

# Qualification Handbook

## BIIAB Level 2 NVQ Diploma in Business Improvement Techniques

601/6634/4

C00/0754/3

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## BIIAB Level 2 NVQ Diploma in Business Improvement Techniques

### 1. About the BIIAB Level 2 NVQ Diploma in Business Improvement Techniques

BIIAB is regulated to deliver this qualification by Ofqual, Qualifications Wales and CCEA Regulations in England, Wales and Northern Ireland respectively. The qualification has a unique Qualification Number (QN) which is shown below. Each unit within the qualification will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

Qualification title	Qualification Number (QN)	Qualifications Wales Approval/Designation Number
BIIAB Level 2 NVQ Diploma in Business Improvement Techniques (QCF)	601/6634/4	C00/0754/3

The BIIAB Level 2 NVQ Diploma in Business Improvement Techniques has been designed to allow learners to obtain and then demonstrate the skills to work effectively and flexibly with a business improvement role.

### 2. About this pack

This support pack has been developed to provide guidance for learners, assessors and verifiers undertaking, delivering, or quality assuring this qualification.

The purpose of the support pack is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualification, in one place. If this pack is updated, centres will be notified via the BIIAB monthly newsletter which goes to approved centres.

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### 3. BIIAB Customer Service

BIIAB is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via [www.biiab.org](http://www.biiab.org).

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Friday by using the contact details below, or outside those hours by leaving a message on our voicemail service.

Customer Service Contact Details:

- Phone: 01276 684449
- Email: [customersupport@bii.org](mailto:customersupport@bii.org)

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- Centres available in the local area
- appeals
- whistleblowing.

### 4. What are Rules of Combination (ROC)?

Under the Regulatory Framework qualifications can be made up of a combination of mandatory and/or optional units. The units and credits required to complete a qualification are set out by the rules of combination (RoC). The RoC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The amount of credit that must be achieved within specific groupings of units (e.g. Mandatory, Optional Unit, and Optional groups)
- The minimum credit which must be achieved at the level or above the level of the qualification
- The Total Qualification Time (TQT)
- The title, Unit Regulation Number and BIIAB Unit number for each unit, alongside its level, credit, and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.

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### 5. BIIAB Level 2 NVQ Diploma in Business Improvement Techniques Rules of Combination (ROC) and structure

To achieve the Level 2 NVQ Diploma in Business Improvement Techniques learners **must** gain a **total of 56** credits. This **must** consist of:

- Learners must complete all mandatory units in Mandatory Group M (12 credits) and select one of the following pathways:

Pathway 1 - Process Improvement:

- Learners must complete all units in Group M1.
- Learners can choose to complete a minimum of one unit in Group O1, or a minimum of one unit in Group O2.

Pathway 2- Quality Improvement:

- Learners must complete all units in Group M2.
- Learners can choose to complete a minimum of:
  - two units in Group O3, or
  - one unit in Group O3 and a minimum of one unit in Group O4.

- **GLH: 249**

- **TQT: 560**

The qualification has been developed based upon industry feedback as to the fundamental skills required to work in the sector at the level.

Listed below are the qualification units.

#### Mandatory Group M

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT1	A/601/5013	Complying with statutory regulations and organisational safety requirements	5	2	35	Portfolio
BIT41	J/600/2491	Contributing to effective team working	7	2	26	Portfolio

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### P1 (Process Improvement Pathway) (Pathway) M1 (Process Improvement Mandatory units)

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT42	L/600/2492	Contributing to the application of workplace organisation techniques	12	2	51	Portfolio
BIT43	Y/600/2513	Contributing to the application of continuous improvement techniques _Kaizen	14	2	55	Portfolio
BIT44	D/600/2514	Contributing to the development of visual management systems	9	2	41	Portfolio

### Optional Group O1

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT45	H/600/2515	Contributing to the analysis and selection of parts for improvement	15	2	55	Portfolio
BIT46	K/600/2516	Contributing to carrying out lead time analysis	10	2	41	Portfolio
BIT47	M/600/2517	Carrying out set-up reduction techniques	15	2	55	Portfolio
BIT48	T/600/2518	Carrying out autonomous maintenance	13	2	52	Portfolio
BIT49	A/600/2519	Contributing to the application of problem solving techniques	9	2	41	Portfolio
BIT50	T/600/2521	Carrying out flow process analysis	14	2	55	Portfolio
BIT51	F/600/2523	Contributing to the creation of standard operating procedures _SOP_	9	2	41	Portfolio

### Optional Group O2

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT52	J/600/2538	Contributing to the application of Six Sigma methodology to a project	15	2	59	Portfolio
BIT53	J/600/2541	Contributing to the application of basic statistical analysis	13	2	52	Portfolio
BIT54	Y/600/2544	Contributing to the application of statistical process control _SPC_ procedures	9	2	41	Portfolio
BIT55	D/600/2545	Contributing to the application of failure modes and effects analysis _FMEA_	11	2	41	Portfolio
BIT56	M/600/2548	Contributing to the application of measurement systems analysis _MSA_	11	2	41	Portfolio
BIT57	K/600/2550	Carrying out mistake/error proofing _Poka Yoke_	10	2	41	Portfolio
BIT58	F/600/2540	Contributing to the application of Six Sigma process mapping	14	2	55	Portfolio

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### P2 (Quality Improvement Pathway) (Pathway)

#### Mandatory Group M2

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT52	J/600/2538	Contributing to the application of Six Sigma methodology to a project	15	2	59	Portfolio
BIT58	F/600/2540	Contributing to the application of Six Sigma process mapping	14	2	55	Portfolio
BIT53	J/600/2541	Contributing to the application of basic statistical analysis	13	2	52	Portfolio

#### Optional Group O3

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT54	Y/600/2544	Contributing to the application of statistical process control _SPC_ procedures	9	2	41	Portfolio
BIT55	D/600/2545	Contributing to the application of failure modes and effects analysis _FMEA_	11	2	41	Portfolio
BIT56	M/600/2548	Contributing to the application of measurement systems analysis _MSA_	11	2	41	Portfolio
BIT57	K/600/2550	Carrying out mistake/error proofing _Poka Yoke_	10	2	41	Portfolio

#### Optional Group O4

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT42	L/600/2492	Contributing to the application of workplace organisation techniques	12	2	51	Portfolio
BIT43	Y/600/2513	Contributing to the application of continuous improvement techniques _Kaizen_	14	2	55	Portfolio
BIT44	D/600/2514	Contributing to the development of visual management systems	9	2	41	Portfolio
BIT45	H/600/2515	Contributing to the analysis and selection of parts for improvement	15	2	55	Portfolio
BIT46	K/600/2516	Contributing to carrying out lead time analysis	10	2	41	Portfolio
BIT47	M/600/2517	Carrying out set-up reduction techniques	15	2	55	Portfolio
BIT48	T/600/2518	Carrying out autonomous maintenance	13	2	52	Portfolio
BIT49	A/600/2519	Contributing to the application of problem solving techniques	9	2	41	Portfolio
BIT50	T/600/2521	Carrying out flow process analysis	14	2	55	Portfolio

## **BIIAB Level 2 NVQ Diploma in Business Improvement Techniques**

### **6. Age Restriction**

The BIIAB Level 2 Certificate In Lean Organisation Management Techniques (QCF) is appropriate for use in the following age ranges:

- 16-18
- 19+.

### **7. Entry Requirements and Progression**

There are no entry requirements for this qualification. However, learners must be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

The qualification is designed to equip learners with the skills and understanding to work effectively within a business improvement role, and the principles to work effectively. It also will allow for a number of progression routes to employment and into other areas of learning.

Achievement of the qualification offers opportunities for progression, including:

- Intermediate apprenticeship in improving operational performance
- BIIAB Level 3 Diploma In Business Improvement Techniques (QCF) 601/6603/4
- Employment opportunities and career progression.



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### 8. Assessment

#### Overview of assessment strategy

The qualification contains competence units. Competence units are assessed following NVQ principles.

Assessments provided by BIIAB will ensure that effective learning has taken place and that learners have the opportunity to:

- Meet the assessment criteria
- Achieve the learning outcomes.

#### Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards. The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask questions based on the knowledge required to do the work, to ascertain the knowledge and understanding of the learner.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will see review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will verify the assessment and internal verification decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

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### Requirements of Assessors, Expert Witnesses, Internal and External Quality Assurers

Candidates may be assessed, moderated or verified either by one or several appointed individuals.

**Assessors** - The primary responsibility of an assessor is to assess candidates' performance in a range of tasks and to ensure the evidence submitted by the candidate meets the requirements of the assessment criteria. It is important that an assessor can recognise occupational competence as specified by the national standard. Assessors therefore need to have a thorough understanding of assessment and quality assurance practices, as well as have in-depth technical understanding related to the qualifications for which they are assessing candidates. To be able to assess candidates, assessors **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to assess candidates undertaking competence-based units and qualifications. Assessors holding older qualifications **must** be able to demonstrate that they are assessing to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. Any assessors working towards an appropriate qualification **must** ensure their decisions are countersigned by a suitably-qualified assessor/verifier and should be supported by a qualified assessor throughout their training period.
- have a working knowledge of the process, techniques and procedures where business improvement techniques have been implemented. Assessors must provide current evidence of competence, knowledge and understanding in the areas to be assessed. This will normally be achieved through demonstrating competence in the roles which are to be assessed, or demonstrated by relevant experience and continuing professional development (CPD) which may include the achievement of qualifications relevant to the areas being assessed.
- have a full and current understanding of the National Occupational Standards, units of competence and requirements of the qualifications being assessed, including the quality of assessment and the assessment process. It is the responsibility of approved centres to select and appoint assessors.

**Expert Witnesses** – Witnesses don't have to be "expert". They can be drawn from a wide range of people who can attest to the candidate's performance in the workplace, such as line managers, experienced workplace colleagues, customers or clients. They need to:

- provide a written statement about the quality and authenticity of the candidate's work
- have first-hand experience of the candidate's performance and understanding.

As the assessment decision lies with the Assessor, it is their responsibility to verify this and, where challenged, to justify their acceptance of third party 'witness testimony' to the Internal Quality Assurer.

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**Internal Quality Assurer (IQA)** - A primary responsibility of IQAs is to assure the quality and consistency of assessments by the assessors for whom they are responsible. IQAs therefore need to have a thorough understanding of quality assurance and assessment practices, as well as sufficient technical understanding related to the qualifications that they are internally verifying. It will be the responsibility of the approved centre to select and appoint IQAs.

IQAs **must**:

- hold an appropriate qualification, as specified by the appropriate regulatory authority, confirming their competence to internally verify competence-based assessments and candidates. IQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If an IQA is working towards an appropriate qualification, his/her decisions **must** be countersigned by a suitably qualified IQA and should be supported by a qualified IQA throughout the training period.
- have a working knowledge of the process, techniques and procedures where business improvement techniques have been implemented. IQAs **must** demonstrate sufficient and current understanding of the qualifications to be internally verified, and know how they are applied in business.
- demonstrate competent practice in internal verification of assessment, and demonstrate understanding of the principles and practices of internal verification of assessment, including the quality of assessment and the assessment process.

**External Quality Assurer (EQA)** - The primary responsibility of EQAs is to assure quality of internal verification and assessments across the centres for which they are responsible. EQAs **must** have a thorough understanding of quality assurance and assessment practices, as well as in-depth technical knowledge related to the qualifications that they are externally verifying.

EQAs **must**:

- hold an appropriate qualification as specified by the appropriate regulatory authority, confirming their competence to verify competence-based assessments. EQAs holding older qualifications **must** be able to demonstrate that they are verifying to the current standards;

OR

- be working toward an appropriate qualification, as specified by the appropriate regulatory authority. If EQAs are working towards an appropriate qualification, their decisions **must** be countersigned by a suitably qualified EQA and should be supported by a qualified EQA throughout their training period.
- have a working knowledge of business improvement techniques. EQAs must demonstrate sufficient and current understanding of the qualifications to be verified, and know how they are applied in business.
- demonstrate competent practice in external verification of assessment, and demonstrate understanding of the principles and practices of external verification of assessment, including the quality of assessment and the assessment process. It is the responsibility of the awarding organisation to select and appoint EQAs.

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Awarding Organisations require all assessors, moderators and verifiers to maintain current subject competence to deliver these functions and recognise this can be achieved in many ways. However, such information **must** be formally recorded in individual CPD records that are maintained in assessment centres.

### Evidence from Workplace Performance

- Evidence of occupational competence of all competence units at any level, should be generated and collected through performance under workplace conditions. This includes the knowledge-based learning outcomes and assessment criteria of the competence units.
- These conditions would be those typical to the candidate's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all candidates. However, assessors **must** ensure that, as far as possible, the conditions for assessment should be those under which the candidate usually works.

### Simulation

Simulation of work tasks and activities must take place in a **realistic working environment**. A RWE is "an environment which replicates the key characteristics in which the skill to be assessed is normally employed". The RWE must provide conditions the same as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working. Simulation can be used across all units, although it's preferable to use it in the mandatory unit.

Any simulation **must** be approved in advance by the External Quality Assurer, and clear reasons must be given for its intended use. If approval is given, all Awarding Organisation guidance and requirements must be observed.

### Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The main reasons for an appeal are likely to be:

- Learners do **not** understand why they are **not** yet regarded as competent, because of unsatisfactory feedback from the assessor
- Learners believe they are competent and that the assessor has misjudged them, or has failed to utilise some vital evidence.

BIIAB expects most appeals from candidates to be resolved within the centre. BIIAB will only consider a candidate's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB's appeals procedure please refer to [www.biiab.org](http://www.biiab.org).

## **9. Initial Assessment and Induction**

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, or credits they have accumulated, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.

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### 10. Resources

BIIAB provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units, including a Summative Reflective account template
- Access to the units.

All of these resources are available for download via The Hub on [centrezone.bii.org](http://centrezone.bii.org).

The Hub is a secure area within CentreZone which centres approved for the qualification can access. The Hub contains documents relevant to the qualification. Centres will find The Hub on the list of tabs in CentreZone.

#### Evidence matrixes

BIIAB provide a matrix that supports each competence unit. These are also identified within each of the unit information sections identified below. It is not essential that these resources are used to support the delivery of the content of the qualification; however they have been mapped against the learning outcomes and assessment criteria.

The evidence matrix is designed to help the learner and assessor with evidence collection. It is a mapping activity to ensure that all the 'Assessment Criteria' contained in the learning outcomes and covered, and is intended to help to keep the volume of evidence to a minimum. One matrix (or appropriate equivalent recording device) **must** be completed for each unit.

It is expected that a selection of various types of evidence is used as appropriate; columns in the matrix enable the assessor to enter the evidence type, e.g. Report, Log, Written Statement, and also the assessment method, e.g. Obs (= Observation), as shown in the assessment method key. By inserting portfolio reference numbers in the box provided, it will enable the assessor, IQA and EQA quickly to locate the evidence which is being submitted to demonstrate competence.

Examples of types of evidence learners could provide to prove competence:

- Record of observation of performance in the workplace
- Professional discussion
- Reflective account
- Product evidence (eg implementation plans, correspondence, work records)
- Testimony from senior colleagues/clients
- Personal report of actions and circumstances
- Recognition of Prior Achievement (RPA)
- Records of questioning
- Other.

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### **Access to the units**

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. BIIAB includes the mandatory units within this pack, and makes all units available via [centrezon.bii.org](http://centrezon.bii.org)

### **Summative Reflective Account**

In order to claim the unit(s) for the qualification, the learner will need to complete a summative reflective account, to reflect on their qualification, what they have learnt and how they have been able to apply this within their work role.

## **11. Design and delivery**

Centres must refer to the units that form the qualification and the standard that must be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spend in preparation, study or any other supervised learning, study or assessment for an average learner.

When planning how to deliver the qualification it is important to refer to this definition.

Centres must refer to the Assessment Principles and Additional Requirements detailed in this handbook when planning the delivery and assessment of these qualifications.

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### **12. Format of Units**

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

#### **Unit Title**

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

#### **Unit Number / Unique Reference Number (URN)**

The Unique Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign their own unique unit numbers which will in most instances be the same number when the unit is used in multiple BIIAB qualifications.

#### **Level**

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to either National Occupational Standards or the level descriptors.

#### **Credit**

When a whole unit is completed the learner will achieve credits specified by the number of hours learning time it will take an average learner to complete the unit including the assessment.

#### **Guided Learning Hours (GLH)**

The time required by the unit for specific guidance to be provided by a tutor, mentor or expert in the subject area, for example in a training session or a one-to-one.

#### **Learning Outcomes and Assessment Criteria**

Learning Outcomes are what is expected that the learner will know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



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### 13. Initial Registration

#### Registration and certification

Learners should be registered and certificated via BIIAB's On-line Registration and Certification Service (ORCS) [www.orcs.biiab.org](http://www.orcs.biiab.org). Please refer to BIIAB's Centre Guidance for using ORCS.

#### Equal Opportunities and Diversity Policy

BIIAB has in place an equal opportunities policy, a copy can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

BIIAB is committed to ensure that:

- Approved centres operate an equal opportunities policy
- Approved centres communicate the policy to staff and learners
- Approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- Approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements.

#### Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments must inform their assessor at the beginning of their course of their requirements. BIIAB has a reasonable adjustment policy in place, a copy of which is provided to all BIIAB approved centres and can be found at <http://centrezone.bii.org/thehub/apprenticeships/qadocuments>.

## **14. Mandatory Units**

The following units are mandatory for these qualifications. For access to all optional units please visit [centrezone.bii.org](http://centrezone.bii.org).

<b>Unit Title</b>	<b>Complying with statutory regulations and organisational safety requirements</b>	
<b>BIIAB Reference</b>	<b>BIT1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>35</b>	
<b>Unit Reference No.</b>	<b>A/601/5013</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Comply with statutory regulations and organisational safety requirements	1.1	Comply with their duties and obligations as defined in the Health and Safety at Work Act
	1.2	Demonstrate their understanding of their duties and obligations to health and safety by: <ul style="list-style-type: none"> <li>• applying in principle their duties and responsibilities as an individual under the Health and Safety at Work Act</li> <li>• identifying, within their organisation, appropriate sources of information and guidance on health and safety issues, such as: <ul style="list-style-type: none"> <li>- eye protection and personal protective equipment (PPE)</li> <li>- COSHH regulations</li> <li>- Risk assessments</li> </ul> </li> <li>• identifying the warning signs and labels of the main groups of hazardous or dangerous substances</li> <li>• complying with the appropriate statutory regulations at all times</li> </ul>
	1.3	Present themselves in the workplace suitably prepared for the activities to be undertaken
	1.4	Follow organisational accident and emergency procedures
	1.5	Comply with emergency requirements, to include: <ul style="list-style-type: none"> <li>• identifying the appropriate qualified first aiders and the location of first aid facilities</li> <li>• identifying the procedures to be followed in the event of injury to themselves or others</li> <li>• following organisational procedures in the event of fire and the evacuation of premises</li> <li>• identifying the procedures to be followed in the event of dangerous occurrences or hazardous malfunctions of equipment</li> </ul>
	1.6	Recognise and control hazards in the workplace
	1.7	Identify the hazards and risks that are associated with the following: <ul style="list-style-type: none"> <li>• their working environment</li> <li>• the equipment that they use</li> <li>• materials and substances (where appropriate) that they use</li> <li>• working practices that do not follow laid-down procedures</li> </ul>
	1.8	Use correct manual lifting and carrying techniques

<b>Unit Title</b>	<b>Complying with statutory regulations and organisational safety requirements</b>	
<b>BIIAB Reference</b>	<b>BIT1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>35</b>	
<b>Unit Reference No.</b>	<b>A/601/5013</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	1.9	Demonstrate one of the following methods of manual lifting and carrying: <ul style="list-style-type: none"> <li>• lifting alone</li> <li>• with assistance of others</li> <li>• with mechanical assistance</li> </ul>
	1.10	Apply safe working practices and procedures to include: <ul style="list-style-type: none"> <li>• maintaining a tidy workplace, with exits and gangways free from obstruction</li> <li>• using equipment safely and only for the purpose intended</li> <li>• observing organisational safety rules, signs and hazard warnings</li> <li>• taking measures to protect others from any harm resulting from the work that they are carrying out</li> </ul>
2 Know how to comply with statutory regulations and organisational safety requirements	2.1	Describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act, and other current legislation (such as The Management of Health and Safety at Work Regulations, Workplace Health and Safety and Welfare Regulations, Personal Protective Equipment at Work Regulations, Manual Handling Operations Regulations, Provision and Use of Work Equipment Regulations, Display Screen at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)
	2.2	Describe the specific regulations and safe working practices and procedures that apply to their work activities
	2.3	Describe the warning signs for the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations
	2.4	Explain how to locate relevant health and safety information for their tasks, and the sources of expert assistance when help is needed
	2.5	Explain what constitutes a hazard in the workplace (such as moving parts of machinery, electricity, slippery and uneven surfaces, poorly placed equipment, dust and fumes, handling and transporting, contaminants and irritants, material ejection, fire, working at height, environment, pressure/stored energy systems, volatile, flammable or toxic materials, unshielded processes, working in confined spaces)

<b>Unit Title</b>	<b>Complying with statutory regulations and organisational safety requirements</b>	
<b>BIIAB Reference</b>	<b>BIT1</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>5</b>	
<b>GLH</b>	<b>35</b>	
<b>Unit Reference No.</b>	<b>A/601/5013</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	2.6	Describe their responsibilities for identifying and dealing with hazards and reducing risks in the workplace
	2.7	Describe the risks associated with their working environment (such as the tools, materials and equipment that they use, spillages of oil, chemicals and other substances, not reporting accidental breakages of tools or equipment and not following laid-down working practices and procedures)
	2.8	Describe the processes and procedures that are used to identify and rate the level of risk (such as safety inspections, the use of hazard checklists, carrying out risk assessments, COSHH assessments)
	2.9	Describe the first aid facilities that exist within their work area and within the organisation in general; the procedures to be followed in the case of accidents involving injury
	2.10	Explain what constitute dangerous occurrences and hazardous malfunctions, and why these must be reported even if no-one is injured
	2.11	Describe the procedures for sounding the emergency alarms, evacuation procedures and escape routes to be used, and the need to report their presence at the appropriate assembly point
	2.12	Describe the organisational policy with regard to firefighting procedures; the common causes of fire and what they can do to help prevent them
	2.13	Describe the protective clothing and equipment that is available for their areas of activity
	2.14	Explain how to safely lift and carry loads, and the manual and mechanical aids available
	2.15	Explain how to prepare and maintain safe working areas; the standards and procedures to ensure good housekeeping
	2.16	Describe the importance of safe storage of tools, equipment, materials and products
	2.17	Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

<b>Unit Title</b>	<b>Contributing to effective team working</b>	
<b>BIIAB Reference</b>	<b>BIT41</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>7</b>	
<b>GLH</b>	<b>26</b>	
<b>Unit Reference No.</b>	<b>J/600/2491</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to effective team working	1.1	Establish and maintain productive working relationships, using the key performance measures and communication processes available to them
	1.2	Establish and maintain good working relationships with three of the following: <ul style="list-style-type: none"> <li>• colleagues within their own workgroup</li> <li>• colleagues in other workgroups</li> <li>• immediate line management</li> <li>• those for whom they have responsibility</li> <li>• external contacts</li> </ul>
	1.3	Deal with disagreements in an amicable and constructive way, using relevant information and data to support views and arguments
	1.4	Provide ideas and solutions to find ways of resolving issues that cause concern and disagreement
	1.5	Use all relevant information available to them to keep others informed about work plans or activities which affect them
	1.6	Communicate orally by three of the following: <ul style="list-style-type: none"> <li>• question and answer sessions</li> <li>• team briefings</li> <li>• brainstorming sessions</li> <li>• problem resolution processes</li> </ul>
	1.7	Communicate in writing and/or electronically, to include three from the following: <ul style="list-style-type: none"> <li>• maintaining up-to-date key performance indicators for the work area</li> <li>• adding ideas and actions to team boards</li> <li>• processing information</li> <li>• communicating via e-mail/internal network services</li> <li>• producing briefs or updates</li> </ul>
	1.8	Seek assistance from others in a polite, courteous way, without disturbing normal work activities
	1.9	Respond in a timely and positive way, using data and information available when others ask for help or information

<b>Unit Title</b>	<b>Contributing to effective team working</b>	
<b>BIIAB Reference</b>	<b>BIT41</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>7</b>	
<b>GLH</b>	<b>26</b>	
<b>Unit Reference No.</b>	<b>J/600/2491</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Know how to contribute to effective team working	2.1	Describe the importance of creating and maintaining effective working relationships
	2.2	Describe the types of problem that can occur with working relationships
	2.3	Explain how their own behaviour, dress and language can affect working relationships
	2.4	Describe the actions that can be taken to deal with specific difficulties in working relationships
	2.5	Describe the importance of challenging fixed ideas within the team
	2.6	Explain how to challenge fixed ideas without causing problems with working relationships
	2.7	Explain how to use data and information to help resolve concerns and disagreements
	2.8	Describe from whom they should seek assistance when they have difficulties with working relationships
	2.9	Describe the importance of sharing their knowledge, information and performance measures with other people in their team and with other groups
	2.10	Explain how to use the data and information available to them to communicate their performance effectively to others
	2.11	Describe the types of information and data available in their area (such as key performance measures for RFT, quality, target versus actual, scrap, OEE, SPC)
	2.12	Describe the use of problem resolution processes and action planning; continuous improvement, brainstorming and the trialling of new ideas
	2.13	Describe the mixture of skills and experience available in their team to support them or the process when problems occur (team skills matrix)
	2.14	Explain why they need to keep others involved in any plans or activities that they may be doing
	2.15	Describe the types of support or assistance that they might need from others
	2.16	Describe the importance of being polite when requesting assistance
	2.17	Describe the types of disruption that can be caused by inopportune requests for assistance

<b>Unit Title</b>	<b>Contributing to effective team working</b>	
<b>BIIAB Reference</b>	<b>BIT41</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>7</b>	
<b>GLH</b>	<b>26</b>	
<b>Unit Reference No.</b>	<b>J/600/2491</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Know how to contribute to effective team working (Cont....)	2.18	Describe the methods used in their area for effective communication (such as team briefings covering team performance, quality, cost, delivery, people; team boards for general information; process performance boards covering measures, graphs, action plans)
	2.19	Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve



<b>Unit Title</b>	<b>Contributing to the application of workplace organisation techniques</b>	
<b>BIIAB Reference</b>	<b>BIT42</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>12</b>	
<b>GLH</b>	<b>51</b>	
<b>Unit Reference No.</b>	<b>L/600/2492</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the application of workplace organisation techniques	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines
	1.2	Use workplace organisation techniques within the chosen work area and establish and agree the area score
	1.3	Identify where information, resources or equipment is missing or is in surplus and where improvements can be made
	1.4	Make recommendations for the creation of, or changes to, standard operating procedures (SOPs), and visual controls that everyone works to within the area
	1.5	Recommend the creation of or changes to standard operating procedures which cover two of the following: <ul style="list-style-type: none"> <li>• cleaning of equipment/work area</li> <li>• maintenance of equipment</li> <li>• health and safety</li> <li>• process procedures</li> <li>• manufacturing operations/working processes</li> <li>• quality systems</li> <li>• regulatory compliance system</li> </ul>
	1.6	Recommend the creation of changes to visual controls, which cover two of the following: <ul style="list-style-type: none"> <li>• shadow boards or an alternative (such a labelled racking and storage systems), to standardise the storage and location of area resources and/or equipment</li> <li>• colour coding</li> <li>• line status systems (such as line process system)</li> <li>• skills matrix</li> <li>• performance measures</li> <li>• process control boards</li> <li>• improvement systems</li> <li>• planning systems</li> </ul>
	1.7	Make agreed improvements to the workplace organisation and establish and agree the new improved area score

<b>Unit Title</b>	<b>Contributing to the application of workplace organisation techniques</b>	
<b>BIIAB Reference</b>	<b>BIT42</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>12</b>	
<b>GLH</b>	<b>51</b>	
<b>Unit Reference No.</b>	<b>L/600/2492</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Know how to contribute to the application of workplace organisation techniques	2.1	Describe the health and safety requirements of the area in which they are carrying out the workplace organisation activity
	2.2	Describe the factors to be considered when selecting a work area for an activity (such as: cleanliness, health and safety product quality)
	2.3	Describe the procedure used to identify and address surplus or missing equipment or resources (such as carrying out a 'red tagging' exercise)
	2.4	Explain how to arrange and label the necessary resources or equipment for rapid identification and access
	2.5	Explain how to make recommendations for the creation of, or changes to, standard operating procedures (SOPs) or other approved documentation
	2.6	Explain how to score and audit the workplace organisation
	2.7	Describe the techniques required to communicate information using visual systems (such as shadow boards, performance charts, KPIs)
	2.8	Describe the extent of their own authority, and to whom they should report to, in the event of problems that they cannot resolve

<b>Unit Title</b>	<b>Contributing to the application of continuous improvement techniques _Kaizen_</b>	
<b>BIIAB Reference</b>	<b>BIT43</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>14</b>	
<b>GLH</b>	<b>55</b>	
<b>Unit Reference No.</b>	<b>Y/600/2513</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the application of continuous improvement techniques (Kaizen)	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines
	1.2	Plan the Kaizen process for the agreed work area/activity to include plan, do, check, act
	1.3	Use the established objectives and targets for the Kaizen activity
	1.4	Carry out the Kaizen activity within the chosen work area/activity
	1.5	Identify waste, problems or conditions within the work area or activity where improvements can be made
	1.6	Identify improvements which cover three of the following: <ul style="list-style-type: none"> <li>• reduction in cost</li> <li>• improved health and safety and/or working environment</li> <li>• improved quality</li> <li>• improved regulatory compliance</li> <li>• improvements to working practices</li> <li>• reduction in lead time</li> <li>• reduction in waste and/or energy usage</li> <li>• improved customer service</li> <li>• improved resource utilisation</li> </ul>
	1.7	Carry out a structured waste elimination activity, based on the identified wastes, problems or conditions
	1.8	Make recommendations for the creation or changes to standard operating procedures (SOP's) or other approved documentation that will sustain the improvement made, resulting from the Kaizen activity
	1.9	Identify and apply improvements, which cover two of the following: <ul style="list-style-type: none"> <li>• cleaning of equipment or work area</li> <li>• maintenance of equipment</li> <li>• health and safety</li> <li>• process procedures</li> <li>• manufacturing operations or work area operations</li> <li>• quality system</li> <li>• regulatory compliance systems</li> </ul>
	1.10	Use the determined measure of performance for quality, cost and delivery

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Contributing to the application of continuous improvement techniques _Kaizen_</b> <b>BIT43</b> <b>2</b> <b>14</b> <b>55</b> <b>Y/600/2513</b>														
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>														
Contribute to the application of continuous improvement techniques (Kaizen) (Cont.....)	<table border="1"> <tr> <td data-bbox="659 551 715 584">1.1.1</td> <td data-bbox="715 551 1439 663">Provide comparisons of the agreed work area/activity before and after the kaizen activity (to confirm improvements) using key performance indicators</td> </tr> <tr> <td data-bbox="659 663 715 696">1.1.2</td> <td data-bbox="715 663 1439 1234">           Record and show business improvement, using one of the following key performance indicators:           <ul style="list-style-type: none"> <li>• not right first time (as a percentage or as parts per million (PPM))</li> <li>• company-specific quality measure</li> <li>• delivery schedule achievement</li> <li>• company-specific delivery measure</li> <li>• parts per operator hour (PPOH)</li> <li>• production volume</li> <li>• value added per person (VAPP)</li> <li>• overall equipment effectiveness (OEE)</li> <li>• stock turns</li> <li>• floor space utilisation (FSU)</li> <li>• cost breakdown (such as labour, material, energy and overhead)</li> <li>• company-specific cost measure</li> </ul> </td> </tr> </table>	1.1.1	Provide comparisons of the agreed work area/activity before and after the kaizen activity (to confirm improvements) using key performance indicators	1.1.2	Record and show business improvement, using one of the following key performance indicators: <ul style="list-style-type: none"> <li>• not right first time (as a percentage or as parts per million (PPM))</li> <li>• company-specific quality measure</li> <li>• delivery schedule achievement</li> <li>• company-specific delivery measure</li> <li>• parts per operator hour (PPOH)</li> <li>• production volume</li> <li>• value added per person (VAPP)</li> <li>• overall equipment effectiveness (OEE)</li> <li>• stock turns</li> <li>• floor space utilisation (FSU)</li> <li>• cost breakdown (such as labour, material, energy and overhead)</li> <li>• company-specific cost measure</li> </ul>										
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2 Know how to contribute to the application of continuous improvement techniques (Kaizen)	<table border="1"> <tr> <td data-bbox="659 1245 715 1279">2.1</td> <td data-bbox="715 1245 1439 1312">Describe the health and safety requirements of the area in which they are carrying out the Kaizen activity</td> </tr> <tr> <td data-bbox="659 1312 715 1346">2.2</td> <td data-bbox="715 1312 1439 1379">Explain how a work area/activity is selected for the Kaizen activity</td> </tr> <tr> <td data-bbox="659 1379 715 1413">2.3</td> <td data-bbox="715 1379 1439 1536">Describe the principles for the deployment of Kaizen (such as where a culture focuses on sustained continuous improvement, aiming at eliminating waste in all systems and processes in the organisation and supply chain)</td> </tr> <tr> <td data-bbox="659 1536 715 1570">2.4</td> <td data-bbox="715 1536 1439 1693">Describe the eight wastes (over-production, inventory, transport, over-processing, waiting time, operator motion, bad quality, failure to exploit human potential) and how to eliminate them</td> </tr> <tr> <td data-bbox="659 1693 715 1727">2.5</td> <td data-bbox="715 1693 1439 1760">Describe problem solving and root cause analysis</td> </tr> <tr> <td data-bbox="659 1760 715 1794">2.6</td> <td data-bbox="715 1760 1439 1895">Describe the importance of fully understanding the process/activity under review, and how this will affect the quality of the problem solving</td> </tr> <tr> <td data-bbox="659 1895 715 1928">2.7</td> <td data-bbox="715 1895 1439 1962">Describe the application of the Deming cycle (plan, do, check, act)</td> </tr> </table>	2.1	Describe the health and safety requirements of the area in which they are carrying out the Kaizen activity	2.2	Explain how a work area/activity is selected for the Kaizen activity	2.3	Describe the principles for the deployment of Kaizen (such as where a culture focuses on sustained continuous improvement, aiming at eliminating waste in all systems and processes in the organisation and supply chain)	2.4	Describe the eight wastes (over-production, inventory, transport, over-processing, waiting time, operator motion, bad quality, failure to exploit human potential) and how to eliminate them	2.5	Describe problem solving and root cause analysis	2.6	Describe the importance of fully understanding the process/activity under review, and how this will affect the quality of the problem solving	2.7	Describe the application of the Deming cycle (plan, do, check, act)
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<b>Unit Title</b>	<b>Contributing to the application of continuous improvement techniques _Kaizen_</b>	
<b>BIIAB Reference</b>	<b>BIT43</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>14</b>	
<b>GLH</b>	<b>55</b>	
<b>Unit Reference No.</b>	<b>Y/600/2513</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
Know how to contribute to the application of continuous improvement techniques (Kaizen) (Cont...)	2.8	Explain how to carry out a Kaizen activity and establish measurable improvements
	2.9	Explain how to distinguish facts from opinions, in order to identify improvement actions
	2.10	Explain how improvements to the process are achieved by engaging the knowledge and experience of the people involved in the process
	2.11	Explain how to encourage people to identify potential improvements
	2.12	Explain how to evaluate improvement ideas, in order to select those that are to be pursued
	2.13	Explain how quantifiable targets and objectives are set
	2.14	Explain how to make recommendations for the creation of changes to standard operating procedures (SOPs) or other approved documentation
	2.15	Describe the techniques used to visually communicate the work of the Kaizen activity to participants and others
	2.16	Describe the application of the business' key measures of competitiveness (such as the former DTI's seven measures: delivered right first time, delivery schedule achievement, people productivity, stock turns, overall equipment effectiveness, value added per person, floor space utilisation)
	2.17	Explain how the cycle time of a process can be defined
	2.18	Describe the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it (e.g. line balance and process displays)
	2.19	Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

<b>Unit Title</b> <b>BIIAB Reference</b> <b>Level</b> <b>Credit Value</b> <b>GLH</b> <b>Unit Reference No.</b>	<b>Contributing to the development of visual management systems</b> <b>BIT44</b> <b>2</b> <b>9</b> <b>41</b> <b>D/600/2514</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the development of visual management systems	1.1 1.2 1.3 1.4 1.5  1.6	Work safely at all times, complying with health and safety and other relevant regulations and guidelines Identify appropriate parts of the process or work area that will have visual controls Identify the key performance indicators that will be displayed in the work area Make recommendations for the production of, or changes to, standard operating procedures (SOPs), and visual controls that everyone works to within the area Contribute to the development of visual management systems that promote four of the following: <ul style="list-style-type: none"> <li>• health and safety</li> <li>• quality/zero defects</li> <li>• process concerns or corrective actions</li> <li>• performance measures</li> <li>• standard operating procedures</li> <li>• workplace organisation</li> <li>• skills matrices</li> <li>• autonomous maintenance worksheets</li> <li>• parts/material control systems</li> <li>• problem resolution (e.g. Kaizen boards)</li> <li>• shadow boards</li> <li>• standard work-in-progress (WIP) locations and quantities</li> <li>• planning systems</li> <li>• the delivery of effective meetings</li> </ul> Ensure the accuracy of the information submitted for visual managements systems meets with the company requirements

<b>Unit Title</b>	<b>Contributing to the development of visual management systems</b>	
<b>BIIAB Reference</b>	<b>BIT44</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>9</b>	
<b>GLH</b>	<b>41</b>	
<b>Unit Reference No.</b>	<b>D/600/2514</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Know how to contribute to the development of visual management systems	2.1	Describe the health and safety requirements of the work area in which they are conducting the visual management activities
	2.2	Describe the factors to be considered when selecting a visual management system
	2.3	Describe the visual management systems available to create 'the visual factory' (such as using Kanban systems, card systems, colour coding, floor footprints, graphs, team boards)
	2.4	Describe the measures of performance in a lean business environment (such as health, safety and the environment, right first time, cost, delivery, responsiveness, process concerns and corrective actions, performance measures, workplace organisation)
	2.5	Describe the measurement techniques required for communicating the visual management within an area and to others who may use the information (such as target versus actual, % right first time, Pareto analysis, bar charting, action plans, Paynter charts)
	2.6	Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

<b>Unit Title</b>	<b>Contributing to the application of Six Sigma methodology to a project</b>	
<b>BIIAB Reference</b>	<b>BIT52</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>15</b>	
<b>GLH</b>	<b>59</b>	
<b>Unit Reference No.</b>	<b>J/600/2538</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the application of Six Sigma methodology to a project	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines
	1.2	Contribute to applying the structured Six Sigma methodology and approach to the selected project
	1.3	Contribute in Six Sigma projects which cover two the following: <ul style="list-style-type: none"> <li>• manufacturing</li> <li>• quality level</li> <li>• administration</li> </ul>
	1.4	Contribute to utilising the five phases of Six Sigma within the project: <ul style="list-style-type: none"> <li>• define</li> <li>• measure</li> <li>• analyse</li> <li>• improve</li> <li>• control</li> </ul>
	1.5	Contribute to identifying the Six Sigma organisational infrastructure, roles and responsibilities and business-specific metrics that would apply
	1.6	Contribute to producing a diagram (family tree) of the Six Sigma organisational infrastructure and the roles of the following: <ul style="list-style-type: none"> <li>• Champion</li> <li>• Mentor</li> <li>• Yellow Belt</li> <li>• Green Belt</li> <li>• Black Belt</li> <li>• Master Black Belt</li> </ul>
	1.7	Contribute to producing a metric chart for the Six Sigma projects undertaken, to include: <ul style="list-style-type: none"> <li>• financial</li> <li>• quality</li> <li>• process</li> </ul>
	1.8	Contribute to identifying areas where the Six Sigma tools, techniques and activities can be applied
	1.9	Contribute to identifying the Critical To Quality Characteristic (CTQC) of the projects, to include: <ul style="list-style-type: none"> <li>• cost</li> <li>• quality</li> <li>• delivery</li> </ul>



<b>Unit Title</b>	<b>Contributing to the application of Six Sigma methodology to a project</b>	
<b>BIIAB Reference</b>	<b>BIT52</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>15</b>	
<b>GLH</b>	<b>59</b>	
<b>Unit Reference No.</b>	<b>J/600/2538</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
Contribute to the application of Six Sigma methodology to a project (Cont.....)	1.10	Contribute to the identification of the cost of poor quality, by identifying the defects per million opportunities (DPMO)
	1.11	Contribute to relating defects per million opportunities to the sigma score and identifying the gap to Six Sigma performance
2 Know how to contribute to the application of Six Sigma methodology to a project	2.1	Describe the Six Sigma methodology and how it is applied to a project
	2.2	Describe the Six Sigma infrastructure of the business
	2.3	Describe the benefits that could arise from a Six Sigma project
	2.4	Describe the parts per million opportunities goal of Six Sigma
	2.5	Describe the calculation of defects per million opportunities
	2.6	Describe the five phases of Six Sigma that are applied to a project
	2.7	Explain how to define a Critical to Quality Characteristic (CTQC)
	2.8	Explain how non-value added activity can serve as a 'roadblock' to achieving zero defect
	2.9	Explain how to identify an 'Opportunity for Defect'
	2.10	Describe the different roles of the key people in the Six Sigma process (Champion, Mentor, Master Black Belt, Black Belt, Green Belt and Yellow Belt)
	2.11	Describe the relationship between key process input variables and key process output variables
	2.12	Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

<b>Unit Title</b>	<b>Contributing to the application of Six Sigma process mapping</b>	
<b>BIIAB Reference</b>	<b>BIT58</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>14</b>	
<b>GLH</b>	<b>55</b>	
<b>Unit Reference No.</b>	<b>F/600/2540</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the application of Six Sigma process mapping	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines
	1.2	Contribute to the selection of a suitable process on which to carry out the process mapping activity
	1.3	Contribute to identifying the key stages that form the overall process under investigation
	1.4	Contribute to the collection of data necessary to construct the Six Sigma process map
	1.5	Contribute to the construction of the process map for the Six Sigma project
	1.6	Contribute to the production of a process map, which identifies both: <ul style="list-style-type: none"> <li>• the key process input variables</li> <li>• the key process output variables</li> </ul>
	1.7	Contribute to the classification of both the key process input variables and the key process output variables, as one or more of the following: <ul style="list-style-type: none"> <li>• controllable</li> <li>• critical</li> <li>• noise</li> <li>• standard operating procedure</li> </ul>
	1.8	Contribute to the identification of value added and non-value added steps in a process
	1.9	Contribute to identifying improvements to the process, as a result of the information gathered in the Six Sigma mapping activity
	1.10	Contribute to the identification and adding to the process map, the specifications of both: <ul style="list-style-type: none"> <li>• key process input variables</li> <li>• key process output variables</li> </ul>
2 Know how to contribute to the application of Six Sigma process mapping	2.1	Describe the health and safety requirements of the area in which they are carrying out the process mapping activity
	2.2	Describe the benefits of carrying out Six Sigma process mapping
	2.3	Explain how to define a Six Sigma process map
	2.4	Explain how the Six Sigma process map fits within a Six Sigma project

<b>Unit Title</b>	<b>Contributing to the application of Six Sigma process mapping</b>	
<b>BIIAB Reference</b>	<b>BIT58</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>14</b>	
<b>GLH</b>	<b>55</b>	
<b>Unit Reference No.</b>	<b>F/600/2540</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
	2.5	Describe the meanings of key process input variables and the key process output variables
	2.6	Describe the data collection point for the key process input variables and the key process output variables (such as gauges, forms and samples)
	2.7	Explain what the main types of key process input variables and the key process output variables are in terms of being controllable, critical, noise, or standard operating procedures
	2.8	Describe the people who should create a Six Sigma process map
	2.9	Describe the difference between a value added activity and a non-value added activity
	2.10	Describe the roles of individuals within a process mapping team
	2.11	Describe the extent of their own authority within the project, and to whom they should report in the event of problems that they cannot resolve

<b>Unit Title</b>	<b>Contributing to the application of basic statistical analysis</b>	
<b>BIIAB Reference</b>	<b>BIT53</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>13</b>	
<b>GLH</b>	<b>52</b>	
<b>Unit Reference No.</b>	<b>J/600/2541</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
1 Contribute to the application of basic statistical analysis	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines
	1.2	Consult with appropriate people and contribute to gathering the relevant data for statistical analysis
	1.3	Contribute to the production of data gathering forms or charts to gather information, to enable statistical and graphical analysis to take place
	1.4	Contribute to the recording of collected data, utilising two of the following methods: <ul style="list-style-type: none"> <li>• bar charts</li> <li>• histograms</li> <li>• Pareto diagrams</li> <li>• stem and leaf diagrams</li> <li>• box plots</li> <li>• time series charts</li> </ul>
	1.5	Contribute to statistical and graphical analysis on a Six Sigma project
	1.6	Contribute to the production of descriptive statistics of data, to include: <ul style="list-style-type: none"> <li>• mean</li> <li>• median</li> <li>• mode</li> <li>• standard deviation</li> <li>• range and variance</li> </ul>
	1.7	Contribute to the production of a normal distribution, to assess a population from the representative sample
	1.8	Contribute to the interpretation of the statistical data collected, in order to validate the pre-determined courses of action
	1.9	Contribute to the production of an action plan, as a result of the statistical and graphical analysis undertaken

<b>Unit Title</b>	<b>Contributing to the application of basic statistical analysis</b>	
<b>BIIAB Reference</b>	<b>BIT53</b>	
<b>Level</b>	<b>2</b>	
<b>Credit Value</b>	<b>13</b>	
<b>GLH</b>	<b>52</b>	
<b>Unit Reference No.</b>	<b>J/600/2541</b>	
<b>Learning Outcome - The learner will:</b>	<b>Assessment Criterion - The learner can:</b>	
2 Know how to contribute to the application of basic statistical analysis	2.1	Describe the health and safety requirements of the area in which they are collecting data
	2.2	Describe the meaning of the term 'variation'
	2.3	Explain why a number of data points are needed to draw a statistically valid conclusion
	2.4	Explain why we need to use basic statistics
	2.5	Explain what is meant by the terms 'population' and 'sample' when applied to basic statistics
	2.6	Describe distribution curves and the properties of a normal curve
	2.7	Explain how to use charts and diagrams (such as bar charts, histograms, box plots, time series charts, Pareto diagrams, stem and leaf diagrams)
	2.8	Explain how to calculate mean, median, mode, standard deviation, range and variance
	2.9	Describe the difference between descriptive and inferential statistics
	2.10	Describe the extent of their own authority within the project, and to whom they should report in the event of problems that they cannot resolve

## Learner Summative Reflection



The purpose of this summative reflection is to enable you, the learner, to reflect on your qualification, what you have learnt and how you have been able to apply this within your work role.

You will need to complete your statement in the space provided below and sign and date the document. Alternatively you and your assessor may wish to record your reflection on a voice recorder.

**Learner Name:** \_\_\_\_\_

### Qualification Unit Summary

Unit No.	Completion Date	Assessor Signature	Unit No.	Completion Date	Assessor Signature

### Learner Reflection

Learner Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Assessor Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **BIIAB Level 2 NVQ Diploma in Business Improvement Techniques**

### Notices

This book does not purport to contain an authoritative or definitive statement of the law or practice on any subject and the publishers supply the information on the strict understanding that no legal or other liability attaches to them in respect of it. References to sources of further guidance or information have been made where appropriate.

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