Qualification Guidance Document

BIIAB Level 3 Diploma in Business Improvement Techniques

England – 601/6603/4
Wales – C00/0753/9

About Us

At BIIAB Qualifications Limited we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist, we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

BIIAB Qualifications Limited have 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.

The system is accessed via a web browser by connecting to our secure website using a username and password: Skills and Education Group Awards Secure Login

Sources of Additional Information

The BIIAB Qualifications Limited website provides access to a wide variety of information.

Copyright

Specification Code

The specification code is D5720-03.

Issue	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.
3.3	February 2026	Updated to new company branding

This guide should be read in conjunction with the Indicative Content document which is available on our secure website using the link above.

Contents

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 Diploma in Business Improvement Techniques – 601/6603/4 (England) and C00/0753/9 (Wales)								
Qualification Purpose	To obtain and then demonstrate the knowledge 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 > Qualifications Wales							
Assessment	> Portfolio of Evidence > Practical Demonstration/Assignment							
Type of Funding Available	See FaLA (Find a Learning Aim)							
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)	170 hours							
Total Qualification Time (TQT)	400 hours							
Credit Value	40							
BIIAB Qualifications Limited Sector	Business Support							
Regulator Sector	04.2 Manufacturing technologies							

Support from Trade Associations	

Introduction

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 Diploma in Business Improvement Techniques	601/6603/4 (England) C00/0753/9 (Wales)

Pre-requisites

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.

BIIAB Qualifications Limited expects approved centres to recruit with integrity on the basis of a trainee's ability to contribute to and successfully complete all the requirements of a unit(s) or the full qualification.

Qualification Structure and Rules of Combination

Qualification Title: BIIAB Level 3 Diploma in Business Improvement Techniques

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 a minimum of 5 credits from Optional Group B1, a minimum of 5 credits from Optional Group B2 and a minimum of 5 credits from Optional Group B3.

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.

Unit Title	Unit Number	Level	Credit Value	GL
Mandatory Group A Minimum Credit Target – 25				
Understand the application of workplace organisation techniques	J/503/5819 BIT29	3	5	26
Understanding the application of continuous improvement techniques-Kaizen	J/503/5822 BIT30	3	5	24
Understanding the development of visual management systems	R/503/5824 BIT31	3	5	18
Understanding the leading of effective teams	T/503/5816 BIT32	3	5	28
Understanding the application of statutory regulations and organisational safety requirements	T/503/5833 BIT33	3	5	18

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B1 Minimum Credit Target – 5				
Understanding how to carry out problem solving activities	D/503/5826 BIT34	3	5	20
Understand the creation of flexible production and manpower systems	Y/503/5825 BIT35	3	5	20

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B2 Minimum Credit Target – 5				
Understanding the process of analysing and selecting parts for improvement	H/503/5827 BIT36	3	5	18
Understanding the application of set-up reduction techniques	K/503/5828 BIT37	3	5	26

Understanding the creation of standard operating procedures	K/503/5831 BIT38	3	5	18
Understanding the application of flow processes analysis	M/503/5829 BIT39	3	5	20
Understand the creation of flexible production and manpower systems	Y/503/5825 BIT35	3	5	20
Understanding how to carry out problem solving activities	D/503/5826 BIT34	3	5	20

Unit Title	Unit Number	Level	Credit Value	GL
Optional Group B3 Minimum Credit Target – 5				
Understanding how to carry out problem solving activities	D/503/5826 BIT34	3	5	20
Understanding the process of analysing and selecting parts for improvement	H/503/5827 BIT36	3	5	18
Understanding the application of set-up reduction techniques	K/503/5828 BIT37	3	5	26
Understanding the creation of standard operating procedures	K/503/5831 BIT38	3	5	18
Understanding the application of flow processes analysis	M/503/5829 BIT39	3	5	20
Understand the creation of flexible production and manpower systems	Y/503/5825 BIT35	3	5	20

Barred Unit

This unit	Is barred against this unit
Understand the creation of flexible production and manpower systems (Y/503/5825)	Understanding how to carry out problem solving activities (D/503/5826)

Aim

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.

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.

Target Group

This qualification is appropriate for use in the following age ranges:

- 16-18
- 19+

Assessment

This qualification is internally assessed and requires internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

Centres must take all reasonable steps to avoid any part of the assessment of a learner (including any internal quality assurance and invigilation) being undertaken by any person who has a personal interest in the result of the 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 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 workplace 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 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.

- 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, experiences 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.

- 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

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

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

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). An 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/

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level

of attainment demonstrated by that learner in the assessment and will be based upon the achievement of all of the specified learning outcomes.

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- be up to date and current
- reflect the context from which the learner has been taught
- be flexible to learner needs

Please refer to the Instructions for the Conduct of Examinations and Other External Assessment for further information.

Resources

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

- Assessment Knowledge Modules (AKMs)
- Assessment Guidance for each of the AKMs
- Purpose Statement
- Learner Unit Achievement Checklist

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 to 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 to this document upon approval for the qualification.

Practice Assessment Material

BIIAB Qualifications Limited confirm that there is no practice assessment material for this qualification.

Teaching Strategies and Learning Activities

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

Progression Opportunities

Completion of this qualification allows 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

Centres should be aware that Reasonable Adjustments, which may be permitted for assessment, may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

Tutor / Assessor Requirements

BIIAB Qualifications Limited require those involved in the teaching and assessment process to be suitably experienced and / or qualified. Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject/occupational area to a suitable level to carry out accurate quality assurance practices and processes.

Language

This specification and associated assessment materials are in English only.

Mandatory Unit Details

Understand the application of workplace organisation techniques		
Unit Reference	J/503/5819	
Level	3	
Credit Value	5	
Guided Learning (GL)	26	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the application of workplace organisation techniques.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**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 4.3	Explain the procedure used to identify and address surplus or missing equipment or resources Specify the benefits of removal or redeployment of tagged items
5. Know how to apply the workplace organisation techniques	5.1 5.2 5.3	State why it is necessary to audit the workplace organisation activity Describe the tools and techniques used to score the audit Explain how to carry out a workplace organisation audit
6. Understand how to interpret workplace organisation audit results	6.1 6.2	Describe how to evaluate the results of a workplace organisation audit 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 7.2	Explain why an action plan is created to deliver the improvements identified by the workplace organisation audit Specify why the implications of the action plan on other areas of the business must be considered

Understanding the application of continuous improvement techniques-Kaizen		
Unit Reference	J/503/5822	
Level	3	
Credit Value	5	
Guided Learning (GL)	24	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the application of continuous improvement techniques-Kaizen.	
Learning Outcomes (1 to 8)	**Assessment Criteria (1.1 to 8.2)**	
The learner will	**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 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 reoccurrence 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 5.2 5.3	Specify the type of improvements that can be made in the workplace and how they could be identified Specify how a stepped continuous improvement activity e.g. PDCA would be carried out 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 6.2	Specify the types and application of key performance indicators that are used to measure business improvement 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 7.2	Specify what would need to be included in the improvement plan 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 8.2	Explain the role of standard operating procedures in helping sustain the improvements Explain the importance of an appropriate environment for improvement

Understanding the development of visual management systems		
Unit Reference	R/503/5824	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the development of visual management systems.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**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

Understanding the leading of effective teams		
Unit Reference	T/503/5816	
Level	3	
Credit Value	5	
Guided Learning (GL)	28	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the leading of effective teams.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**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 4.2	Explain why organisational processes and procedures are required to help run businesses effectively 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 5.2	Explain how to develop an action plan that clearly define activities and responsibilities Explain why it may be necessary to seek specialist advice and help
6. Know how to lead an improvement activity	6.1 6.2	Explain how to lead a team event which had clearly defined activities and responsibilities Define how specialist advice and help can be obtained during the team activity
7. Know how to improve team skills and knowledge	7.1 7.2	Explain how to train others in the processes and procedures that are relevant to them and their area of responsibility Specify how to monitor and check a team is working to identified quality and safety standards

Understanding the application of statutory regulations and organisational safety requirements		
Unit Reference	T/503/5833	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	The purpose of this unit is to provide the learner with the knowledge to understand the application of statutory regulations and organisational safety requirements.	
Learning Outcomes (1 to 11)	**Assessment Criteria (1.1 to 11.1)**	
The learner will	**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 causes 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
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

Optional Group B1 Unit Details

Understanding how to carry out problem solving activities		
Unit Reference	D/503/5826	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' understanding of systematic problem identification and resolution within a workplace or operational context.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know how to identify the nature and extent of a problem	1.1	Specify the methods used to detect a problem that has occurred within a work area/product range
	1.2	Explain how a non-conforming product or process would be contained
	1.3	Explain how to select and apply a structured procedure for problem solving to a product or process
2. Understand how to obtain data and information relevant to the problem	2.1	Explain the use of performance measurement and analysis to direct and focus the problem-solving effort
	2.2	Specify the techniques used to obtain data and information on problems within a work area/product range
3. Understand how to establish the root cause of a problem	3.1	Specify the methods and techniques used in evaluating information and the importance of getting to the root cause
	3.2	Explain the methods and techniques used in root cause analysis

	3.3	Explain how to determine criticality and establish priorities
4. Know how to implement corrective actions to problems	4.1	Specify the methods used to choose and implement corrective actions and the factors that would need to be taken into account within a work area/product range
	4.2	Explain who would need to be informed of the corrective actions and what reporting procedures and documentation would be used
5. Know how to monitor the effectiveness of the corrective actions	5.1	Specify the range of methods that could be used to monitor the effectiveness of the corrective actions
	5.2	Explain how to review the problem-solving process in order to achieve further improvements within the business

Understand the creation of flexible production and manpower systems		
Unit Reference	Y/503/5825	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of flexible production and manpower systems used to support efficient and responsive operations. Learners will explore the principles underpinning flexible systems, including how resources and workforce skills can be organised to adapt to changing production demands.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know the principles of a flexible production and manpower system	1.1	Explain the reasons for having a flexible production and manpower system within a lean business environment
	1.2	Specify what is required for the successful implementation and running of a flexible production and manpower system
2. Know how to prepare to set up a flexible production and manpower system	2.1	Explain how to use the principle tools to establish the information needed to help improve efficiency and productivity
	2.2	Specify the techniques used to visually communicate the information and the work to be undertaken
3. Understand how to create a flexible production and manpower system	3.1	Explain how to generate a lean workplace layout utilising the appropriate cell manufacturing techniques
	3.2	Specify the different techniques used within the set up to create and maintain

		the flexible production and manpower system
4. Know how to carry out improvements to the flexible production and manpower system	4.1 4.2 4.3	Specify the type of value adding improvements that can be made to the flexible production and manpower system Specify the sort of problems that can occur and affect the running of a system Explain how any problems with the flexible production and manpower system would be resolved
5. Understand the use of skills matrices within a flexible production and manpower system	5.1 5.2	Explain how to create a skills matrix Explain how a skills matrix would be used in a flexible production and manpower system

Optional Group B2 Unit Details

Understanding the process of analysing and selecting parts for improvement		
Unit Reference	H/503/5827	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	This unit aims to develop learners' knowledge and understanding of the processes involved in analysing and selecting parts, components, or processes for improvement within an operational or manufacturing environment.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know the principles of analysing and selecting parts for improvement	1.1	Specify how the use of data analysis can be used in monitoring the performance of a product or service
	1.2	Explain the specific benefits of the process of analysing and selecting parts for improvement in helping improve quality
2. Understand how to prepare for the deployment of analysing and selecting parts for improvement	2.1	Specify the type of information, documentation and equipment needed to carry out the activity within a work area/product range
	2.2	Explain how the information obtained is evaluated in order to select the representative parts for the chosen work area/product range
3. Understand how to apply the process of analysing and selecting parts for improvement	3.1	Specify how the appropriate tools and techniques would be selected to identify problems with the product/service

	3.2 3.3	Explain how the appropriate tools and techniques would be used Explain how to evaluate the information obtained to determine the representative part families for the chosen work area/product range
4. Know how to present the results of the analysis	4.1 4.2	Specify how to select the appropriate methods to communicate the information gained from the analysis Explain how to use the appropriate methods to communicate the information
5. Understand how to utilise the results of the analysis	5.1 5.2	Explain how the information gained will be converted into production system documentation and requirements Explain how other aspects of business performance can improve as a result of the analysis of the work area/product range

Understanding the application of set-up reduction techniques		
Unit Reference	K/503/5828	
Level	3	
Credit Value	5	
Guided Learning (GL)	26	
Unit Summary	This unit aims to develop learners' knowledge and understanding of techniques used to reduce process set-up and changeover times within an operational or manufacturing environment. Learners will explore the principles behind effective set-up and changeover reduction, including the benefits these improvements can bring to productivity, efficiency, and operational flexibility.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Understand the principles of set-up and changeover reduction techniques	1.1	Specify the principles of set-up reduction techniques and how it can lead to improvements in business efficiency and profitability
	1.2	Explain why a machine, process or operation would be selected for an improvement activity
	1.3	Specify the range of improvements that are possible within a work area/product range
2. Understand the benefits of effective process set-up and changeover	2.1	Explain the difference between motion and work
	2.2	Explain what is meant by value adding and non-value adding activities
	2.3	Explain the difference between internal and external activities

3. Know how to prepare for the deployment of the set-up reduction techniques activity	3.1 3.2 3.3	Specify the basic steps or functions in a set-up procedure and their application to a machine/process bottleneck or constraint Specify the basic stages to be followed in the set-up procedure aimed at streamlining the set-up operation Explain how to carry out the preparations that need to be done prior to the set-up reduction activity taking place
4. Understand how to apply a set-up reduction techniques activity	4.1	Explain how to apply the practical steps of set-up reduction techniques using the principles of 'Single Minute Exchange of Dies' (SMED)
5. Know how to further improve the set-up and changeover activity	5.1 5.2 5.3 5.4	Explain how to apply effective problem-solving methods and techniques to further improve the set-up activity Specify how to set quantifiable targets and objectives for the improvement activity Explain how the targets and objectives can be achieved Explain how to create an action plan to convert internal activities to external activities which takes into account any implications for other parts of the business
6. Know how to sustain the improvements made to the set-up/changeover	6.1 6.2	Explain how to critically evaluate the changes that have been made or are being proposed to the set-up activity Explain the role of standard operating procedures in helping sustain the improvements

Understanding the creation of standard operating procedures		
Unit Reference	K/503/5831	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	This unit aims to develop learners' knowledge and understanding of standardisation within the workplace and its role in supporting consistent, efficient, and safe operations. Learners will explore the importance and benefits of standard operations and standard operating procedures (SOPs), and how work activities align with established standards.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**The learner can**	
1. Know the importance of standardisation in the workplace	1.1	Explain what is meant by the term standardisation as applicable to a business environment
	1.2	Explain how standardisation can help to make an organisation more competitive
2. Understand the benefits of having standard operations	2.1	Specify what is meant by 'standard operations'
	2.2	Specify the areas within a work area/product range that the establishing of standard operations will seek to address
3. Understand the benefits of having standard operating procedures	3.1	Explain how standard operating procedures underpin the standard operation
	3.2	Explain how the standard operating procedure can lead to simplifying the work done by helping eliminate waste and human error

4. Know how to relate work activities to standard operating procedures	4.1	Specify the difference between value added and non-value added operations
	4.2	Explain how the difference between value added and non-value added operations is established
	4.3	Specify the principles of motion economy and how this is incorporated into a standard operating procedure
5. Know how to prepare for the production of a standard operating procedure	5.1	Specify the basic outline of the standard operating procedure
	5.2	Explain the type of information that would need to be included in a standard operating procedure and how it would be categorised
	5.3	Specify how the information used to create standard operating procedure would need to be collected
6. Know how to produce a standard operating procedure	6.1	Explain how a standard operating procedure is created
	6.2	Explain how to monitor the accuracy and use of a standard operating procedure against the work requirements
	6.3	Explain why liaising with other parts of the business chain may be necessary before finalising the standard operating procedure
7. Understand the need to apply the continuous improvement process to standard operating procedures	7.1	Specify the reasons for having a review of a standard operating procedure
	7.2	Explain what are the factors that could lead to a revision of a standard operating procedure

Understanding the application of flow processes analysis		
Unit Reference	M/503/5829	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of flow process analysis and its role in improving operational efficiency. Learners will explore the principles that underpin effective flow analysis and the benefits it can bring in identifying waste, reducing delays, and improving overall process performance.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Know the principles of flow process analysis	1.1	Explain flow process analysis
	1.2	Describe its use within a lean manufacturing environment
	1.3	Define value added and non-values added activities
2. Understand the benefits of flow process analysis	2.1	Explain the benefits of flow process analysis
	2.2	Explain how flow process analysis identifies value added and non-value added activities
3. Know how prepare for a flow process analysis activity	3.1	Describe how flow process analysis is applied to a part/process to help identify where waste or problems/conditions occur
	3.2	Specify the symbols and abbreviations used in a flow process analysis sheet
	3.3	Describe how a flow process analysis sheet is constructed

4. Understand how to carry out a flow process analysis	4.1 4.2	Describe how to carry out a flow process analysis using the appropriate tools and techniques Describe how to provide a visual representation of a process using the appropriate process mapping techniques
5. Understand how to improve the process flow efficiency	5.1 5.2	Describe the type of improvements that can be made to a process Specify what implementation issues could arise as a result of the identified improvements
6. Understand how to evaluate the process flow efficiency	6.1	Describe how to produce a payback matrix or efficiency statement that prioritises and evaluates the improvement opportunities

Understand the creation of flexible production and manpower systems		
Unit Reference	Y/503/5825	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of flexible production and manpower systems and their role in supporting efficient, adaptable, and responsive operations. Learners will explore the key principles that underpin flexibility in production environments, including effective workforce planning and resource allocation.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know the principles of a flexible production and manpower system	1.1	Explain the reasons for having a flexible production and manpower system within a lean business environment
	1.2	Specify what is required for the successful implementation and running of a flexible production and manpower system
2. Know how to prepare to set up a flexible production and manpower system	2.1	Explain how to use the principle tools to establish the information needed to help improve efficiency and productivity
	2.2	Specify the techniques used to visually communicate the information and the work to be undertaken
3. Understand how to create a flexible production and manpower system	3.1	Explain how to generate a lean workplace layout utilising the appropriate cell manufacturing techniques
	3.2	Specify the different techniques used within the set up to create and maintain

		the flexible production and manpower system
4. Know how to carry out improvements to the flexible production and manpower system	4.1 4.2 4.3	Specify the type of value adding improvements that can be made to the flexible production and manpower system Specify the sort of problems that can occur and affect the running of a system Explain how any problems with the flexible production and manpower system would be resolved
5. Understand the use of skills matrices within a flexible production and manpower system	5.1 5.2	Explain how to create a skills matrix Explain how a skills matrix would be used in a flexible production and manpower system

Understanding how to carry out problem solving activities		
Unit Reference	D/503/5826	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of structured problem-solving techniques within the workplace. Learners will explore how to identify the nature and extent of problems, ensuring that issues are clearly defined and accurately understood.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know how to identify the nature and extent of a problem	1.1	Specify the methods used to detect a problem that has occurred within a work area/product range
	1.2	Explain how a non-conforming product or process would be contained
	1.3	Explain how to select and apply a structured procedure for problem solving to a product or process
2. Understand how to obtain data and information relevant to the problem	2.1	Explain the use of performance measurement and analysis to direct and focus the problem-solving effort
	2.2	Specify the techniques used to obtain data and information on problems within a work area/product range
3. Understand how to establish the root cause of a problem	3.1	Specify the methods and techniques used in evaluating information and the importance of getting to the root cause
	3.2	Explain the methods and techniques used in root cause analysis

	3.3	Explain how to determine criticality and establish priorities
4. Know how to implement corrective actions to problems	4.1	Specify the methods used to choose and implement corrective actions and the factors that would need to be taken into account within a work area/product range
	4.2	Explain who would need to be informed of the corrective actions and what reporting procedures and documentation would be used
5. Know how to monitor the effectiveness of the corrective actions	5.1	Specify the range of methods that could be used to monitor the effectiveness of the corrective actions
	5.2	Explain how to review the problem-solving process in order to achieve further improvements within the business

Optional Group B3 Unit Details

Understanding how to carry out problem solving activities		
Unit Reference	D/503/5826	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of effective problem identification and resolution within an operational environment. Learners will explore how to recognise and define the nature and extent of problems, ensuring issues are accurately assessed before action is taken.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know how to identify the nature and extent of a problem	1.1	Specify the methods used to detect a problem that has occurred within a work area/product range
	1.2	Explain how a non-conforming product or process would be contained
	1.3	Explain how to select and apply a structured procedure for problem solving to a product or process
2. Understand how to obtain data and information relevant to the problem	2.1	Explain the use of performance measurement and analysis to direct and focus the problem-solving effort
	2.2	Specify the techniques used to obtain data and information on problems within a work area/product range
3. Understand how to establish the root cause of a problem	3.1	Specify the methods and techniques used in evaluating information and the importance of getting to the root cause

	3.2 3.3	Explain the methods and techniques used in root cause analysis Explain how to determine criticality and establish priorities
4. Know how to implement corrective actions to problems	4.1 4.2	Specify the methods used to choose and implement corrective actions and the factors that would need to be taken into account within a work area/product range Explain who would need to be informed of the corrective actions and what reporting procedures and documentation would be used
5. Know how to monitor the effectiveness of the corrective actions	5.1 5.2	Specify the range of methods that could be used to monitor the effectiveness of the corrective actions Explain how to review the problem-solving process in order to achieve further improvements within the business

Understanding the process of analysing and selecting parts for improvement		
Unit Reference	H/503/5827	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	This unit aims to develop learners' knowledge and understanding of the principles and processes involved in analysing and selecting parts for improvement within an operational or manufacturing context.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know the principles of analysing and selecting parts for improvement	1.1	Specify how the use of data analysis can be used in monitoring the performance of a product or service
	1.2	Explain the specific benefits of the process of analysing and selecting parts for improvement in helping improve quality
2. Understand how to prepare for the deployment of analysing and selecting parts for improvement	2.1	Specify the type of information, documentation and equipment needed to carry out the activity within a work area/product range
	2.2	Explain how the information obtained is evaluated in order to select the representative parts for the chosen work area/product range
3. Understand how to apply the process of analysing and selecting parts for improvement	3.1	Specify how the appropriate tools and techniques would be selected to identify problems with the product/service
	3.2	Explain how the appropriate tools and techniques would be used

	3.3	Explain how to evaluate the information obtained to determine the representative part families for the chosen work area/product range
4. Know how to present the results of the analysis	4.1 4.2	Specify how to select the appropriate methods to communicate the information gained from the analysis Explain how to use the appropriate methods to communicate the information
5. Understand how to utilise the results of the analysis	5.1 5.2	Explain how the information gained will be converted into production system documentation and requirements Explain how other aspects of business performance can improve as a result of the analysis of the work area/product range

Understanding the application of set-up reduction techniques		
Unit Reference	K/503/5828	
Level	3	
Credit Value	5	
Guided Learning (GL)	26	
Unit Summary	This unit aims to develop learners' knowledge and understanding of set-up and changeover reduction techniques and their importance in improving operational performance. Learners will explore the principles behind effective set-up and changeover processes, including the benefits of reducing downtime, increasing productivity, and enhancing flexibility.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.2)**	
The learner will	**The learner can**	
1. Understand the principles of set-up and changeover reduction techniques	1.1	Specify the principles of set-up reduction techniques and how it can lead to improvements in business efficiency and profitability
	1.2	Explain why a machine, process or operation would be selected for an improvement activity
	1.3	Specify the range of improvements that are possible within a work area/product range
2. Understand the benefits of effective process set-up and changeover	2.1	Explain the difference between motion and work
	2.2	Explain what is meant by value adding and non-value adding activities
	2.3	Explain the difference between internal and external activities

3. Know how to prepare for the deployment of the set-up reduction techniques activity	3.1 3.2 3.3	Specify the basic steps or functions in a set-up procedure and their application to a machine/process bottleneck or constraint Specify the basic stages to be followed in the set-up procedure aimed at streamlining the set-up operation Explain how to carry out the preparations that need to be done prior to the set-up reduction activity taking place
4. Understand how to apply a set-up reduction techniques activity	4.1	Explain how to apply the practical steps of set-up reduction techniques using the principles of 'Single Minute Exchange of Dies' (SMED)
5. Know how to further improve the set-up and changeover activity	5.1 5.2 5.3 5.4	Explain how to apply effective problem-solving methods and techniques to further improve the set-up activity Specify how to set quantifiable targets and objectives for the improvement activity Explain how the targets and objectives can be achieved Explain how to create an action plan to convert internal activities to external activities which takes into account any implications for other parts of the business
6. Know how to sustain the improvements made to the set-up/changeover	6.1 6.2	Explain how to critically evaluate the changes that have been made or are being proposed to the set-up activity Explain the role of standard operating procedures in helping sustain the improvements

Understanding the creation of standard operating procedures		
Unit Reference	K/503/5831	
Level	3	
Credit Value	5	
Guided Learning (GL)	18	
Unit Summary	This unit aims to develop learners' knowledge and understanding of standardisation and its role in supporting consistent, efficient, and high-quality workplace performance. Learners will explore the importance of standard operations and the benefits of implementing standard operating procedures (SOPs) to ensure clarity, consistency, safety, and compliance in work activities.	
Learning Outcomes (1 to 7)	**Assessment Criteria (1.1 to 7.2)**	
The learner will	**The learner can**	
1. Know the importance of standardisation in the workplace	1.1	Explain what is meant by the term standardisation as applicable to a business environment
	1.2	Explain how standardisation can help to make an organisation more competitive
2. Understand the benefits of having standard operations	2.1	Specify what is meant by 'standard operations'
	2.2	Specify the areas within a work area/product range that the establishing of standard operations will seek to address
3. Understand the benefits of having standard operating procedures	3.1	Explain how standard operating procedures underpin the standard operation
	3.2	Explain how the standard operating procedure can lead to simplifying the work

		done by helping eliminate waste and human error
4. Know how to relate work activities to standard operating procedures	4.1 4.2 4.3	Specify the difference between value added and non-value added operations Explain how the difference between value added and non-value added operations is established Specify the principles of motion economy and how this is incorporated into a standard operating procedure
5. Know how to prepare for the production of a standard operating procedure	5.1 5.2 5.3	Specify the basic outline of the standard operating procedure Explain the type of information that would need to be included in a standard operating procedure and how it would be categorised Specify how the information used to create standard operating procedure would need to be collected
6. Know how to produce a standard operating procedure	6.1 6.2 6.3	Explain how a standard operating procedure is created Explain how to monitor the accuracy and use of a standard operating procedure against the work requirements Explain why liaising with other parts of the business chain may be necessary before finalising the standard operating procedure
7. Understand the need to apply the continuous improvement process to standard operating procedures	7.1 7.2	Specify the reasons for having a review of a standard operating procedure Explain what are the factors that could lead to a revision of a standard operating procedure

Understanding the application of flow processes analysis		
Unit Reference	M/503/5829	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of flow process analysis and its role in improving operational performance and efficiency. Learners will explore the key principles that underpin effective flow analysis and understand the benefits of identifying waste, reducing delays, and enhancing overall process performance.	
Learning Outcomes (1 to 6)	**Assessment Criteria (1.1 to 6.1)**	
The learner will	**The learner can**	
1. Know the principles of flow process analysis	1.1	Explain flow process analysis
	1.2	Describe its use within a lean manufacturing environment
	1.3	Define value added and non-values added activities
2. Understand the benefits of flow process analysis	2.1	Explain the benefits of flow process analysis
	2.2	Explain how flow process analysis identifies value added and non-value added activities
3. Know how prepare for a flow process analysis activity	3.1	Describe how flow process analysis is applied to a part/process to help identify where waste or problems/conditions occur
	3.2	Specify the symbols and abbreviations used in a flow process analysis sheet

	3.3	Describe how a flow process analysis sheet is constructed
4. Understand how to carry out a flow process analysis	4.1 4.2	Describe how to carry out a flow process analysis using the appropriate tools and techniques Describe how to provide a visual representation of a process using the appropriate process mapping techniques
5. Understand how to improve the process flow efficiency	5.1 5.2	Describe the type of improvements that can be made to a process Specify what implementation issues could arise as a result of the identified improvements
6. Understand how to evaluate the process flow efficiency	6.1	Describe how to produce a payback matrix or efficiency statement that prioritises and evaluates the improvement opportunities

Understand the creation of flexible production and manpower systems		
Unit Reference	Y/503/5825	
Level	3	
Credit Value	5	
Guided Learning (GL)	20	
Unit Summary	This unit aims to develop learners' knowledge and understanding of flexible production and manpower systems and their importance in supporting responsive and efficient operations. Learners will explore the principles that underpin workforce flexibility, effective resource planning, and adaptable production processes.	
Learning Outcomes (1 to 5)	**Assessment Criteria (1.1 to 5.2)**	
The learner will	**The learner can**	
1. Know the principles of a flexible production and manpower system	1.1	Explain the reasons for having a flexible production and manpower system within a lean business environment
	1.2	Specify what is required for the successful implementation and running of a flexible production and manpower system
2. Know how to prepare to set up a flexible production and manpower system	2.1	Explain how to use the principle tools to establish the information needed to help improve efficiency and productivity
	2.2	Specify the techniques used to visually communicate the information and the work to be undertaken
3. Understand how to create a flexible production and manpower system	3.1	Explain how to generate a lean workplace layout utilising the appropriate cell manufacturing techniques
	3.2	Specify the different techniques used within the set up to create and maintain the flexible production and manpower system

4. Know how to carry out improvements to the flexible production and manpower system	4.1 4.2 4.3	Specify the type of value adding improvements that can be made to the flexible production and manpower system Specify the sort of problems that can occur and affect the running of a system Explain how any problems with the flexible production and manpower system would be resolved
5. Understand the use of skills matrices within a flexible production and manpower system	5.1 5.2	Explain how to create a skills matrix Explain how a skills matrix would be used in a flexible production and manpower system

Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

BIIAB Qualifications Limited policy enables learners to avoid duplication of learning and assessment in a number of ways:

- **Recognition of Prior Learning (RPL)** – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- **Exemption** – Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within BIIAB Qualifications Limited qualification, but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the BIIAB Qualifications Limited qualification to be achieved in order to determine its equivalence.
  - Any queries about the relevance of any certificated evidence should be referred in the first instance to your centre's internal moderator and then to BIIAB Qualifications Limited.
  - It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.
  - Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.
- **Credit Transfer** – BIIAB Qualifications Limited may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- **Equivalencies** – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

BIIAB Qualifications Limited encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Qualifications' which can be downloaded from biiab.co.uk/for-centres/

Certification

Learners will be certificated for all units and qualifications that are achieved and claimed.

BIIAB Qualifications Limited policies and procedures are available on the website.

Exemptions

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

Glossary of Terms

GL (Guided Learning)
GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit/component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment.

TQT (Total Qualification Time)
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.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit/component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response.