



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **MSACMG710A Improve visual management in the workplace**

**Revision Number: 1**

## MSACMG710A Improve visual management in the workplace

### Modification History

Not applicable.

### Unit Descriptor

<b>Unit descriptor</b>	This unit covers the assessment of current visual management strategies and techniques in the workplace and improving the application of visual management strategies and techniques and their integration into the overall competitive improvement approach of the enterprise.
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to improving an organisation's visual management in the workplace. The level of existing visual management is not required to be extensive for the unit to apply. This unit covers examining the workplace to determine the effectiveness of current visual management strategies and tools, the determination of additional/alternative visual management strategies and tools and their integration into overall improvement strategies within the enterprise.</p> <p>The visual management may be applied to the whole enterprise or a production area or a support area and can either be active visual management strategies such as operator controlled status indicators or passive such as information boards or information islands containing production and other data to give employees access to production, occupational health and safety (OHS), equipment availability or other data.</p>
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### Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

<b>Prerequisite units</b>		

## Employability Skills Information

<b>Employability skills</b>	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. Determine current visual management activities and information needs	1.1. Identify current visual management activities and provided information 1.2. Establish extent of linkage of visual management activities and provided information to other competitive manufacturing strategies and techniques 1.3. Identify problems and improvements which could be made 1.4. Determine root cause of problems 1.5. Determine visual management techniques and information needs for improvement to occur 1.6. Determine benefit which would accrue from improvement and cost of providing the information
2. Choose which things to display visually	2.1. List all valuable information identified 2.2. Rank possible information based on benefit/cost or other agreed basis 2.3. Agree on the critical information and possible information sources which should be included in the visual management system 2.4. Negotiate the provision of this critical information to an adequate precision and in a timely manner
3. Choose display method	3.1. Choose the most appropriate display method for each item of critical information 3.2. Determine the most appropriate location for the visual display of each item of critical information 3.3. Determine the appropriate source and approving authority for display information 3.4. Review the chosen information, information source, display method and location to ensure the right display of the right information 3.5. Validate data/information as required by methodology
4. Review the results of visual management	4.1. Review actual benefit gained and the actual cost of providing the information 4.2. Validate the appropriateness of the information provided for delivering the intended outcome 4.3. Initiate appropriate improvements to the visual management system 4.4. Follow through on improvement actions to ensure they are fully implemented



## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- ability to cooperate and work with others, both internally and externally to the work group
- analysis and planning
- communication skills (both receiving and sending communications)
- problem solving and prioritising

#### Required knowledge

- understanding of the organisation's processes subject to the visual management to a level needed to apply visual management to it
- operator visual management techniques including:
  - comparators, status and indicators
  - colour standards and standard signalling
  - tools
  - andon lights (visual alarm of a problem - manual or automatic actuation, may also include audible alarm)
  - the use of tags, labels and similar
- visual management strategies to provide information to employees including:
  - to provide status at a glance - normal versus abnormal conditions/quality
  - to reinforce standard work
  - to predict quality/productivity problems
  - to provide instructions, directions, reminders
  - to inform, alert and motivate workers
  - as a safety and environmental tool
- the application of visual management as part of:
  - 5S, 5S audits
  - quick changeover
  - proactive maintenance
  - kanban
  - flow
  - waste walks
  - kaizen events

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Demonstrates skills and knowledge required to:</p> <ul style="list-style-type: none"> <li>• undertake visual management improvement</li> <li>• implement (or initiate and follow through on the implementation of) the actions which flow from the visual management project</li> <li>• examine the outcomes and identify improvements.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment may occur on the job or in an appropriately simulated environment. Access is required to real or appropriately simulated situations, including work areas, materials and equipment, and to information on workplace practices and OHS practices.</p> <p>Where applicable, reasonable adjustment must be made to work environments and training situations to accommodate ethnicity, age, gender, demographics and disability.</p> <p>Access must be provided to appropriate learning and/or assessment support when required. Where applicable, physical resources should include equipment modified for people with disabilities.</p>
<b>Method of assessment</b>	<ul style="list-style-type: none"> <li>• Assessment must satisfy the endorsed assessment guidelines of the Manufacturing Training Package.</li> <li>• Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge.</li> <li>• Assessment methods must be by direct observation of tasks and include questioning on underpinning knowledge to ensure its correct interpretation and application.</li> <li>• Assessment may be applied under project related conditions (real or simulated) and require evidence of process.</li> <li>• Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred</li> </ul>

<b>EVIDENCE GUIDE</b>	
	to other circumstances. <ul style="list-style-type: none"><li>• Assessment may be in conjunction with assessment of other units of competency where required.</li></ul>
<b>Guidance information for assessment</b>	Assessment processes and techniques must be culturally appropriate and appropriate to the language and literacy capacity of the candidate and the work being performed.



## 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.

#### **Purposes of visual control**

The purposes of visual management include:

- making the problems, abnormalities or deviations from standard visible to everyone and thus corrective action can be taken immediately
- displaying the operating or progress status in a easy to see format
- providing instruction
- conveying information
- providing immediate feedback to people
- create structure
- develop agreement on standards and indicators
- improving health, safety and environment (HSE) performance

#### **Determine information required**

Determining information which may be required can include:

- discussions with users
- discussion with generators of information (e.g. sales, marketing, production planning or maintenance departments to determine available information)
- comparing current state with future state
- identifying information causes of current problems

#### **Method for displaying information**

Method for displaying information may include:

- colour coding
- pictures/graphics
- kanban cards
- coloured lines
- signage
- labelling
- control boards

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• area information boards</li> <li>• gauges and dials</li> <li>• checklists</li> <li>• Gantt charts</li> </ul>
<b>Where to display</b>	<p>Information may be displayed:</p> <ul style="list-style-type: none"> <li>• at the machine or cell/on the plant or equipment (e.g. performance feedback, process conditions)</li> <li>• at a workstation (e.g. work instructions)</li> <li>• on a control panel</li> <li>• centrally (e.g. general plant or team information)</li> <li>• visible to all (e.g. andon lights, HSE alarms)</li> </ul>

### Unit Sector(s)

<b>Unit sector</b>	CM Graduate
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### Competency field

<b>Competency field</b>	
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### Co-requisite units

<b>Co-requisite units</b>		