



Training and Assessment Strategy

Lean Leader SWE Skill Set Units of Competency

2023-2025


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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 |
| 2.0 | 01/06/2022 | Condensed information on LNN and RLP/CT processes relevant for Short Courses, Update of Trainer and Assessor matrix, elaboration on course information provided to students. | CEO |
| 3.0 | 01/08/2023 | Change of Unit Codes in line with Training Package changes | GM |

I. RTO Details

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| Qualification Code & Title 3 Units | Lean Leader SWE Skills Set Competitive Systems and Practices | | |
| | MSS403014 Facilitate team engagement with competitive systems and practices MSS403026 - Work within a constrained process MSS403081 - Ensure process improvements are sustained | | |
| RTO Name | People Improvers Pty Ltd | | |
| Address | Registered Office First Floor 18 Mount Street Burnie Tas. 7320 Office; 13 Wellington Street South Burnie Tas. 7320 | | |
| Contact Person | Sonia Hodgetts General Manager | | |
| Prepared by | Cheryl Fuller RTO Administration | | |
| Approved by Name Signature Date | CEO: | | |
| | Michael Bonney |  | 8.8.2023 |
| Implemented | October 2023 | | |
| 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 | N/A | | |
| Professional Associations | Tasmanian Minerals, Manufacturing and Energy Council | | |
| Advisory Bodies | TMEC | | |

II. Course Details

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| <p>Description</p> | <p>This unique mini automated production line, located within the Tasmanian Manufacturing Centre of Excellence in South 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> |

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| 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>Entry is reliant on of a pre- training RTO determination to ensure student has access to an existing workplace.</p> <p>Students must be able to physically participate in the environment including working around a conveyor belt, standing during work and use of hand-held power tools.</p> |
| Academic Pathways | <p>Further training pathways from this qualification include:</p> <ul style="list-style-type: none"> • MSS30322 Certificate III in Competitive Systems and Practices. • MSS40322 Certificate IV in Competitive Systems and Practices | |

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| AQF Criteria | <p>Broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning.</p> <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

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| 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 | Unit Code and Title | Type | Hours |
| | MSS403014 Facilitate team engagement with competitive systems and practices | Core | 60 |
| | MSS403026 - Work within a constrained process | Core | 30 |
| | MSS403081 - Ensure process improvements are sustained | Core | 30 |

IV. Training Arrangements

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| 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 task. Each person assumes a role in the construction and deconstruction of timber 'cabs' in a conveyor belt environment. Four teams 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>Group discussion will be tailored to a student or group's workplace needs, lean principles, tools and culture.</p> <p>Assessment can be tailored to a student's needs, based on the organisation's LNN Assessment Support Guide. For each unit, candidates are provided with learning material.</p> |
| Resources and Student Information | <p>All materials and extensive support resources are available during the workshop.</p> <p>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▪ Attendance information <p>At the commencement of training students will receive:</p> <ul style="list-style-type: none">▪ Induction information 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> |

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| 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> |
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Delivery Schedule

The units of competency will be delivered as:

- Stand-alone units
- Clusters of units
- Combination of stand-alone and clustered

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)

| Topic/Theme | Unit/s of Competency (Code) | Delivery Mode | Assessment |
|---|-----------------------------|---------------|-------------------------------------|
| Facilitate team engagement with competitive systems and practices | MSS403014 | Face to Face | <input checked="" type="checkbox"/> |
| Work within a constrained process | MSS403026 | Face to Face | <input checked="" type="checkbox"/> |
| Ensure process improvements are sustained | MSS403081 | Face to Face | <input checked="" type="checkbox"/> |

V. Assessment Arrangements

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| <p>RPL and Credit Transfer</p> | <p>All learners will be offered RPL and Credit Transfer opportunities at enrolment.</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>Students may apply for RPL in line with the organisation’s RPL and Credit Transfer Guide People Improvers - Enrolment Information</p> |
| <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>LLN skills are assessed in line with the organisation’s LLN Assessment Support Guide for Short Courses.</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 ▪ 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. 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> <p>The in class and in simulation 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.</p> | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Evidence Gathering Techniques</p> | <p>Evidence will be collected from a range of assessment methods that collectively address all the competency criteria and requirements for each unit of competency.</p> <p>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;</p> <p>Legend:</p> <p>A: Written Task B: Q&A Revision Knowledge Test C: Practical/Analytical Task D: Simulation E: Targeted Questioning</p> <table border="1" data-bbox="564 1615 1439 1948"> <thead> <tr> <th data-bbox="564 1615 927 1659">Unit Code and Title</th> <th data-bbox="927 1615 1027 1659">A</th> <th data-bbox="1027 1615 1128 1659">B</th> <th data-bbox="1128 1615 1228 1659">C</th> <th data-bbox="1228 1615 1329 1659">D</th> <th data-bbox="1329 1615 1430 1659">E</th> </tr> </thead> <tbody> <tr> <td data-bbox="564 1659 927 1756">Facilitate team engagement with competitive systems and practices</td> <td data-bbox="927 1659 1027 1756"></td> <td data-bbox="1027 1659 1128 1756"></td> <td data-bbox="1128 1659 1228 1756"></td> <td data-bbox="1228 1659 1329 1756"></td> <td data-bbox="1329 1659 1430 1756"></td> </tr> <tr> <td data-bbox="564 1756 927 1852">Work within a constrained process</td> <td data-bbox="927 1756 1027 1852"></td> <td data-bbox="1027 1756 1128 1852"></td> <td data-bbox="1128 1756 1228 1852"></td> <td data-bbox="1228 1756 1329 1852"></td> <td data-bbox="1329 1756 1430 1852"></td> </tr> <tr> <td data-bbox="564 1852 927 1948">Ensure process improvements are sustained</td> <td data-bbox="927 1852 1027 1948"></td> <td data-bbox="1027 1852 1128 1948"></td> <td data-bbox="1128 1852 1228 1948"></td> <td data-bbox="1228 1852 1329 1948"></td> <td data-bbox="1329 1852 1430 1948"></td> </tr> </tbody> </table> | Unit Code and Title | A | B | C | D | E | Facilitate team engagement with competitive systems and practices | | | | | | Work within a constrained process | | | | | | Ensure process improvements are sustained | | | | | |
| Unit Code and Title | A | B | C | D | E | | | | | | | | | | | | | | | | | | | | |
| Facilitate team engagement with competitive systems and practices | | | | | | | | | | | | | | | | | | | | | | | | | |
| Work within a constrained process | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ensure process improvements are sustained | | | | | | | | | | | | | | | | | | | | | | | | | |

VI. Management

| Instructors | <p>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 General Manager.</p> <p>The following training and assessment staff are proposed to deliver and assess this qualification;</p> | | |
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| | Trainer/Assessor | TAE | Qualifications |
| | Clynton Jaffray | TAE40110 | <p>2016 Diploma Competitive Systems and Practices</p> <p>2014 Certificate IV – Training and Assessment TAE 40110</p> <p>2011 – 2012 Master of Business; University of Tasmania</p> <p>2009 – 2010 Graduate Certificate in Business; University of Tasmania</p> <p>2005 Cert IV Frontline Management TAFE Tasmania</p> <p>2002 – 2008 Caterpillar University</p> <p>2008 CPS (Lean) Black Belt</p> <p>2005 Certified Master Black Belt</p> <p>2004 6Sigma Master Black Belt</p> <p>2003 Certified Black Belt</p> <p>2002 6Sigma Black Belt</p> <p>1995 SGS (International Certification Services Pty Ltd) Internal Auditor Training course ISO9001 & 9002</p> <p>1981 – 1985 Trade Certificate – Fitting and Machining; TAFE Tas.</p> |
| Michael Bonney | TAE40110 | <p>2019 TAEASS502 and TAELLN411 TasTAFE</p> <p>2017 Certificate TAELLN411</p> <p>2016 Diploma Competitive Systems and Practices</p> <p>2013 Masters of Business University of Tasmania</p> <p>2013 Certificate IV – Training and Assessment TAE 40110</p> <p>2012 Graduate Certificate in Business; University of Tasmania</p> <p>2003 - 2006 Caterpillar University</p> <p>2006 Lean Black Belt (Caterpillar production System)</p> <p>2005 6 Sigma Black Belt Certified</p> <p>2003 6 Sigma Black Belt Trained</p> <p>2001 Certificate IV I Front Line and Human Resource Management</p> <p>1989 Trades Certificate Boilermaker Welder</p> | |

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| | Matthew Dickson | TAE40116 | <p>2021 Certificate IV in Training and Assessment NDA Computing 2015 MSS40312 Certificate IV in Competitive Systems and Practices University of Tasmania 2014: Graduate Certificate in Human Factors and Safety Management Systems - University of South Australia 2008: Master of Business Administration - University of Tasmania 2000: Graduate Diploma in Environmental Studies with Honours University of Tasmania.</p> |
| | Mark Shelton | TAE40110 | <p>2012 Certificate IV – Training and Assessment TAE 40110 Federation Training 2015 Associate Degree of Training Education Federation University Australia 2017 TAE LNN411 Federation Training</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>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 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> | | |

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| | <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 and 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 ▪ 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 ▪ Scheduled industry consultation ▪ Review of completion rates of the record of assessment for each group of students ▪ Review of the above processes used to validate assessments |

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| <p>Training Package Transition Management</p> | <p>The General Manager and 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 Management Committee 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> |
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