

Qualification Handbook

BIIAB Level 3 NVQ Diploma in Business Improvement Techniques

601/6607/1

C00/0754/2

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BIIAB Level 3 NVQ Diploma in Business Improvement Techniques

1. About the BIIAB Level 3 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 3 NVQ Diploma in Business Improvement Techniques	601/6607/1	C00/0754/2

The BIIAB Level 3 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.

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)?

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 for this qualification meet the regulatory requirements. The ROC allows for flexibility and transferability.

The ROC will specify:

- The total credit value of the qualification
- The minimum credit which must be achieved at the level or above the level 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 NVQ Diploma in Business Improvement Techniques Rules of Combination (ROC) and structure

To achieve Level 3 NVQ Diploma in Business Improvement Techniques learners must complete a minimum of 94 credits.

- Learners must complete all mandatory units in Mandatory Group A (**14 credits**) and then choose one of the following pathways:

Pathway 1 - Process Improvement:

- For this pathway learners must achieve a total of **80 credits** (minimum)
- Learners must complete all units in Unit Group A (**14 credits**)
- Learners must complete a minimum of one unit and **11 credits** from Unit Group B
- Learners must complete a minimum of one unit and **12 credits** from Unit Group C.

Pathway 2 - Quality Improvement:

- For this pathway learners must achieve a total of **98 credits** (minimum).
- Learners must complete all units and **63 credits** in Unit Group D.
- Learners must complete a minimum of one unit and **12 credits** from Unit Group E.
- Learners may choose to complete a maximum of two units and **36 credits** from Unit Group F.

- **GLH 320**
- **TQT 940**

The qualification has been developed based upon industry feedback as to the fundamental knowledge and skills 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
BIT1	A/601/5013	Complying with statutory regulations and organisational safety requirements	5	2	35	Portfolio
BIT2	T/600/5306	Leading effective teams	9	3	26	Portfolio

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Pathway 1 – Process Improvement Pathway

Unit Group A

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT3	J/600/5309	Applying workplace organisation techniques	14	3	51	Portfolio
BIT4	D/600/5316	Applying continuous improvement techniques _Kaizen_	18	3	55	Portfolio
BIT5	K/600/5318	Developing visual management systems	13	3	41	Portfolio

Unit Group B

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT6	K/600/5321	Creating flexible production and manpower systems	11	3	42	Portfolio
BIT7	Y/600/5315	Carrying out problem solving activities	12	3	41	Portfolio

Optional Group C

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT8	M/600/5319	Analysing and selecting parts for improvement	18	3	58	Portfolio
BIT9	F/600/5325	Applying lead time analysis	13	3	42	Portfolio
BIT10	L/600/5330	Carrying out value stream mapping _VSM_	17	3	58	Portfolio
BIT11	D/600/5333	Applying set-up reduction techniques	18	3	58	Portfolio
BIT12	T/600/5323	Applying total productive maintenance _TPM_	15	3	54	Portfolio
BIT13	R/600/5314	Applying flow process analysis	18	3	58	Portfolio
BIT14	H/600/5334	Applying Policy Deployment _Hoshin Kanri, quality operating systems, business plan deployment_	13	3	42	Portfolio
BIT15	K/600/5335	Applying value management _value engineering and value analysis_	15	3	50	Portfolio
BIT16	M/600/5336	Creating standard operating procedures _SOP_	12	3	42	Portfolio
BIT17	M/600/5305	Applying Six Sigma methodology to a project	18	3	62	Portfolio
BIT18	F/600/5308	Carrying out Six Sigma process mapping	18	3	58	Portfolio
BIT19	F/600/5311	Applying basic statistical analysis	14	3	36	Portfolio
BIT20	J/600/5312	Applying failure modes and effects analysis _FMEA_	13	3	32	Portfolio
BIT21	H/600/5317	Applying mistake/error proofing _Poka Yoke_	13	3	42	Portfolio
BIT22	A/600/5307	Carrying out statistical process control _SPC_ procedures	12	3	35	Portfolio
BIT23	L/600/5313	Applying Six Sigma metrics to a project	13	3	42	Portfolio

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Optional Group C (continued)

BIT24	H/600/5320	Producing a characteristic selection matrix	13	3	42	Portfolio
BIT25	J/600/5326	Carrying out measurement systems analysis_MSA_	13	3	42	Portfolio
BIT26	R/600/5331	Carrying out capability studies	18	3	58	Portfolio
BIT27	Y/600/5332	Producing multi-variance charts	13	3	42	Portfolio
BIT28	Y/600/5301	Applying hypothesis testing	13	3	42	Portfolio

Pathway 2 – Quality Improvement Pathway

Optional Group D

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT17	M/600/5305	Applying Six Sigma methodology to a project	18	3	62	Portfolio
BIT18	F/600/5308	Carrying out Six Sigma process mapping	18	3	58	Portfolio
BIT19	F/600/5311	Applying basic statistical analysis	14	3	36	Portfolio
BIT20	J/600/5312	Applying failure modes and effects analysis_FMEA_	13	3	42	Portfolio

Optional Group E

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT21	H/600/5317	Applying mistake/error proofing_Poka Yoke_	13	3	32	Portfolio
BIT22	A/600/5307	Carrying out statistical process control_SPC_ procedures	12	3	35	Portfolio
BIT23	L/600/5313	Applying Six Sigma metrics to a project	13	3	42	Portfolio
BIT24	H/600/5320	Producing a characteristic selection matrix	13	3	42	Portfolio
BIT25	J/600/5326	Carrying out measurement systems analysis_MSA_	13	3	42	Portfolio
BIT26	R/600/5331	Carrying out capability studies	18	3	58	Portfolio
BIT27	Y/600/5332	Producing multi-variance charts	13	3	42	Portfolio
BIT28	Y/600/5301	Applying hypothesis testing	13	3	42	Portfolio

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Optional Group F

Unit no	URN	Unit Title	Credit	Level	GLH	Assessment Method
BIT3	J/600/5309	Applying workplace organisation techniques	14	3	51	Portfolio
BIT4	D/600/5316	Applying continuous improvement techniques_Kaizen_	18	3	55	Portfolio
BIT5	K/600/5318	Developing visual management systems	13	3	31	Portfolio
BIT6	K/600/5321	Creating flexible production and manpower systems	11	3	42	Portfolio
BIT7	Y/600/5315	Carrying out problem solving activities	12	3	41	Portfolio
BIT8	M/600/5319	Analysing and selecting parts for improvement	18	3	58	Portfolio
BIT9	F/600/5325	Applying lead time analysis	13	3	42	Portfolio
BIT10	L/600/5330	Carrying out value stream mapping_VSM_	17	3	58	Portfolio
BIT11	D/600/5333	Applying set-up reduction techniques	18	3	58	Portfolio
BIT12	T/600/5323	Applying total productive maintenance_TPM_	15	3	54	Portfolio
BIT13	R/600/5314	Applying flow process analysis	18	3	58	Portfolio
BIT14	H/600/5334	Applying Policy Deployment_Hoshin Kanri, quality operating systems, business plan deployment_	13	3	42	Portfolio
BIT15	K/600/5335	Applying value management_value engineering and value analysis_	15	3	50	Portfolio
BIT16	M/600/5336	Creating standard operating procedures_SOP_	12	3	42	Portfolio

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6. Age Restriction

The BIIAB Level 3 NVQ 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 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:

- Level 3 apprenticeship in Business-Improvement Techniques
- BIIAB Level 4 Diploma in Management 601/4601/1
- 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.

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.

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

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

Each unit within this qualification has been allocated a number of guided learning hours (GLH). GLH are defined as the times when a tutor, trainer, mentor or line manager is giving specific advice relating to a learning outcome of the unit. This can include activities such as training sessions, tutorials, supervised study or 'on-the-job' learning. It could also include time spent by managers or mentors assessing learner's achievements. When planning how to deliver the qualification it is important to refer to this definition.

BIIAB will not prescribe how the qualification is delivered, but centres must ensure the delivery chosen meets their learner's needs.

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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. 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.

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

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Complying with statutory regulations and organisational safety requirements BIT1 2 5 35 A/601/5013	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	1.9 1.10	Demonstrate one of the following methods of manual lifting and carrying: <ul style="list-style-type: none"> • lifting alone • with assistance of others • with mechanical assistance Apply safe working practices and procedures to include: <ul style="list-style-type: none"> • maintaining a tidy workplace, with exits and gangways free from obstruction • using equipment safely and only for the purpose intended • observing organisational safety rules, signs and hazard warnings • taking measures to protect others from any harm resulting from the work that they are carrying out
2 Know how to comply with statutory regulations and organisational safety requirements	2.1 2.2 2.3 2.4 2.5	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) Describe the specific regulations and safe working practices and procedures that apply to their work activities Describe the warning signs for the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations Explain how to locate relevant health and safety information for their tasks, and the sources of expert assistance when help is needed 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)

Unit Title	Complying with statutory regulations and organisational safety requirements	
BIIAB Reference	BIT1	
Level	2	
Credit Value	5	
GLH	35	
Unit Reference No.	A/601/5013	
Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
	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

Unit Title BIIAB Reference Level Credit Value GLH Unit Reference No.	Leading effective teams BIT2 3 9 26 T/600/5306																										
Learning Outcome - The learner will:	Assessment Criterion - The learner can:																										
1 Lead effective teams	<table border="1"> <tr> <td data-bbox="657 512 715 539">1.1</td> <td data-bbox="715 512 1439 584">Work safely at all times, complying with health and safety and other relevant regulations and guidelines</td> </tr> <tr> <td data-bbox="657 584 715 611">1.2</td> <td data-bbox="715 584 1439 656">Work in accordance with the roles and responsibilities identified for the team leader role</td> </tr> <tr> <td data-bbox="657 656 715 683">1.3</td> <td data-bbox="715 656 1439 728">Obtain the authority and support for the release of the necessary resources to carry out the team activities</td> </tr> <tr> <td data-bbox="657 728 715 754">1.4</td> <td data-bbox="715 728 1439 907">Consult with appropriate people in order to secure the release of the following resources: <ul style="list-style-type: none"> • people involved • work space/work area required • documentation and information required </td> </tr> <tr> <td data-bbox="657 907 715 934">1.5</td> <td data-bbox="715 907 1439 1014">Set realistic and achievable goals and objectives for their team, in accordance with the targets set for themselves or for the work area/activity</td> </tr> <tr> <td data-bbox="657 1014 715 1041">1.6</td> <td data-bbox="715 1014 1439 1086">Prioritise the work activities to achieve the objectives, cost-effectively and efficiently</td> </tr> <tr> <td data-bbox="657 1086 715 1113">1.7</td> <td data-bbox="715 1086 1439 1229">Develop action plans which clearly identify activities and responsibilities required to meet the team targets: <ul style="list-style-type: none"> • for themselves • for the team </td> </tr> <tr> <td data-bbox="657 1229 715 1256">1.8</td> <td data-bbox="715 1229 1439 1337">Determine and agree individual roles and responsibilities, and coach/mentor their team, focusing on the objectives that have been set</td> </tr> <tr> <td data-bbox="657 1337 715 1364">1.9</td> <td data-bbox="715 1337 1439 1444">Monitor the performance of their team against the goals and objectives which have been set, and communicate this to the relevant people</td> </tr> <tr> <td data-bbox="657 1444 715 1471">1.10</td> <td data-bbox="715 1444 1439 1588">Communicate effectively with: <ul style="list-style-type: none"> • management • peers • subordinates </td> </tr> <tr> <td data-bbox="657 1588 715 1615">1.11</td> <td data-bbox="715 1588 1439 1731">Communication must include: <ul style="list-style-type: none"> • verbal • written • electronic methods </td> </tr> <tr> <td data-bbox="657 1731 715 1758">1.12</td> <td data-bbox="715 1731 1439 1839">Consult with subject specialists when required, to gain the necessary information to support the team goals and objectives</td> </tr> <tr> <td data-bbox="657 1839 715 1865">1.13</td> <td data-bbox="715 1839 1439 1910">Deal promptly and effectively with any problems within their control, and report those that cannot be resolved</td> </tr> </table>	1.1	Work safely at all times, complying with health and safety and other relevant regulations and guidelines	1.2	Work in accordance with the roles and responsibilities identified for the team leader role	1.3	Obtain the authority and support for the release of the necessary resources to carry out the team activities	1.4	Consult with appropriate people in order to secure the release of the following resources: <ul style="list-style-type: none"> • people involved • work space/work area required • documentation and information required 	1.5	Set realistic and achievable goals and objectives for their team, in accordance with the targets set for themselves or for the work area/activity	1.6	Prioritise the work activities to achieve the objectives, cost-effectively and efficiently	1.7	Develop action plans which clearly identify activities and responsibilities required to meet the team targets: <ul style="list-style-type: none"> • for themselves • for the team 	1.8	Determine and agree individual roles and responsibilities, and coach/mentor their team, focusing on the objectives that have been set	1.9	Monitor the performance of their team against the goals and objectives which have been set, and communicate this to the relevant people	1.10	Communicate effectively with: <ul style="list-style-type: none"> • management • peers • subordinates 	1.11	Communication must include: <ul style="list-style-type: none"> • verbal • written • electronic methods 	1.12	Consult with subject specialists when required, to gain the necessary information to support the team goals and objectives	1.13	Deal promptly and effectively with any problems within their control, and report those that cannot be resolved
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Learning Outcome - The learner will:	Assessment Criterion - The learner can:	
2 Know how to lead effective teams	2.1 2.2 2.3 2.4 2.5 2.6 2.7 2.8 2.9 2.10 2.11 2.12 2.13 2.14	Describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act Describe the business targets set for their area of responsibility, and how to set personal, individual and team targets to achieve them (action planning) Explain how to prioritise their own and their team’s workload to ensure that targets are met Explain how to communicate effectively, listen, question, support and coach others to work towards the business targets Explain how to present information effectively to management, peers or team members, using different methods Explain how to conduct a team performance review and how to involve the team in brainstorming activities to identify opportunities, threats and solutions Describe the types of conflict and problem that might emerge between work activities Describe the organisational processes and procedures required to run their area of responsibility effectively (such as quality procedures, code of conduct, standard operations, problem resolution procedures) Describe the improvement tools and techniques being used in their area of responsibility (such as hourly count monitor, TAKT time, continuous flow process, flexible manpower systems, quality level, defects per million opportunities, workplace organisation) Describe the specialist help that they may require in their area of responsibility, and how this can be obtained Explain how to structure and lead a team event, and the presentation materials and work documentation required Explain how to train others in the processes and procedures relevant to them, and their area of responsibility Explain how to monitor and check that their team is working to identified quality and safety standards Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve

BIIAB Level 3 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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