



Level 2 NVQ Diploma In  
QUALITY IMPROVEMENT PATHWAY

Evidence Logbook

Qualification recognition number: 601/4342/3  
Qualification Reference: L2NVQDBIT

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# Assessment Principles

## 1. Assessment Principles

1.1 Assessment decisions for competence based learning outcomes (e.g. those beginning with 'to be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

1.2 Assessment decisions for competence based learning outcomes must be made by an assessor qualified to make assessment decisions.

1.3 Competence based assessment must include direct observation as the main source of evidence.

1.4 Simulation may only be utilised as an assessment method for competence based learning outcomes if specified in the assessment requirements of the component.

1.5 Expert witnesses can be used for direct observation if they have occupational expertise for specialist areas or, if the observation is of a particularly sensitive nature. The use of expert witnesses should be determined and agreed by the assessor.

1.6 Assessment of knowledge based learning outcomes (e.g. those beginning with 'know' or 'understand') may take place in or outside of a real work environment.

1.7 Assessment decisions for knowledge based learning outcomes must be made by an occupationally knowledgeable assessor.

1.8 Assessment decisions for knowledge based learning outcomes must be made by an assessor qualified to make assessment decisions. Where assessment is electronic or undertaken according to a set grid, the assessment decisions are made by the person who has set the answers.

## 2. Internal Quality Assurance

2.1 Internal quality assurance is key to ensuring that the assessment of evidence for component is of a consistent and appropriate quality. Those carrying out internal quality assurance must be occupationally knowledgeable in the area they are assuring and be qualified to make quality assurance decisions.

## 3. Definitions

### 3.1 Occupationally competent:

This means that each assessor must be capable of carrying out the full requirements within the competency components they are assessing. Being occupationally competent means they are also occupationally knowledgeable. This occupational competence should be maintained annually through clearly demonstrable continued learning and professional development.

### 3.2 Occupationally knowledgeable:

This means that each assessor should possess relevant knowledge and understanding and be able to assess this in components designed to test knowledge and understanding. This occupational

knowledge should be maintained annually through clearly demonstrable continued learning and professional development.

### 3.3 Qualified to make assessment decisions:

This means that each assessor must hold a qualification suitable to support the making of appropriate and consistent assessment decisions. Awarding organisations will determine what qualifies those making assessment decisions according to the competency components under assessment. In any case of significant uncertainty, the Sector Skills Council will be consulted.

### 3.4 Qualified to make quality assurance decisions:

Awarding organisations will determine what qualifies an assessor undertaking internal quality assurance to make decisions about quality assurance.

### 3.5 Expert witness:

An expert witness must:

- have a working knowledge of the components on which their expertise is based
- be occupationally competent in their area of expertise
- have EITHER any qualification in assessment of workplace performance OR a professional work role which involves evaluating the everyday practice of staff

## Evidence Requirements for the Level 2 NVQ Diploma in Business Improvement Techniques – Quality Improvement

You must meet all the learning outcomes and assessment criteria identified in each component to achieve the full component. Evidence should be developed over a period of time using diverse assessment methods.

### How Your Evidence is Checked

After your Assessor has assessed your work, another member of staff - the Internal Quality Assurer - will review it. An External Quality Assurer from Future (Awards and Qualifications) will visit your assessment centre.

### Certificate Claims

Once you've built up your portfolio of evidence, your assessor will sign off your component declaration and present your portfolio to the Internal Quality Assurer. Once the portfolio has passed the internal quality assurance process, the centre can claim your certificate.

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## Component 1: Complying with Statutory Regulations and Organisational Safety Requirements

Component Reference Number: A/601/5013

Level: 2

Credit: 5

GL: 35

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Comply with statutory regulations and organisational safety requirements</b>			
1.1 Comply with their duties and obligations as defined in the Health and Safety at Work Act			
1.2 Demonstrate their understanding of their duties and obligations to health and safety by: <ul style="list-style-type: none"> <li>• applying in principle their duties and responsibilities as an individual under the Health and Safety at Work Act</li> <li>• identifying, within their organisation, appropriate sources of information and guidance on health and safety issues, such as:               <ul style="list-style-type: none"> <li>- eye protection and personal protective equipment (PPE)</li> <li>- COSHH regulations</li> <li>- Risk assessments</li> </ul> </li> <li>• identifying the warning signs and labels of the main groups of hazardous or dangerous substances</li> <li>• complying with the appropriate statutory regulations at all times</li> </ul>			
1.3 Present themselves in the workplace suitably prepared for the activities to be undertaken			

1.4 Follow organisational accident and emergency procedures			
1.5 Comply with emergency requirements, to include: <ul style="list-style-type: none"> <li>• identifying the appropriate qualified first aiders and the location of first aid facilities</li> <li>• identifying the procedures to be followed in the event of injury to themselves or others</li> <li>• following organisational procedures in the event of fire and the evacuation of premises</li> <li>• identifying the procedures to be followed in the event of dangerous occurrences or hazardous malfunctions of equipment</li> </ul>			
1.6 Recognise and control hazards in the workplace			
1.7 Identify the hazards and risks that are associated with the following: <ul style="list-style-type: none"> <li>• their working environment</li> <li>• the equipment that they use</li> <li>• materials and substances (where appropriate) that they use</li> <li>• working practices that do not follow laid-down procedures</li> </ul>			
1.8 Use correct manual lifting and carrying techniques			

<p>1.9 Demonstrate one of the following methods of manual lifting and carrying:</p> <ul style="list-style-type: none"> <li>• lifting alone</li> <li>• with assistance of others</li> <li>• with mechanical assistance</li> </ul>			
<p>1.10 Apply safe working practices and procedures to include:</p> <ul style="list-style-type: none"> <li>• maintaining a tidy workplace, with exits and gangways free from obstruction</li> <li>• using equipment safely and only for the purpose intended</li> <li>• observing organisational safety rules, signs and hazard warnings</li> <li>• taking measures to protect others from any harm resulting from the work that they are carrying out</li> </ul>			
<b>2 Know how to comply with statutory regulations and organisational safety requirements</b>			
<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,</p>			



Diseases and Dangerous Occurrences Regulations)			
2.2 Describe the specific regulations and safe working practices and procedures that apply to their work activities			
2.3 Describe the warning signs for the seven main groups of hazardous substances defined by Classification, Packaging and Labelling of Dangerous Substances Regulations			
2.4 Explain how to locate relevant health and safety information for their tasks, and the sources of expert assistance when help is needed			
2.5 Explain what constitutes a hazard in the workplace (such as moving parts of machinery, electricity, slippery and uneven surfaces, poorly placed equipment, dust and fumes, handling and transporting, contaminants and irritants, material ejection, fire, working at height, environment, pressure/stored energy systems, volatile, flammable or toxic materials, unshielded processes, working in confined spaces)			
2.6 Describe their responsibilities for identifying and dealing with hazards and reducing risks in the workplace			

<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>			
<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>			

2.13 Describe the protective clothing and equipment that is available for their areas of activity			
2.14 Explain how to safely lift and carry loads, and the manual and mechanical aids available			
2.15 Explain how to prepare and maintain safe working areas; the standards and procedures to ensure good housekeeping			
2.16 Describe the importance of safe storage of tools, equipment, materials and products			
2.17 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve			

**Learner declaration of authenticity:**

I declare that the work presented for this component is entirely my own work.

Learner signature:

Date:

**Assessor sign off of completed component:**

I confirm that the learner has met the requirements for all assessment criteria demonstrating knowledge and skills for this component.

Assessor name:

Signature:

Date:

## Component 2: Contributing to Effective Team Working

Component Reference Number: J/600/2491

Level: 2

Credit: 7

GL: 26

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Contribute to effective team working</b>			
1.1 Establish and maintain productive working relationships, using the key performance measures and communication processes available to them			
1.2 Establish and maintain good working relationships with three of the following: <ul style="list-style-type: none"> <li>• colleagues within their own workgroup</li> <li>• colleagues in other workgroups</li> <li>• immediate line management</li> <li>• those for whom they have responsibility</li> <li>• external contacts</li> </ul>			
1.3 Deal with disagreements in an amicable and constructive way, using relevant information and data to support views and arguments			
1.4 Provide ideas and solutions to find ways of resolving issues that cause concern and disagreement			

<p>1.5 Use all relevant information available to them to keep others informed about work plans or activities which affect them</p>			
<p>1.6 Communicate orally by three of the following:</p> <ul style="list-style-type: none"> <li>• question and answer sessions</li> <li>• team briefings</li> <li>• brainstorming sessions</li> <li>• problem resolution processes</li> </ul>			
<p>1.7 Communicate in writing and/or electronically, to include three from the following:</p> <ul style="list-style-type: none"> <li>• maintaining up-to-date key performance indicators for the work area</li> <li>• adding ideas and actions to team boards</li> <li>• processing information</li> <li>• communicating via e-mail/internal network services</li> <li>• producing briefs or updates</li> </ul>			
<p>1.8 Seek assistance from others in a polite, courteous way, without disturbing normal work activities</p>			
<p>1.9 Respond in a timely and positive way, using data and information available when others ask for help or information</p>			
<p><b>2 Know how to contribute to effective team working</b></p>			

2.1 Describe the importance of creating and maintaining effective working relationships			
2.2 Describe the types of problem that can occur with working relationships			
2.3 Explain how their own behaviour, dress and language can affect working relationships			
2.4 Describe the actions that can be taken to deal with specific difficulties in working relationships			
2.5 Describe the importance of challenging fixed ideas within the team			
2.6 Explain how to challenge fixed ideas without causing problems with working relationships			
2.7 Explain how to use data and information to help resolve concerns and disagreements			
2.8 Describe from whom they should seek assistance when they have difficulties with working relationships			
2.9 Describe the importance of sharing their knowledge, information and performance measures with other people in their team and with other groups			
2.10 Explain how to use the data and information available to them to communicate their performance effectively to others			

2.11 Describe the types of information and data available in their area (such as key performance measures for RFT, quality, target versus actual, scrap, OEE, SPC)			
2.12 Describe the use of problem resolution processes and action planning; continuous improvement, brainstorming and the trialling of new ideas			
2.13 Describe the mixture of skills and experience available in their team to support them or the process when problems occur (team skills matrix)			
2.14 Explain why they need to keep others involved in any plans or activities that they may be doing			
2.15 Describe the types of support or assistance that they might need from others			
2.16 Describe the importance of being polite when requesting assistance			
2.17 Describe the types of disruption that can be caused by inopportune requests for assistance			

<p>2.18 Describe the methods used in their area for effective communication (such as team briefings covering team performance, quality, cost, delivery, people; team boards for general information; process performance boards covering measures, graphs, action plans)</p>			
<p>2.19 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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## M2 (Quality Improvement Mandatory Components) Pathway 2 (P2)

### Component 3: Contributing to the Application of Six Sigma Methodology to a Project

Component Reference Number: J/600/2538

Level: 2

Credit: 15

GL: 59

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Contribute to the application of Six Sigma methodology to a project</b>			
1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines			
1.2 Contribute to applying the structured Six Sigma methodology and approach to the selected project			
1.3 Contribute in Six Sigma projects which cover two the following: <ul style="list-style-type: none"> <li>• manufacturing</li> <li>• quality level</li> <li>• administration</li> </ul>			
1.4 Contribute to utilising the five phases of Six Sigma within the project: <ul style="list-style-type: none"> <li>• define</li> <li>• measure</li> <li>• analyse</li> <li>• improve</li> <li>• control</li> </ul>			
1.5 Contribute to identifying the Six Sigma organisational infrastructure, roles and responsibilities and business-specific metrics that would apply			

<p>1.6 Contribute to producing a diagram (family tree) of the Six Sigma organisational infrastructure and the roles of the following:</p> <ul style="list-style-type: none"> <li>• Champion</li> <li>• Mentor</li> <li>• Yellow Belt</li> <li>• Green Belt</li> <li>• Black Belt</li> <li>• Master Black Belt</li> </ul>			
<p>1.7 Contribute to producing a metric chart for the Six Sigma projects undertaken, to include:</p> <ul style="list-style-type: none"> <li>• financial</li> <li>• quality</li> <li>• process</li> </ul>			
<p>1.8 Contribute to identifying areas where the Six Sigma tools, techniques and activities can be applied</p>			
<p>1.9 Contribute to identifying the Critical to Quality Characteristic (CTQC) of the projects, to include:</p> <ul style="list-style-type: none"> <li>• cost</li> <li>• quality</li> <li>• delivery</li> </ul>			
<p>1.10 Contribute to the identification of the cost of poor quality, by identifying the defects per million opportunities (DPMO)</p>			
<p>1.11 Contribute to relating defects per million opportunities to the sigma score and identifying the gap to Six Sigma performance</p>			
<p><b>2 Know how to contribute to the application of Six Sigma methodology to a project</b></p>			

2.1 Describe the Six Sigma methodology and how it is applied to a project			
2.2 Describe the Six Sigma infrastructure of the business			
2.3 Describe the benefits that could arise from a Six Sigma project			
2.4 Describe the parts per million opportunities goal of Six Sigma			
2.5 Describe the calculation of defects per million opportunities			
2.6 Describe the five phases of Six Sigma that are applied to a project			
2.7 Explain how to define a Critical to Quality Characteristic (CTQC)			
2.8 Explain how non-value added activity can serve as a 'roadblock' to achieving zero defect			
2.9 Explain how to identify an 'Opportunity for Defect'			
2.10 Describe the different roles of the key people in the Six Sigma process (Champion, Mentor, Master Black Belt, Black Belt, Green Belt and Yellow Belt)			
2.11 Describe the relationship between key process input variables and key process output variables			

2.12 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve			
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**Learner declaration of authenticity:**

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Assessor name:

Signature:

Date:

## Component 4: Contributing to the Application of Six Sigma Process Mapping

Component Reference Number: F/600/2540

Level: 2

Credit: 14

GL: 55

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Contribute to the application of Six Sigma process mapping</b>			
1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines			
1.2 Contribute to the selection of a suitable process on which to carry out the process mapping activity			
1.3 Contribute to identifying the key stages that form the overall process under investigation			
1.4 Contribute to the collection of data necessary to construct the Six Sigma process map			
1.5 Contribute to the construction of the process map for the Six Sigma project			
1.6 Contribute to the production of a process map, which identifies both: <ul style="list-style-type: none"> <li>• the key process input variables</li> <li>• the key process output variables</li> </ul>			

1.7 Contribute to the classification of both the key process input variables and the key process output variables, as one or more of the following:			
<ul style="list-style-type: none"> <li>• controllable</li> <li>• critical</li> <li>• noise</li> <li>• standard operating procedure</li> </ul>			
1.8 Contribute to the identification of value added and non-value added steps in a process			
1.9 Contribute to identifying improvements to the process, as a result of the information gathered in the Six Sigma mapping activity			
1.10 Contribute to the identification and adding to the process map, the specifications of both:			
<ul style="list-style-type: none"> <li>• key process input variables</li> <li>• key process output variables</li> </ul>			
<b>2 Know how to contribute to the application of Six Sigma process mapping</b>			
2.1 Describe the health and safety requirements of the area in which they are carrying out the process mapping activity			
2.2 Describe the benefits of carrying out Six Sigma process mapping			
2.3 Explain how to define a Six Sigma process map			

2.4 Explain how the Six Sigma process map fits within a Six Sigma project			
2.5 Describe the meanings of key process input variables and the key process output variables			
2.6 Describe the data collection point for the key process input variables and the key process output variables (such as gauges, forms and samples)			
2.7 Explain what the main types of key process input variables and the key process output variables are in terms of being controllable, critical, noise, or standard operating procedures			
2.8 Describe the people who should create a Six Sigma process map			
2.9 Describe the difference between a value added activity and a non-value added activity			
2.10 Describe the roles of individuals within a process mapping team			
2.11 Describe the extent of their own authority within the project, and to whom they should report in the event of problems that they cannot resolve			

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Assessor name:

Signature:

Date:



## Component 5: Contributing to the Application of Basic Statistical Analysis

Component Reference Number: J/600/2541

Level: 2

Credit: 13

GL: 52

	Assessment Method	Evidence Ref. Page number, Method	Assessor Decision Sign and Date
<b>You must be able to:</b>			
<b>1 Contribute to the application of basic statistical analysis</b>			
1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines			
1.2 Consult with appropriate people and contribute to gathering the relevant data for statistical analysis			
1.3 Contribute to the production of data gathering forms or charts to gather information, to enable statistical and graphical analysis to take place			
1.4 Contribute to the recording of collected data, utilising two of the following methods: <ul style="list-style-type: none"> <li>• bar charts</li> <li>• histograms</li> <li>• Pareto diagrams</li> <li>• stem and leaf diagrams</li> <li>• box plots</li> <li>• time series charts</li> </ul>			
1.5 Contribute to statistical and graphical analysis on a Six Sigma project			

1.6 Contribute to the production of descriptive statistics of data, to include: <ul style="list-style-type: none"> <li>• mean</li> <li>• median</li> <li>• mode</li> <li>• standard deviation</li> <li>• range and variance</li> </ul>			
1.7 Contribute to the production of a normal distribution, to assess a population from the representative sample			
1.8 Contribute to the interpretation of the statistical data collected, in order to validate the pre-determined courses of action			
1.9 Contribute to the production of an action plan, as a result of the statistical and graphical analysis undertaken			
<b>2 Know how to contribute to the application of basic statistical analysis</b>			
2.1 Describe the health and safety requirements of the area in which they are collecting data			
2.2 Describe the meaning of the term 'variation'			
2.3 Explain why a number of data points are needed to draw a statistically valid conclusion			
2.4 Explain why we need to use basic statistics			

2.5 Explain what is meant by the terms 'population' and 'sample' when applied to basic statistics			
2.6 Describe distribution curves and the properties of a normal curve			
2.7 Explain how to use charts and diagrams (such as bar charts, histograms, box plots, time series charts, Pareto diagrams, stem and leaf diagrams)			
2.8 Explain how to calculate mean, median, mode, standard deviation, range and variance			
2.9 Describe the difference between descriptive and inferential statistics			
2.10 Describe the extent of their own authority within the project, and to whom they should report in the event of problems that they cannot resolve			

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Assessor name:

Signature:

Date:

Level 2 NVQ Diploma in Business Improvement Techniques – Quality Improvement  
 Summary of Achievement – Mandatory Components

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature
1	Complying with Statutory Regulations and Organisational Safety Requirements	5					
2	Contributing to Effective Team Working	7					
<b>Quality Improvement (Pathway) P2</b>							
3	Contributing to the Application of Six Sigma Methodology to a Project	15					
4	Contributing to the Application of Six Sigma Process Mapping	14					
5	Contributing to the Application of Basic Statistical Analysis	13					

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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Level 2 NVQ Diploma in Business Improvement Techniques – Quality Improvement  
 Summary of Achievement – Optional Components

\*Must not be used alone – this sheet must be attached to a Mandatory Component Summary of Achievement\*

Learner Name		FutureQuals Learner Number	
Centre Name		Centre Number	

Component Number	Component Title	Credits	Date Verified	Learner Signature	Assessor Signature	IQA Signature	EQA Signature

Competence has been demonstrated in all the components recorded above using the required assessment procedures and the specified conditions/contexts. The evidence meets the requirements for validity, authenticity, currency, reliability and sufficiency.

Internal Quality Assurer Signature

Date

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# FutureQuals<sup>™</sup>

INSPIRING LEARNING AND SKILLS

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