



Training and Assessment Strategy

Lean Leader SWE Skill Set Units of Competency

2020-2022

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Document History

Version #	Date	Changes/Updates	Approved by
1.0	01/04/2020	First version; as part of PI's RTO application for addition to scope	CEO

I. RTO Details

Qualification Code & Title	Lean Leader SWE Skills Set Competitive Systems and Practices <ul style="list-style-type: none"> • MSS403002 Ensure process improvements are sustained • MSS403011 Facilitate implementation of competitive systems and practices • MSS403024 Work within a constrained process 		
RTO Name	People Improvers Pty Ltd		
Address	Registered Office First Floor 18 Mount Street Burnie Tas. 7320 Office; 89 Reibey Street Ulverstone, TAS 7315		
Contact Person	Cheryl Fuller, RTO Manager		
Prepared by	Michael Bonney CEO		
Approved by Name Signature Date	Directors:		
	Michael Bonney		3.4.2020
	Clynton Jaffray		3.4.2020
Implemented	May 2020		
RTO Profile	Tasmanian based – Registered Training Provider with ASQA, RTO ID number 45208. Offering funded and fee for service programs to domestic students		
H.E. Articulations for this Qualification	Under consideration		
Professional Associations	Tasmanian Minerals, Manufacturing and Energy Council, Central Coast Chamber of Commerce and Industry,		
Advisory Bodies	TMEC, UTas University College		

II. Course Details

<p>Description</p>	<p>This unique mini automated production line, located within the newly established Tasmanian Manufacturing Centre of Excellence in Burnie, allows for the intensive training of lean tools and thinking. Engaged participants report immediate change in the way they view their work.</p> <p>This three-day learning experience is an excellent example of how through standard work, teamwork, communication and collaboration a team can become significantly more productive and cost effective whilst improving quality and identifying and reducing safety issues</p>
<p>Aims and Outcomes</p>	<p>This hands-on, interactive session can be transferred to all work environments and covers the following:</p> <ul style="list-style-type: none"> • Team Building • Communication • Planning • Team Collaboration • Leading Effective Teams • Continuous Improvement (Lean methodologies including 5S) • Visual Management
<p>Supported Job Roles</p>	<ul style="list-style-type: none"> • Individuals responsible for the implementation of work practices for a team or work group, or as a specialist in competitive systems and practices • Process or operational specialists in production, office, transport and logistics • Members of project teams implementing competitive systems and practices (continuous improvement) • Individuals who must support, facilitate or lead the work of others, for example, team leaders
<p>Licensing/Regulatory Information</p>	<p>No licensing, legislative or certification requirements apply to this skills set at the time of publication.</p> <p>This course does not lead to any vendor endorsement or professional license/registration.</p>
<p>Mode of Training</p>	<p>Face-to-Face using the simulator and classroom environment in South Burnie.</p> <p>A class of 17 with one Trainer and Assessor on Day's 1 and 3 and supported by 4 additional trainers (Team Leaders) on Day 2 when using the simulated environment.</p>
<p>Learning Environment</p>	<p>All units will be supported through intensive three-day workshops with day two conducted in the Elphinstone Simulated Work Environment (SWE).</p>

Learning Outcomes (AQF Specification)	Assessments are appropriate to the AQF level being undertaken;	
Target Audience	<p>This course is aimed at existing or prospective workers wishing to gain or enhance knowledge and skills in competitive systems within the operational, production, maintenance, and logistics areas.</p> <p>This program will be delivered to permanent residents/citizen of Australia with residence in Tasmania when under Skills Tasmanian funding arrangement, or elsewhere in Australia when under private funding arrangements.</p> <p>Key Audience Characteristics:</p> <ul style="list-style-type: none"> ▪ Existing process and operational workers in a range of manufacturing industries and businesses ▪ Domestic students; multi-industry groups ▪ Various age groups of both gender ▪ Primarily existing workers or candidates with prior work experience in an operational environment ▪ Limited through to extensive experience in their field 	
Entry Requirements	Learners	<ul style="list-style-type: none"> ▪ Proof of Australian citizenship/permanent residency if required. ▪ Satisfactory eligibility criteria if applying for a funded place. ▪ Satisfactory LLN levels. ▪ Access to existing workplace
	Qualifications/Other Requirements	<p>This qualification has no formal entry requirement.</p> <p>This qualification assumes that a learner has current or past work experience where operational or technical skills have already been gained.</p> <p>The qualification is not suitable for direct entry from school.</p> <p>Entry is reliant on completion of a pre- training assessment conducted to ensure student has access to an existing workplace.</p> <p>Students must be able to physically participate in the conveyor belt, standing work environment</p>
Academic Pathways	<p>Further training pathways from this qualification include:</p> <ul style="list-style-type: none"> • MSS30316 Certificate III in Competitive Systems and Practices. • MSS40316 Certificate IV in Competitive Systems and Practices 	
AQF Criteria	Broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.	

	<ul style="list-style-type: none"> • A broad range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to: <ul style="list-style-type: none"> ▪ Complete routine and non-routine activities <p>Theoretical and practical knowledge and skills for specialised/skilled work and/or further learning.</p>
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III. Training Program

Training Package	MSS - Sustainability Training Package									
Packaging Rules	<p>Based on information available from https://training.gov.au/ the following packaging rules apply for completion of this qualification:</p> <p>Total Number of Units Three Number of Core Units Three Number of Elective Units Nil Link to Packaging Rules https://training.gov.au/Training/Details/MSS</p>									
Units of Competency	<table border="1"> <thead> <tr> <th style="background-color: #0056b3; color: white;">Unit Code and Title</th> <th style="background-color: #0056b3; color: white;">Type</th> </tr> </thead> <tbody> <tr> <td>MSS403002 Ensure process improvements are sustained</td> <td>Core</td> </tr> <tr> <td>MSS403011 Facilitate implementation of competitive systems and practices</td> <td>Core</td> </tr> <tr> <td>MSS403024 Work within a constrained process</td> <td>Core</td> </tr> </tbody> </table>		Unit Code and Title	Type	MSS403002 Ensure process improvements are sustained	Core	MSS403011 Facilitate implementation of competitive systems and practices	Core	MSS403024 Work within a constrained process	Core
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IV. Training Arrangements

Course Duration and Organisation of Training	<p>The training delivery and assessment is programmed over 3 days.</p> <ul style="list-style-type: none"> • Day 1 incorporates an introduction and overview to Lean language, tools, processes and practices. • Day 2 has all students participating in the simulated factory environment in South Burnie, participating in three rounds of a machinery building tasks. Each person assumes a role in the construction and deconstruction of timber ‘cabs’ in a conveyor belt environment. Four team of four students are monitored, measured and evaluated for their output by supervisors. At the completion of each round, team statistics are examined, and students are required to implement improvement strategies for improved performance. The same is completed at the end of round two. • Day 3 classroom session for consolidation of learnings and assessment completion. <p>Assessment will be tailored to a student or group’s workplace needs, lean principles, tools and culture.</p>
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	Assessment can be tailored to a student's needs. For each unit, candidates are provided with learning material.
Resources and Student Information	<p>All materials and extensive support resources are available during the workshop.</p> <p>When/as required students will be provided with all necessary resources including internet connection, printing and photocopying facilities, and course learning materials to enhance their learning experience and complete their assignments.</p> <p>Upon enrolment, students will receive;</p> <ul style="list-style-type: none"> ▪ Student Handbook containing all information required about their expectations and obligations with the RTO ▪ Course information and key policies and processes <p>At the commencement of training students will receive;</p> <ul style="list-style-type: none"> ▪ Induction package outlining objectives, requirements, roles and expectations ▪ Learning materials; complete course folder including all classroom content and assessments. <p>Electronic templates for assessments if required.</p>
Training Approach	<p>The course is delivered over 3 consecutive days.</p> <p>The intent of the training structure is for students to be instructed on the tools of Competitive Systems and Practice on Day 1, experience the practical implementation of those tools on Day 2 and undertake reflection and assessment on Day 3.</p> <p>Before commencement students LNN skills need to be assessed so that adequate provision can be made in training and assessment using the Australian Core Skills LNN Assessment. Instructors reassure students that this assessment will in no way affect their results but is undertaken to ensure all necessary support is provided. Any assistance which is required is recorded on the assessment.</p>

Delivery Schedule	
	<p>The units of competency will be delivered as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stand-alone units <input checked="" type="checkbox"/> Clusters of units <input type="checkbox"/> Combination of stand-alone and clustered <p>The table below provides a description of the theme or topic and sequencing of units throughout the program. It also outlines the delivery schedule, the learning materials required, the mode (face-to-face, online, workplace, etc) and the hours required. An indication is given if assessment will occur (refer to assessment section for more information)</p>

Topic/Theme	Unit/s of Competency (Code)	Delivery Mode	Assessment
Ensure process improvements are sustained	MSS403002	Face to Face	<input checked="" type="checkbox"/>
Facilitate implementation of competitive systems and practices	MSS403011	Face to Face	<input checked="" type="checkbox"/>
Work within a constrained process	MSS403024	Face to Face	<input checked="" type="checkbox"/>

V. Assessment Arrangements

RPL and Credit Transfer	<p>All learners will be offered RPL and Credit Transfer opportunities at enrolment and while completing their training.</p> <p><u>RPL</u></p> <p><i>Recognition of Prior Learning (RPL)</i> involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system.</p> <p>RPL is an assessment process that assesses the individual’s non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification (AQF).</p> <p>Learners may apply for Recognition of Prior Learning (RPL) if they have relevant and current work or life experience and consider they are able to meet the unit purpose may seek recognition.</p> <p><u>Credit Transfer</u></p> <p>Credit Transfer is the granting of credit against an equivalent unit of competency. This may include credit transfer based on formal learning that is outside the AQF framework (AQF).</p>
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<p>Language, Literacy and Numeracy (LLN)</p>	<p>For all students, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing.</p> <p>Accordingly, People Improvers will embed LLN principles within its training, learning and assessment tasks.</p> <p>People Improvers will use the Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels, when required.</p> <p>The following LLN strategies might include, but are not limited to:</p> <ul style="list-style-type: none"> ▪ Using inclusive teaching practices ▪ Acknowledging a range of learning styles and adapting teaching strategies to reflect the needs of students ▪ Regularly revising content ▪ Developing note-taking and assignment writing skills in students ▪ Allowing additional time to complete tasks
<p>Assessment Strategy</p>	<p>Assessments will be organised in formative (practice and feedback) and summative tasks, to be completed within a specified period.</p> <p>Types of assessments used are;</p> <ul style="list-style-type: none"> • Written and practical tasks • Observation of activities • Questions and answers • Exercise and group activities in Simulation
<p>Reasonable Adjustment</p>	<p>People Improvers hold policies that include reasonable adjustment and access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need.</p> <p>Evidence collection processes can be adjusted to suit individual student needs if required and will be endorsed by the Instructor, employer and student.</p> <p>Reasonable adjustments are made to assessment to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment.</p>
<p>Organisation of Assessment</p>	<p>The assessment methods/tasks for this program have been designed based on frequently performed work tasks that a learner would be expected to perform in the workplace.</p> <p>Assessments are developed based on principles of assessment and rules of evidence and address all the unit's performance and knowledge evidence to demonstrate achievement of the unit elements.</p>

	In class activities are designed to evidence aspects of skills and knowledge as well as to ensure a consistent approach to the unit of competency through continuous engagement and feedback.					
Evidence Gathering Techniques	Evidences will be collected from a range of assessment methods that collectively address all the competency criteria and requirements for each unit of competency.					
	Assessment tasks, tools, resources and assessment record sheets are provided in Student Handbook.					
	The listed evidence gathering techniques will be used to determine each learner's competency. The following assessment methods have been determined by the assessment plan for each unit;					
	Legend:					
	A: Written Task B: Q&A Revision Knowledge Test C: Practical/Analytical Task D: Simulation E: Targeted Questioning					
	Unit Code and Title	A	B	C	D	E
	Ensure process improvements are sustained					
	Facilitate implementation of competitive systems and practices					
	Work within a constrained process					

VI. Management

Instructors	Trainers and assessors will be selected either from staff or parties contracted under a Third-Party Service Agreement. Trainer and assessor resumes, copies of qualifications and skills matrix mapped against each unit of competency for this course will be maintained by the RTO Manager.					
	The following training and assessment staff are proposed to deliver and assess this qualification;					
	Trainer/Assessor	TAE	Qualifications			
Clynton Jaffray	TAE40110	2016 Diploma Competitive Systems and Practices 2014 Certificate IV – Training and Assessment TAE 40110 2011 – 2012 Master of Business; University of Tasmania 2009 – 2010 Graduate Certificate in Business; University of Tasmania 2005 Cert IV Frontline Management TAFE Tasmania 2002 – 2008 Caterpillar University 2008 CPS (Lean) Black Belt 2005 Certified Master Black Belt 2004 6Sigma Master Black Belt				

			<p>2003 Certified Black Belt 2002 6Sigma Black Belt 1995 SGS (International Certification Services Pty Ltd) Internal Auditor Training course ISO9001 & 9002 1981 – 1985 Trade Certificate – Fitting and Machining; TAFE Tas.</p>
	Michael Bonney	TAE40110	<p>2019 TAEASS502 and TAE40110 TasTAFE 2017 Certificate TAE40110 2016 Diploma Competitive Systems and Practices 2013 Masters of Business University of Tasmania 2013 Certificate IV – Training and Assessment TAE 40110 2012 Graduate Certificate in Business; University of Tasmania 2003 - 2006 Caterpillar University 2006 Lean Black Belt (Caterpillar production System) 2005 6 Sigma Black Belt Certified 2003 6 Sigma Black Belt Trained 2001 Certificate IV I Front Line and Human Resource Management 1989 Trades Certificate Boilermaker Welder</p>
	Jessica Jansz	TAE40110	<p>2014 Certificate IV – Training and Assessment TAE 40110 EHE Training 2019 TAEASS502 Design and Develop Assessment Tools EHE Training 2019 MSS40316 Certificate IV Competitive Systems and Practices People Improvers</p>
<p>Training and Assessment Requirements</p>	<p>In accordance with the relevant standards, it will be ensured that training and assessment are delivered by trainers and assessors who;</p> <ul style="list-style-type: none"> • Have the necessary training and assessment competencies determined by the National Skills Standards Council or its successors • Have the relevant vocational competencies at least to the level being delivered or assessed • Can demonstrate current industry skills directly relevant to the training/ assessment being undertaken • Continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence <p>The Standards for RTOs 2015 (1.13-1.16) requires that from 1 Jan 2016 all TRAINERS and ASSESSORS must hold the TAE40110 Certificate IV in Training and Assessment or a qualification in adult education at a diploma or higher level.</p>		

	<p>Accordingly, People Improvers will develop its staff selection and recruitment policy and criteria to comply with the required standards. In addition, People Improvers will ensure that;</p> <ul style="list-style-type: none"> ▪ All staff and contracted third party providers involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant Training Package, including the appropriate units of competency, assessment guidelines and qualification structure ▪ All staff and contracted third party providers involved in delivering the program, have access to trainer, assessor and student support materials relevant to their areas of delivery and assessment ▪ All assessors have access to the Student Management System through their login accounts to record attendance and assessment outcomes ▪ All assessors have access to print and electronic copies of the assessment tools used in this program <p>People Improvers has adequate staff and training/assessment resources to meet the requirements of students with special needs and has an assessment process that incorporates reasonable adjustment procedures</p> <p>People Improvers has reviewed the equipment and facility requirements for each unit of competency in the qualification and has access to the equipment and resources needed to implement the program.</p>
<p>Continuous Improvement</p>	<p>People Improvers continuous improvement framework is based on the 9 Wastes, based on the rigorous elimination of waste to improve and create world's best practices.</p> <p>Quality management and continuous improvement processes are guided by People Improvers relevant policies and procedures. Quality will be assured through continuous improvement practices in Training and assessment including;</p> <ul style="list-style-type: none"> ▪ Collection and analysis of Quality Indicator Data ▪ Seeking an on-going feedback on Training and assessment materials and resources from staff and clients ▪ Conducting staff evaluation ▪ Monitoring student performance throughout the term ▪ Conducting staff performance reviews at least once a year and identifying development opportunities ▪ Facilitating and encouraging staff professional development activities ▪ Validation of each course occurs within a maximum of 5 years ▪ Monthly meetings featuring standing item of Continuous Improvement with structured measures and industry feedback <p>Analysing all the feedback data (as above) to identify and implement improvement opportunities.</p>
<p>Industry Consultation</p>	<p>The following are undertaken to ensure due consultation with the industry on relevance and efficacy of course contents;</p> <ul style="list-style-type: none"> ▪ Industry consultation with field experts for the learning and assessment strategy and validation of assessment tools

	<ul style="list-style-type: none"> ▪ Continuous interaction with course participants and employers ▪ Continuous interaction with academic and professional experts from the University of Tasmania ▪ Keeping abreast with the latest in the industry by signing up for industry newsletters, industry reports, seeking state board positions, seeking advice on career pathways and possible articulations for People Improvers. • Membership of professional organisations for further networking and interaction
<p>Assessment Validations</p>	<p>The processes used to validate assessment tools for this course include:</p> <ul style="list-style-type: none"> ▪ Student feedback and unit evaluation on completion of course ▪ Trainer and assessor feedback and inputs at the end of each calendar year ▪ Regular validation meetings comprising of existing trainers, assessors and management representatives ▪ Joint RTO and industry representative meetings to evaluate assessment plans, tasks and tools ▪ Review of completion rates of the record of assessment for each group of students ▪ Review of the above processes used to validate assessments
<p>Training Package Transition Management</p>	<p>The CEO and Company Directors will be responsible for managing training package transition and ensuring that People Improvers is:</p> <ul style="list-style-type: none"> ▪ Subscribing to email updates from the relevant industry council and any other relevant bodies; and ▪ Regularly checking training package updates on TGA website <p>On the occasion that there is a change in a relevant Training Package, the CEO will examine the amendments that have been made and inform the Directors and Trainers at the earliest and also report it in the subsequent Business Planning meeting.</p> <p>Specific tasks will be delegated to implement the changes and an action plan and its implementation will be monitored by the CEO until the changes have been successfully implemented. Transition arrangements will be completed within 12 months of changes being notified.</p>