



BIIAB Level 3 NVQ Diploma in Business Improvement Techniques

Level 3 Diploma – 601/6607/1 (England)
- C00/0754/2 (Wales)



Qualification Guidance

About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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Version	Date	Details of Change
3.1	December 2023	Reformatted Qualification Guide into new branding
3.2	May 2025	Qualification Review Date extended for two years – no change to the content of the qualification.

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This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Specification is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

Qualification Summary

BIIAB Level 3 NVQ Diploma in Business Improvement Techniques – 601/6607/1 (England) and C00/0754/2 (Wales)								
Qualification Purpose	To allow learners to obtain and then demonstrate the skills to work effectively and flexibly with a business improvement role.							
Age Range	Pre 16		16-18	✓	18+		19+	✓
Regulation	The above qualification is regulated by Ofqual							
Assessment	<ul style="list-style-type: none"> Portfolio of Evidence 							
Type of Funding Available	See FaLa (Find a Learning Aim)							
Qualification/Unit Fee	See BIIAB Qualifications Limited web site for current fees and charges							
Grading	Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed							
Operational Start Date	01/10/2015							
Review Date	30/09/2027							
Operational End Date								
Certification End Date								
Guided Learning (GL)	320 hours							
Total Qualification Time (TQT)	940 hours							
Credit Value	94							
BIIAB Qualifications Limited Sector	Business Support							
Ofqual SSA Sector	04.1 Engineering							
Support from Trade Associations								
Administering Office	See BIIAB Qualifications Limited website							



Qualification Guidance

About the BIIAB Level 3 NVQ Diploma in Business Improvement Techniques

BIIAB Qualifications Limited is regulated to deliver this qualification by Ofqual in England. 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)
BIIAB Level 3 NVQ Diploma in Business Improvement Techniques	601/6607/1 (England) C00/0754/2 (Wales)

Objective and Purpose of this Qualification

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.

Due to constant regulatory, policy and funding changes users are advised to check this qualification has been placed in the relevant Apprenticeship Framework and / or is funded for use with individual learners before making registrations. If you are unsure about the qualification's status please contact BIIAB head office.

About this Guidance

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

The purpose of the guidance 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 guidance is updated, centres will be notified by BIIAB Qualifications Limited.



Qualification Guidance

BIIAB Qualifications Limited Customer Service

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. Our Service Level Agreement is available via www.biiab.co.uk

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 Support Contact Details: 0115 854 1620

Email: CustomerSupport@biiab.co.uk

Our Customer Support 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

What are Rules of Combination (ROC)?

Under the Regulatory Qualifications Framework (RQF), 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 groups 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 Qualifications Limited 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.

BIIAB Level 3 NVQ Diploma in Business Improvement Techniques Rules of Combination (ROC) and Structure

To achieve the BIIAB 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 from Unit Group A (**45 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
- Guided Learning hours (GLH): **320** hours
 - Total Qualification Time (TQT): **940** hours

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.

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Mandatory Group A

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT1	A/601/5013	Complying with statutory regulations and organisational safety requirements	2	5	35	Portfolio
BIT2	T/600/5306	Leading effective teams	3	9	26	Portfolio

Pathway 1 – Process Improvement Pathway

Unit Group A

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

Unit Group B

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

Optional Group C

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT8	M/600/5319	Analysing and selecting parts for improvement	3	18	58	Portfolio
BIT9	F/600/5325	Applying lead time analysis	3	13	42	Portfolio
BIT10	L/600/5330	Carrying out value stream mapping _VSM_	3	17	58	Portfolio
BIT11	D/600/5333	Applying set-up reduction techniques	3	18	58	Portfolio
BIT12	T/600/5323	Applying total productive maintenance _TPM_	3	15	54	Portfolio
BIT13	R/600/5314	Applying flow process analysis	3	18	58	Portfolio
BIT14	H/600/5334	Applying Policy Deployment _Hoshin Kanri, quality operating systems, business plan deployment_	3	13	42	Portfolio
BIT15	K/600/5335	Applying value management _value engineering and value analysis_	3	15	50	Portfolio
BIT16	M/600/5336	Creating standard operating procedures _SOP_	3	12	42	Portfolio

Qualification Guidance

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT17	M/600/5305	Applying Six Sigma methodology to a project	3	18	62	Portfolio
BIT18	F/600/5308	Carrying out Six Sigma process mapping	3	18	58	Portfolio
BIT19	F/600/5311	Applying basic statistical analysis	3	14	36	Portfolio
BIT20	J/600/5312	Applying failure modes and effects analysis _FMEA_	3	13	32	Portfolio
BIT21	H/600/5317	Applying mistake/error proofing _Poka Yoke_	3	13	42	Portfolio
BIT22	A/600/5307	Carrying out statistical process control _SPC_ procedures	3	12	35	Portfolio
BIT23	L/600/5313	Applying Six Sigma metrics to a project	3	13	42	Portfolio
BIT24	H/600/5320	Producing a characteristic selection matrix	3	13	42	Portfolio
BIT25	J/600/5326	Carrying out measurement systems analysis _MSA_	3	13	42	Portfolio
BIT26	R/600/5331	Carrying out capability studies	3	18	58	Portfolio
BIT27	Y/600/5332	Producing multi-variance charts	3	13	42	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT28	Y/600/5301	Applying hypothesis testing	3	13	42	Portfolio

P2 (Quality Improvement Pathway) (Pathway)

Optional Group D

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT17	M/600/5305	Applying Six Sigma methodology to a project	3	18	62	Portfolio
BIT18	F/600/5308	Carrying out Six Sigma process mapping	3	18	58	Portfolio
BIT19	F/600/5311	Applying basic statistical analysis	3	14	36	Portfolio
BIT20	J/600/5312	Applying failure modes and effects analysis _FMEA_	3	13	32	Portfolio

Optional Group E

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT21	H/600/5317	Applying mistake/error proofing _Poka Yoke_	3	13	42	Portfolio
BIT22	A/600/5307	Carrying out statistical process control _SPC_ procedures	3	12	35	Portfolio
BIT23	L/600/5313	Applying Six Sigma metrics to a project	3	13	42	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT24	H/600/5320	Producing a characteristic selection matrix	3	13	42	Portfolio
BIT25	J/600/5326	Carrying out measurement systems analysis _MSA_	3	13	42	Portfolio
BIT26	R/600/5331	Carrying out capability studies	3	18	58	Portfolio
BIT27	Y/600/5332	Producing multi-variance charts	3	13	42	Portfolio
BIT28	Y/600/5301	Applying hypothesis testing	3	13	42	Portfolio

Optional Group F

Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT3	J/600/5309	Applying workplace organisation techniques	3	14	51	Portfolio
BIT4	D/600/5316	Applying continuous improvement techniques _Kaizen	3	18	55	Portfolio
BIT5	K/600/5318	Developing visual management systems	3	13	41	Portfolio
BIT6	K/600/5321	Creating flexible production and manpower systems	3	11	42	Portfolio
BIT7	Y/600/5315	Carrying out problem solving activities	3	12	41	Portfolio

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Unit No.	URN	Unit Title	Level	Credit	GLH	Assessment Method
BIT8	M/600/5319	Analysing and selecting parts for improvement	3	18	58	Portfolio
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BIT10	L/600/5330	Carrying out value stream mapping _VSM_	3	17	58	Portfolio
BIT11	D/600/5333	Applying set-up reduction techniques	3	18	58	Portfolio
BIT12	T/600/5323	Applying total productive maintenance _TPM_	3	15	54	Portfolio
BIT13	R/600/5314	Applying flow process analysis	3	18	58	Portfolio
BIT14	H/600/5334	Applying Policy Deployment _Hoshin Kanri, quality operating systems, business plan deployment_	3	13	42	Portfolio
BIT15	K/600/5335	Applying value management _value engineering and value analysis_	3	15	50	Portfolio
BIT16	M/600/5336	Creating standard operating procedures _SOP_	3	12	42	Portfolio

Age Restriction

The BIIAB Level 3 Diploma in Business Improvement Techniques is appropriate for use in the following age ranges:

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- 16-18
- 19+

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
- BIIAB Level 4 Diploma in Management 601/4601/1
- Employment opportunities and career progression.

Assessment

Overview of assessment strategy

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

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

- Meet the assessment criteria
- Achieve the learning outcomes.

Centres must obtain approval for any Centre Devised Assessments before their use. Please contact BIIAB Qualifications Limited for details of the Centre Devised Assessment process and procedure.

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.

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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 review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB, will quality assure the assessment and internal quality assurance 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.

Requirements of assessors, external and internal verifiers

Candidates may be assessed, moderated or verified at work 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.

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- be 'occupationally competent'. 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 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.

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 IQA's.

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.

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- be 'occupationally competent'. 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.
- be 'occupationally competent'. 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.

Awarding organisations require all assessors, moderators and verifiers to maintain current competence to deliver these functions. BIIAB recognises 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

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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

Evidence may be produced through simulation solely in exceptional circumstances. The exceptional circumstances, under which simulation is possible, are those situations that are not naturally or readily occurring, such as response to emergencies.

Simulation must be undertaken in a 'realistic working environment' (RWE). 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.

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

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

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 Qualifications Limited 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.

Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Evidence matrixes for the competence / NVQ units
- A Learner Summative Reflection
- Access to the units

All of these resources are available on request.

Evidenec matrixes

BIIAB Qualifications Limited 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

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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.

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 Qualifications Limited includes the mandatory units within this guidance document.

Learner Summative Reflection

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

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 forms part of the delivery.

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

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

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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 GL, will include the estimated number of hours spent 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.

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

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 guidance document 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 / Unit Reference Number (URN)

The Unit 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 Qualifications Limited also assign unique unit numbers which is consistent 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 National Occupational Standards and the level descriptors.

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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 required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to 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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Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited 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 Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>

Qualification Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse

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effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, assessment approach remains appropriate and that it remains valid and fit for purpose.

Mandatory Units

The following units are mandatory for this qualification.

Complying with statutory regulations and organisational safety requirements

Unit Reference	A/601/5013
BIIAB Reference	BIT1
Level	2
Credit Value	5
Guided Learning (GL)	35
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to comply with statutory regulations and organisational safety requirements.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.17) The learner can:
1. Comply with statutory regulations and organisational safety requirements	<p>1.1 Comply with their duties and obligations as defined in the Health and Safety at Work Act</p> <p>1.2 Demonstrate their understanding of their duties and obligations to health and safety by:</p> <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 <p>1.3 Present themselves in the workplace suitably prepared for the activities to be undertaken</p>

	<p>1.4 Follow organisational accident and emergency procedures</p> <p>1.5 Comply with emergency requirements, to include:</p> <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 <p>1.6 Recognise and control hazards in the workplace</p> <p>1.7 Identify the hazards and risks that are associated with the following:</p> <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 <p>1.8 Use correct manual lifting and carrying techniques</p> <p>1.9 Demonstrate one of the following methods of manual lifting and carrying:</p> <ul style="list-style-type: none"> • lifting alone • with assistance of others • with mechanical assistance <p>1.10 Apply safe working practices and procedures to include:</p> <ul style="list-style-type: none"> • maintaining a tidy workplace, with exits and gangways free from obstruction
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	<ul style="list-style-type: none"> • 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	<p>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)</p> <p>2.2 Describe the specific regulations and safe working practices and procedures that apply to their work activities</p> <p>2.3 Describe the warning signs for the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations</p> <p>2.4 Explain how to locate relevant health and safety information for their tasks, and the sources of expert assistance when help is needed</p> <p>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</p>

	<p>ejection, fire, working at height, environment, pressure/stored energy systems, volatile, flammable or toxic materials, unshielded processes, working in confined spaces)</p> <p>2.6 Describe their responsibilities for identifying and dealing with hazards and reducing risks in the workplace</p> <p>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)</p> <p>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)</p> <p>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</p> <p>2.10 Explain what constitute dangerous occurrences and hazardous malfunctions, and why these must be reported even if no-one is injured</p> <p>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</p>
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	<p>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</p> <p>2.13 Describe the protective clothing and equipment that is available for their areas of activity</p> <p>2.14 Explain how to safely lift and carry loads, and the manual and mechanical aids available</p> <p>2.15 Explain how to prepare and maintain safe working areas; the standards and procedures to ensure good housekeeping</p> <p>2.16 Describe the importance of safe storage of tools, equipment, materials and products</p> <p>2.17 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve</p>
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Leading effective teams

Unit Reference	T/600/5306
BIIAB Reference	BIT2
Level	3
Credit Value	9
Guided Learning (GL)	26
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to lead effective teams.
Learning Outcomes (1 to 2) The learner will:	Assessment Criteria (1.1 to 2.14) The learner can:
1. Lead effective teams	<p>1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines</p> <p>1.2 Work in accordance with the roles and responsibilities identified for the team leader role</p> <p>1.3 Obtain the authority and support for the release of the necessary resources to carry out the team activities</p> <p>1.4 Consult with appropriate people in order to secure the release of the following resources:</p> <ul style="list-style-type: none"> • people involved • work space/work area required • documentation and information required <p>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</p> <p>1.6 Prioritise the work activities to achieve the objectives, cost-effectively and efficiently</p> <p>1.7 Develop action plans which clearly identify activities and responsibilities required to meet the team targets:</p>

	<ul style="list-style-type: none"> • for themselves • for the team <p>1.8 Determine and agree individual roles and responsibilities, and coach/mentor their team, focusing on the objectives that have been set</p> <p>1.9 Monitor the performance of their team against the goals and objectives which have been set, and communicate this to the relevant people</p> <p>1.10 Communicate effectively with:</p> <ul style="list-style-type: none"> • management • peers • subordinates <p>1.11 Communication must include:</p> <ul style="list-style-type: none"> • verbal • written • electronic methods <p>1.12 Consult with subject specialists when required, to gain the necessary information to support the team goals and objectives</p> <p>1.13 Deal promptly and effectively with any problems within their control, and report those that cannot be resolved</p>
2. Know how to lead effective teams	<p>2.1 Describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act</p> <p>2.2 Describe the business targets set for their area of responsibility, and how to set personal, individual and team targets to achieve them (action planning)</p>

	<p>2.3 Explain how to prioritise their own and their team's workload to ensure that targets are met</p> <p>2.4 Explain how to communicate effectively, listen, question, support and coach others to work towards the business targets</p> <p>2.5 Explain how to present information effectively to management, peers or team members, using different methods</p> <p>2.6 Explain how to conduct a team performance review and how to involve the team in brainstorming activities to identify opportunities, threats and solutions</p> <p>2.7 Describe the types of conflict and problem that might emerge between work activities</p> <p>2.8 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)</p> <p>2.9 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)</p> <p>2.10 Describe the specialist help that they may require in their area of responsibility, and how this can be obtained</p> <p>2.11 Explain how to structure and lead a team event, and the presentation materials and work documentation required</p>
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	<p>2.12 Explain how to train others in the processes and procedures relevant to them, and their area of responsibility</p> <p>2.13 Explain how to monitor and check that their team is working to identified quality and safety standards</p> <p>2.14 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve</p>
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