



Australian Government

Department of Education, Employment and Workplace Relations

MTMPSR404C Foster a learning culture in a meat enterprise

Release: 1

MTMPSR404C Foster a learning culture in a meat enterprise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the skills and knowledge required to integrate work and learning in a meat enterprise. This unit does not provide workplace trainer skills but describes skills and knowledge for people in leadership positions to monitor and facilitate workplace training and learning.
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Application of the Unit

Application of the unit	In the meat industry, workplace learning adds to performance and the competitive advantage of the business. The commitment of personnel in leadership roles to training and learning is essential.
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Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop a learning culture in the enterprise	1.1. Personal performance demonstrates a commitment to, and the value of, learning. 1.2. Learning and training strategies are included as an integral part of work and performance plans. 1.3. Learning and training strategies and plans reflect the diversity of needs and opportunities. 1.4. Resource proposals to support workplace learning are prepared and recommended. 1.5. Consultation and negotiation with training and development professionals results in the planning and provision of learning, which enhances individual, team and organisational performance.
2. Create learning opportunities to develop individual, team and organisational performance	2.1. Workplace environments and contexts which facilitate learning are developed and supported. 2.2. External and internal opportunities for learning are identified and promoted. 2.3. Learning plans are developed collaboratively to meet individual, team and organisational goals. 2.4. Individual and/or team access to, and participation in, learning opportunities is facilitated. 2.5. Individual and or team learning and training is planned and provided in consultation with learners and training specialists where appropriate.
3. Facilitate and promote learning	3.1. Workplace activities are used as opportunities for learning. 3.2. Personnel are encouraged to take advantage of learning opportunities. 3.3. Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes. 3.4. Benefits of learning are shared with others in the team and organisation. 3.5. Opportunities are provided for learners to continue to utilise and extend new skills and knowledge. 3.6. Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
4. Monitor and improve learning effectiveness	4.1. Individual and or team performance is monitored to determine the type and extent of additional work-based support required. 4.2. Feedback from individuals and or teams is used to

ELEMENT	PERFORMANCE CRITERIA
	make improvements in future learning arrangements. 4.3. Effectiveness and efficiency of learning and training programs is monitored and recommendations for improvement are prepared. 4.4. Adjustments to learning plans and activities negotiated with training and development personnel result in improvements in the efficiency and effectiveness of learning. 4.5. Learning plans, records and reports of competency are documented and maintained within the organisation's systems and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Ability to:

- **communicate** openly and sensitively when negotiating learning opportunities and plans
- define the workplace learning opportunities within own capacity to provide, and within the capacity of the enterprise
- develop and review learning plans, linked with individual and or team goals and enterprise needs, in consultation with individuals or teams
- develop simple **targets, goals and performance measures** for measuring outcomes of learning and training
- estimate resources required to support informal and formal learning and training within the department or enterprise (e.g. personnel, time, cost)
- facilitate and monitor the implementation of training and assessment schedules (e.g. negotiate time release)
- maintain currency of knowledge through independent research or professional development
- apply relevant communication and **mathematical skills**
- identify and apply relevant **Occupational Health and Safety (OH&S), regulatory and workplace requirements**
- identify and support internal coaches and mentors
- identify learning opportunities and strategies which meet the cultural, working and learning experiences and styles of individuals and team

REQUIRED SKILLS AND KNOWLEDGE

- identify learning opportunities to support individual and team learning plans
- identify the areas requiring the **training services provided by training professionals**
- map learning and training strategies against individual, team and enterprise goals or priorities
- negotiate training strategies and schedules with enterprise trainers and assessors and other training and development professionals, to meet enterprise needs
- promote and report the impact of training on the operation of the department or enterprise
- promote the sharing of skills and knowledge as a strategy for achieving personal and enterprise goals
- provide coaching and mentoring to individuals and teams
- recognise the achievements of individuals promptly and appropriately, within enterprise requirements
- resource and encourage enterprise trainers and assessors (e.g. ensure necessary equipment and materials are available) to provide and follow up training and assessment
- review learning plans, opportunities, strategies and outcomes with individuals or team
- take action to improve own work practice as a result of self-evaluation, feedback from others or in response to changed work practices or technology

Required knowledge

Knowledge of:

- enterprise and employee obligations under industrial and training agreements relating to the provision of (workplace) training
- requirements and ethical considerations for the supervision of employees operating under **formal training agreements and contracts** (e.g. trainees and apprentices)
- impact and outcomes of workplace learning on the competitive advantage of the enterprise
- range of internal and external learning opportunities available to enterprise personnel

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

The meat industry has specific and clear requirements for evidence. A minimum of three forms of evidence is required to demonstrate competency in the meat industry. This is specifically designed to provide evidence that covers the demonstration in the workplace of all aspects of competency over time.

These requirements are in addition to the requirements for valid, current, authentic and sufficient evidence.

Three forms of evidence means three different kinds of evidence - not three pieces of the same kind. In practice it will mean that most of the unit is covered twice. This increases the legitimacy of the evidence.

All assessment must be conducted against Australian meat industry standards and regulations.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competency must be demonstrated through sustained performance over time, at an appropriate level of responsibility and authority under typical operating and production conditions for the enterprise.

Context of and specific resources for assessment

Resources may include:

- real work environment
- relevant documentation such as:
 - workplace policies and procedures
 - regulatory requirements
- relevant equipment and materials.

Method of assessment

Recommended methods of assessment include:

- debriefs
- workplace project
- workplace referee or third-party report of performance over time.

Assessment practices should take into account any

EVIDENCE GUIDE	
	relevant language or cultural issues related to Aboriginality or Torres Strait Islander, gender, or language backgrounds other than English. Language and literacy demands of the assessment task should not be higher than those of the work role.
Guidance information for assessment	A current list of resources for this unit of competency is available from MINTRAC www.mintrac.com.au or telephone 1800 817 462.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Training and development professionals</i> may be:	- internal or external and include: - workplace trainers and assessors - employee development personnel.
<i>Learning opportunities</i> include:	- access to professional and trade journals and publications - active problem-solving or project involvement - coaching and mentoring - demonstration, observation and shadowing - discussion - experimentation - participation in enterprise and industry networks - rotation and exchange - structured training - visits, exchange, discussion with suppliers, customers, competitors - formal and informal and designed to support: - initial qualifications - the update of existing qualifications

RANGE STATEMENT	
	• skills and knowledge or advanced and complementary qualifications • formal training undertaken outside the workplace.
Individuals and teams may include:	• retail and wholesale sales people, butchers, packers, smallgoods makers and operators, slaughtermen, boners, renderers, labourers, supervisors or anyone employed in the meat industry • trainees, apprentices, trades people, staff with or without formal qualifications.
Learning and training plans may be:	• simple or complex and linked with: • individual and team goals • individual performance appraisal plans • team performance plans and enterprise goals.
Teams may be:	• of two or more members • short or long term and include: • full-time • part-time • permanent • contract • casual employees.
Communication may:	• be spoken, written, non-verbal and include the use of signs, signals, symbols and pictures • be with colleagues, team members, superiors, customers, clients, external parties from a range of cultural, social and ethnic backgrounds • involve interpreting the needs of internal or external customers • involve preparation of explanations and reports in language styles suitable for the audience and include everyday workplace language, technical and mathematical language • require the use of negotiation, persuasion and assertiveness skills.
Targets, goals and performance measures may be:	• short, medium and long term and relate to: • market advantage • operations

RANGE STATEMENT	
	• certification • licensing or registration • customer service • skills gains/growth • job redesign • staffing • OH&S • Quality Assurance (QA) • waste etc.
Mathematical skills may:	• relate to product and product quality, price, sales and turnover, profits and losses, return and new custom, market penetration.
OH&S requirements may include:	• enterprise OH&S policies, procedures and programs • hygiene and sanitation requirements • OH&S legal requirements • Personal Protective Equipment (PPE) which may include: • coats and aprons • ear plugs or muffs • eye and facial protection • head-wear • lifting assistance • mesh aprons • protective boot covers • protective hand and arm covering • protective head and hair covering • uniforms • waterproof clothing • work, safety or waterproof footwear • requirements set out in standards and codes of practice.
Regulatory requirements may include:	• animal welfare • commercial law including fair trading, trade practices • consumer law • corporate law, including registration, licensing, financial reporting • employment

RANGE STATEMENT	
	• environmental and waste management • Equal Employment Opportunity (EEO), anti-discrimination and sexual harassment • Export Control Act • industrial awards, agreements • relevant regulations • state regulations regarding meat processing • taxation • training and education.
Workplace requirements may include:	• enterprise ethical standards, values and obligations • enterprise-specific procedures, policies and plans • OH&S requirements • QA requirements • Standard Operating Procedures (SOPs) • the ability to perform the task to production requirements • work instructions.
Training services provided by training professionals may include:	• assessment of individual, team and organisational needs • delivery, assessment, monitoring and management of structured training • planning of structured training and identification of unstructured and incidental learning opportunities • training and support for internal coaches and mentors, enterprise trainers and assessors.
Formal training agreements and contracts may include:	• cadetships • internships • traineeships and apprenticeships • training arrangements included in industrial agreements.

Unit Sector(s)

Unit sector	
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Co-requisite units

Co-requisite units		

Competency field

Competency field	
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