

Qualification Handbook

BIIAB Level 3 Diploma In Business Improvement Techniques

601/6603/4

C00/0753/9

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BIIAB Level 3 Diploma In Business Improvement Techniques

1. About the BIIAB Level 3 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 3 Diploma In Business Improvement Techniques	601/6603/4	C00/0753/9

The BIIAB Level 3 Diploma In Business Improvement Techniques has been designed to allow learners to obtain and then demonstrate the knowledge 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.

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.

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

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 3 Diploma In Business Improvement Techniques Rules of Combination (ROC) and structure

To achieve the BIIAB Level 3 Diploma In Business Improvement Techniques learners **must** gain a **total of 40** credits. This **must** consist of 25 credits from the 5 mandatory units in Group A and achieve 5 credits from Optional Group B1, 5 credits from Optional Group B2 and 5 credits from Optional Group B3:

- **Minimum total** credit: **40**
- Mandatory group A **minimum** credit: 25
- Optional unit groups B1 and B2 and B3 **minimum** credit: **15**. This **must** consist of:
 - Optional group B1 **minimum** credit: **5**
 - Optional group B2: A further **5 credits** from units not achieved within Optional Group B1
 - Optional group B3: A further **5 credits** from units not achieved within Optional Group B1 or Optional Group B2
 - Unit achievement of credit can only be used once within this qualification
- GLH: **170**
- TQT: **400**

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

Listed below are the qualification units.

Mandatory Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT29	J/503/5819	Understand the application of workplace organisation techniques	5	3	26	Assessment Knowledge Module
BIT30	J/503/5822	Understanding the application of continuous improvement techniques- Kaizen	5	3	24	Assessment Knowledge Module
BIT31	R/503/5824	Understanding the development of visual management systems	5	3	18	Assessment Knowledge Module
BIT32	T/503/5816	Understanding the leading of effective teams	5	3	28	Assessment Knowledge Module
BIT33	T/503/5833	Understanding the application of statutory regulations and organisational safety requirements	5	3	18	Assessment Knowledge Module

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Optional Group B1

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT34	D/503/5826	Understanding how to carry out problem solving activities	5	3	20	Centre devised
BIT35	Y/503/5825	Understand the creation of flexible production and manpower systems	5	3	20	Centre devised

Optional Group B2

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT36	H/503/5827	Understanding the process of analysing and selecting parts for improvement	5	3	18	Centre devised
BIT37	K/503/5828	Understanding the application of set-up reduction techniques	5	3	26	Centre devised
BIT38	K/503/5831	Understanding the creation of standard operating procedures	5	3	18	Centre devised
BIT39	M/503/5829	Understanding the application of flow processes analysis	5	3	20	Centre devised
BIT40	Y/503/5825	Understand the creation of flexible production and manpower systems	5	3	20	Centre devised
BIT34	D/503/5826	Understanding how to carry out problem solving activities	5	3	20	Centre devised

Optional Group B3

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT34	D/503/5826	Understanding how to carry out problem solving activities	5	3	20	Centre devised
BIT36	H/503/5827	Understanding the process of analysing and selecting parts for improvement	5	3	18	Centre devised
BIT37	K/503/5828	Understanding the application of set-up reduction techniques	5	3	26	Centre devised
BIT38	K/503/5831	Understanding the creation of standard operating procedures	5	3	18	Centre devised
BIT39	M/503/5829	Understanding the application of flow processes	5	3	20	Centre devised
BIT35	Y/503/5825	Understand the creation of flexible production and manpower systems	5	3	20	Centre devised

Barred Unit

Unit

Understand the creation of flexible production and manpower systems (Y/503/5825)

Barred Against

Understanding how to carry out problem solving activities (D/503/5826)

6. Age Restriction

The BIIAB Level 3 Diploma In Business Improvement Techniques 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 knowledge 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:

- Level 3 apprenticeship in Business-Improvement Techniques
- 601/4601/1 BIIAB Level 4 Diploma in Management
- Employment opportunities and career progression.

8. Assessment

Overview of assessment strategy

The qualification contains knowledge units. These units are respectively assessed by both Assessment Knowledge Modules (AKMs) and centre devised assessments internally set. The AKMs are internally marked assessments, containing a series of questions, marked and internally verified by the centre and with external verification by the BIIAB External Quality Assurer (EQA). The centre devised assessments are internally set assessments that are internally verified by the centre and with external verifiers.

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.

Knowledge tests and simulation

Employers can use knowledge tests to assess an employee's knowledge and understanding of, for example, an organisational procedure.

Knowledge components set out in the standards can also be assessed by knowledge tests. In this case, assessors and internal verifiers must make sure that:

- the use of knowledge tests has been agreed with the external verifier in advance
- the knowledge being tested matches that specified in the NOS
- a robust assessment methodology comparable to awarding body practices is used

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.

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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.

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.

10. Resources

BIIAB provides the following additional resources for this qualification:

- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Access to the units.

All of these resources are available for download via The Hub on 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.

Assessment Knowledge Modules (AKMs)

These provide a series of BIIAB set questions within the context of knowledge modules that can be used to assess the learners' competence. These modules should be released to the learner for the assessment when they are determined to be ready to be able to successfully achieve it. The assessment does **not** have to be undertaken within secure conditions, but **must** be collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not** the assessment. A password will be provided to allow access this document upon approval for the qualification.

These are internally marked and verified but **must** be available to the EQA for external verification purposes.

Assessment Guidance for each of the AKMs

These provide a series of BIIAB suggested possible answers for the questions within the knowledge modules. Assessors can accept other appropriate answers.

These modules **must** be kept secure, only released to the learner for the assessment and collected and held securely afterwards. Learners **must** be taught to the Learning Outcomes and Assessment Criteria within the unit **not to** the possible answers of the assessment. A password will be provided to allow access this document upon approval for the qualification.

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 centrezone.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.

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.

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. 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://centrezon.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://centrezon.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.

Unit Title	Understand the application of workplace organisation techniques	
BIIAB Reference	BIT29	
Level	3	
Credit Value	5	
GLH	26	
Unit Reference No.	J/503/5819	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the principles of workplace organisation	1.1	Define a working environment
	1.2	Explain what is meant by an organised working environment
2 Understand the benefits of workplace organisation	2.1	State the benefits that can be achieved by having an organised working environment
	2.2	Explain the importance of having an organised working environment
3 Know the key techniques of workplace organisation	3.1	Describe the methods and techniques of workplace organisation
	3.2	Explain how the workplace organisation methods and techniques are used
	3.3	Define a stepped approach to workplace organisation
4 Know how to apply the workplace organisation techniques	4.1	Explain how to apply a stepped approach to workplace organisation
	4.2	Explain the procedure used to identify and address surplus or missing equipment or resources
	4.3	Specify the benefits of removal or redeployment of tagged items
5 Know how to carry out a workplace organisation audit	5.1	State why it is necessary to audit the workplace organisation activity
	5.2	Describe the tools and techniques used to score the audit
	5.3	Explain how to carry out a workplace organisation audit
6 Understand how to interpret workplace organisation audit results	6.1	Describe how to evaluate the results of a workplace organisation audit
	6.2	Describe how to priorities the actions resulting from a workplace organisation audit
7 Know how to deliver the improvements identified by the workplace organisation audit	7.1	Explain why an action plan is created to deliver the improvements identified by the workplace organisation audit
	7.2	Specify why the implications of the action plan on other areas of the business must be considered

Unit Title	Understanding the application of continuous improvement techniques-Kaizen	
BIIAB Reference	BIT30	
Level	3	
Credit Value	5	
GLH	24	
Unit Reference No.	J/503/5822	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the principles of continuous improvement	1.1	Explain why it is important to continuously improve the working environment
	1.2	Specify the type of improvements that could be made as part of a continuous improvement initiative within in a work area
2 Know what is meant by the term 'waste' and how it is identified	2.1	Specify the categories of 'waste' that can have a detrimental effect on businesses
	2.2	Explain the methods that could be used to identify waste in a business
3 Understand how waste can be eliminated	3.1	Specify the methods that are used to eliminate waste in a business
	3.2	Specify what actions could be used to ensure that re-occurrence does not take place
4 Know what the purpose is of benchmarking	4.1	Explain what is meant by benchmarking
	4.2	Explain how benchmarking is used to improve a business function
	4.3	Specify the typical benchmarking measures that are used
5 Understand how to apply the continuous improvement principle	5.1	Specify the type of improvements that can be made in the workplace and how they could be identified
	5.2	Specify how a stepped continuous improvement activity e.g. PDCA would be carried out
	5.3	Explain the factors that would ensure the improvement activity has been a success
6 Know the reasons behind the use of performance indicating techniques	6.1	Specify the types and application of key performance indicators that are used to measure business improvement
	6.2	Explain how the results of any improvements would be best communicated to the key employees in the business
7 Know how to put into operation an improvement plan	7.1	Specify what would need to be included in the improvement plan
	7.2	Explain how to get approval for the plan and how the plan would be communicated to the improvement team
8 Know how to ensure the improvements are sustained	8.1	Explain the role of standard operating procedures in helping sustain the improvements
	8.2	Explain the importance of an appropriate environment for improvement

Unit Title	Understanding the development of visual management systems	
BIIAB Reference	BIT31	
Level	3	
Credit Value	5	
GLH	18	
Unit Reference No.	R/503/5824	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the principles of visual management	1.1	Explain what is meant by 'visual management'
	1.2	Specify how visual management can be applied in a work area or to a product range
2 Understand the benefits of visual management	2.1	Specify the benefits of having visual management systems in place
	2.2	Explain how visual management systems lead to the creation of the 'visual factory'
3 Know the range of visual management techniques	3.1	Specify the different forms of visual management techniques that could be used in a work area/product range
	3.2	Explain which parts of a work area/product range visual management could be applied to
	3.3	Explain the types of information and performance indicators that can be displayed visually
4 Understand how to prepare for the deployment of visual management	4.1	Specify the improvement actions and measurement techniques that will be used to create the visual management systems
	4.2	Explain how to employ an improvement action that requires a visual management system activity within a work area/product range
5 Understand how to apply visual management systems in the workplace	5.1	Explain how to carry out a visual management activity within a work area/product range
	5.2	Explain the methods used to display and maintain the information gained using the most appropriate and cost effective methods
6 Know how to conduct a review of the visual management system	6.1	Specify how a review of the visual management system would be carried out
	6.2	Explain how the effectiveness of the system could be measured
7 Know how to take forward the visual management system principle	7.1	Explain how other functions within the business can contribute to and benefit from information generated by the system
	7.2	Explain how further improvement actions continue to drive the implementation and development of the system

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Understanding the leading of effective teams BIT32 3 5 28 T/503/5816
Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1 Know how to set achievable business targets	1.1 Specify the range and use of business targets within a work area/product range 1.2 Define how to set achievable personal, team member and overall team targets 1.3 Explain how to priorities team leader and team workloads to ensure that targets are met
2 Understand effective team leader communication techniques	2.1 Explain what effective forms of communication can be used to help deliver the business targets set 2.2 Describe how to present information effectively to management, peers or team members using the appropriate methods
3 Know how to review team performance	3.1 Explain how to conduct a team performance review 3.2 Summarise how to involve the team in activates to identify team performance opportunities, threats and solutions 3.3 Specify the types of conflict and problems that may emerge and which could be detrimental to a team's performance
4 Understand business improvement methods and practices	4.1 Explain why organisational processes and procedures are required to help run businesses effectively 4.2 Specify the type and range of improvement tools and techniques that could be used as part of business improvement within a work area/product range
5 Know how to organise an improvement activity	5.1 Explain how to develop an action plan that clearly define activities and responsibilities 5.2 Explain why it may be necessary to seek specialist advice and help
6 Know how to lead an improvement activity	6.1 Explain how to lead a team event which had clearly defined activities and responsibilities 6.2 Define how specialist advice and help can be obtained during the team activity
7 Know how to improve team skills and knowledge	7.1 Explain how to train others in the processes and procedures that are relevant to them and their area of responsibility 7.2 Specify how to monitor and check a team is working to identified quality and safety standards

Unit Title	Understanding the application of statutory regulations and organisational safety requirements	
BIIAB Reference	BIT33	
Level	3	
Credit Value	5	
GLH	18	
Unit Reference No.	T/503/5833	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
1 Know the principal provisions of the Health and Safety at Work Act and other current legislation	1.1	Identify the principal provisions of the Health and Safety at Work Act current legislation and other current legislation
	1.2	Describe the principal provisions of the Health and Safety at Work Act and other current legislation
2 Know how current legislation affects health and safety issues in respect of employers, employees and the public	2.1	Describe how current legislation affects health and safety issues in respect of employers, employees, and the public
3 Know how to obtain information and relevant advice on the organisation's health and safety policy	3.1	Obtain information and relevant advice on health and safety legislation and guidelines
	3.2	Source expert assistance when help is needed on the organisations health and safety policy
4 Know the general safe working practices associated with operations in the workplace	4.1	Describe the general safe working practices associated with operations in the workplace
	4.2	Describe the implications and consequences of the appropriate legislation and guidelines not being followed
5 Know the types, causes, and consequences of workplace accidents and emergencies	5.1	Identify the types of accidents and emergencies that can occur in the workplace
	5.2	Describe what are the root cause of accidents and what are the methods for preventing them
	5.3	Describe the far reaching consequences of workplace accidents
	5.4	Describe the first aid arrangements required in the workplace
6 Know the procedures to be followed in the event of accidents, injuries, the causes of fire, fire prevention and firefighting procedures, the evacuation of the premises, and dangerous occurrences or hazardous malfunctions	6.1	Identify the procedures to be followed in the event of accidents or injuries
	6.2	Describe what an evacuation of the premises would require
	6.3	Describe what would be considered a dangerous occurrence or hazardous malfunction

Unit Title	Understanding the application of statutory regulations and organisational safety requirements	
BIIAB Reference	BIT33	
Level	3	
Credit Value	5	
GLH	18	
Unit Reference No.	T/503/5833	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
7 Know the hazards and risks associated with work activities, and the importance of being involved in the risk assessment procedure	7.1	Describe what is meant by a 'hazard'
	7.2	Describe what is meant by a 'risk'
	7.3	Identify the hazards and risks that are found in the workplace, and who could be affected
	7.4	Describe why risk assessments are necessary, and who needs to be involved in their production
8 Be able to carry out a risk assessment activity	8.1	Carry out a risk assessment using a given scenario and complete a risk assessment sheet
	8.2	Describe the criteria for carrying out a risk assessment
	8.3	Describe what documentation will be used in a risk assessment
	8.4	Describe what techniques are necessary to ensure a risk assessment is carried out effectively
	8.5	Describe how the results of a risk assessment would be publicised
9 Know the steps necessary to minimise the risk of injury or damage when moving a load	9.1	Describe what is meant by manual and mechanical handling
	9.2	Identify what regulations apply to manual handling and lifting, and why they are needed
	9.3	Describe their responsibilities with regard to safe manual handling
	9.4	Describe the correct technique for safe manual handling
10 Be able to correctly and safely move a load using the appropriate methods and techniques	10.1	Manually lift a load using the correct manual handling procedure
	10.2	Describe the correct procedure and technique needed to carry out the safe manual lifting of a load
11 Know how to apply good housekeeping and safe working practices as a basis for the safe implementation of lean business activities	11.1	Describe how good housekeeping and safe working practices are a basis for the safe implementation of other lean business activities

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 3 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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