |
| | | 4.2 | Brief relevant process/system owners on changes and obtain required approvals. |
| | | 4.3 | Check learning is used in daily operations. |
| | | 4.4 | Review use of learning in liaison with appropriate value stream personnel and update in knowledge system. |
| | | 4.5 | Identify implications for training and procedures. |

4.6 Recommend improvements to value stream/organisation knowledge system.

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.

- Sources of data include one or more of:**
- SPC/quality processes
 - six sigma processes
 - quality processes
 - plant instrumentation and control data

- regular meetings, such as toolbox and quality
- ad hoc discussions with employees and other value stream members
- warranty and other product returns/customer complaints
- kaizen and kaizen blitz data.

Learning includes all of:

- can be passed on
- is a recordable event or method
- leads to change in practice.

Electronic, paper-based or other systems for the capture of knowledge include one or more of:

- clip boards on the line
- problem solving templates
- procedures templates
- whiteboards/other noticeboards
- databases and other electronic records
- incident reports
- maintenance requests/records
- a method of knowledge retrieval
- a method of searching, filing and cataloguing.

Record systems includes all of:

- is not just retained by an individual
- is available to others
- survives beyond the departure of individual
- has an allocated a level of importance.

Stakeholders include one or more of

- work team members
- value stream members.

Unit Mapping Information

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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 MSS408008 Analyse data for relevance to organisational learning

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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 to analyse data for relevance to learning for one (1) or more processes/sections or value streams and to:

- identify learning from own organisation/process/section's data
- identify learning from other parts of the value stream
- capture that learning
- apply it to the team/organisation.

Knowledge Evidence

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

- sources of data within the organisation and the value stream
- methods of analysing data for learnings
- methods of capturing data and the learnings from it
- competitive systems and practices tools relevant to the process/section/value stream
- kaizen and kaizen blitz processes
- communication modes.

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 analysing data for learning opportunities 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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