



Level 3 NVQ Diploma In BUSINESS IMPROVEMENT TECHNIQUES

Qualification Specification

Qualification recognition number: 601/3761/7

Qualification Reference: L3NVQDBIT

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Contents

| | |
|---|-----------|
| Centre Requirements | 1 |
| 1.1 Introduction | 1 |
| 1.2 Data Protection | 2 |
| 1.3 Complaints | 2 |
| 1.4 Enquiries..... | 2 |
| | |
| Qualification Information | 3 |
| 2.1 Qualification Outline | 3 |
| 2.2 Additional Information | 3 |
| 2.3 Progression | 4 |
| 2.4 Assessment Principles..... | 4 |
| 2.5 Qualification Structure..... | 4 |
| 2.6 Barred Components and Exemptions | 5 |
| | |
| Assessment Principles and Component Specifications | 10 |
| 3.1 Assessment Principles..... | 10 |
| 3.2 Component Specifications | 12 |
| | |
| Centre Information | 37 |
| 4.1 Centre Operations Manual | 37 |
| 4.2 Initial Assessment and Centre Learner Support | 37 |
| 4.3 Identification Requirements and Learner Authenticity..... | 38 |
| 4.4 Legal Considerations | 39 |

Section One

Centre Requirements

1.1 Introduction

Introduction to FutureQuals

FutureQuals is forward thinking, learner and customer-focused, and committed to delivering inspiring learning and skills.

Our Values

“We are a Visionary, Supportive, Innovative and Professional Awarding Organisation that is committed to excellence.”

Our Vision

“We envisage a place in which every learner realises their full potential.”

Our Mission

“To provide respected and valued qualifications and assessment to enable quality assured learning.”

FutureQuals is recognised to deliver regulated qualifications by Ofqual in England, CCEA Regulation in Northern Ireland, the Scottish Qualifications Authority (SQA Accreditation) and Qualifications Wales to offer a comprehensive and diverse range of qualifications across a wide range of vocational areas many of which are transferable across industries and sectors.

A full list of FutureQuals current qualifications can be accessed at <http://www.futurequalsquals.com>

We have developed a genuine understanding and insight into all types of educational organisations, which ensures that we are highly responsive to their needs. We offer a wide range of benefits and support for our learners, our approved centres, and their assessment and quality assurance teams.

FutureQuals offers a wide range of benefits and support for all of our educational products and services including:

- Vocational qualifications accredited by the UK regulators and recognised by employers, universities and professional bodies
- 24/7 online management systems for the registration of learners, ensuring highly efficient services and access to assessment and results
- A diverse range of qualifications
- A flexible approach to assessment
- A network of professionals who examine and quality assure our regulated qualifications and assessments
- Regular updates on new developments in education and training
- Unrivalled customer service support and extensive guidance materials

Introduction to Qualification Specification

Welcome to the FutureQuals Specification for the Level 3 NVQ Diploma in Business-Improvement Techniques. The aim of this specification is to provide our centres with guidance to assist in the administration, delivery and assessment of this qualification. It is recommended that you study this specification in detail and become fully conversant with the procedures and accompanying documents.

This specification is a live document and, as such, will be updated when required. Centres will be notified when changes are made. It is the responsibility of the approved centre to ensure the most up to date version of the Approved Specification is in use.

This document is copyright but may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

1.2 Data Protection

FutureQuals is registered with the Data Protection Act and handles all data in accordance with the required procedures of the Act.

1.3 Complaints

FutureQuals aims to constantly monitor the levels of service provided and report on performance indicators on a regular basis. We will endeavour to be open about the levels of service we aim to offer all our customers.

However, if we fall short of expectations or our own standards, we want to give the opportunity for those affected to provide feedback so we can put things right.

Our Complaints Policy, which includes information on how to make a complaint, can be found on the FutureQuals website.

1.4 Enquiries

Any enquires relating to this qualification should be addressed to:

Future (Awards and Qualifications) Ltd
EMP House
Telford Way
Coalville
Leicestershire
LE67 3HE

Tel: 01530 836662

Fax: 01530 836668

E-mail: qualifications@futurequals.com

Website: www.futurequals.com

Section Two

Qualification Information

2.1 Qualification Outline

Purpose and Aims

The Level 3 NVQ Diploma in Business-Improvement Techniques has been designed for those learners who are making a contribution to the identification and implementation of lean business improvements. This includes employees involved in lean business improvement within a team, who wish to have their lean business improvement competencies assessed for certification purposes.

The Total Qualification Time (TQT) for this qualification is: 940

Guided Learning (GL) for this qualification is: 320 hours

Minimum credits required to achieve the qualification: 94

Suitable for age ranges: 16-18, 19+

Method of assessment: Portfolio of Evidence. This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by FutureQuals External Quality Advisors (EQAs).

If the method of assessment includes formative assessments such as practical tasks, written questions, multiple choice/short answer and knowledge assessment tasks where supervision of a learner assessment is required, assessment must be undertaken in line with the requirements set on in the FutureQuals Instructions for Conducting Controlled Assessments Policy. This document is published on the Policies and Procedures section of the FutureQuals website.

Grading: There is no specific grading criteria for this qualification.

Entry guidance: There are no formal qualification entry requirements that a learner must have completed before taking this qualification and no requirement for learners to have prior skills, knowledge or understanding.

2.2 Additional Information

This qualification is regulated by the Office of the Qualifications and Examinations Regulator (Ofqual) in England <https://register.ofqual.gov.uk/Qualifications> and CCEA Regulation in Northern Ireland <http://ccea.org.uk/regulation>.

It may be eligible for public funding as determined by the Department for Education (DfE) under Sections 96 and 97 of the Learning and Skills Act 2000, Qualification Wales and Department of Education in Northern Ireland.

For information regarding potential sources of funding please visit the following websites:

<https://hub.fasst.org.uk/Pages/default.aspx>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

<http://www.delni.gov.uk>

or, contact your local funding office.

You should use the Qualification Accreditation Number (QAN) when you wish to seek public funding for your learners. Each component within a qualification will also have a unique reference number (Component Reference Number), which is listed in this specification. The qualification title and component reference numbers will appear on the learner's final certification document. Learners need to be made aware of this detail when they are recruited by the centre and registered with FutureQuals.

2.3 Progression

The Level 3 NVQ Diploma in Business-Improvement Techniques has been designed to support progression on to the Level 4 NVQ Diploma in Business Improvement Techniques or a range of Leadership and Management qualifications.

2.4 Assessment Principles

The FAQ Level 3 NVQ Diploma in Business-Improvement Techniques must be assessed according to the Assessment Principles.

2.5 Qualification Structure

To achieve the Level 3 NVQ Diploma in Business-Improvement Techniques learners must achieve a minimum of 94 credits. They must complete all mandatory components in Group M (14 credits) and select one of the following pathways:

P1: Process Improvement:

Learners must complete all components in Group M1 and a minimum of three components from components in Groups O1, O2 and O3. This must include a minimum of one component from Group O1. A total of 94 credits (minimum).

P2: Quality Improvement:

Learners must complete all components in M2 and a minimum of three components from Groups O4 and O5. Up to two components can come from Group O5. A total of 112 credits (minimum).

| Group M - Mandatory | | | | |
|---------------------|------------|---|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 1 | T/600/5306 | Leading effective teams | 9 | 3 |
| 2 | A/601/5013 | Complying with statutory regulations and organisational safety requirements | 5 | 2 |

| Group M - Mandatory | | | | |
|---------------------|------------|---|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 1 | T/600/5306 | Leading effective teams | 9 | 3 |
| 2 | A/601/5013 | Complying with statutory regulations and organisational safety requirements | 5 | 2 |

| Pathway 1 - Process Improvement - Mandatory Components M1 | | | | |
|---|------------|--|--------------|-------|
| Component Number | URN | Component Name | Credit Value | Level |
| 3 | J/600/5309 | Applying workplace organisation techniques | 14 | 3 |
| 4 | D/600/5316 | Applying continuous improvement techniques _Kaizen | 18 | 3 |
| 5 | K/600/5318 | Developing visual management systems | 13 | 3 |

| Pathway 1 -- Process Improvement - Optional Components O1 | | | |
|---|---|--------------|-------|
| URN | Component Name | Credit Value | Level |
| K/600/5321 | Creating flexible production and manpower systems | 11 | 3 |
| Y/600/5315 | Carrying out problem solving activities | 12 | 3 |

| Pathway 1 -- Process Improvement - Optional Components O2 | | | |
|---|--|--------------|-------|
| URN | Component Name | Credit Value | Level |
| M/600/5319 | Analysing and selecting parts for improvement | 18 | 3 |
| F/600/5325 | Applying lead time analysis | 13 | 3 |
| L/600/5330 | Carrying out value stream mapping _VSM_ | 17 | 3 |
| D/600/5333 | Applying set-up reduction techniques | 18 | 3 |
| T/600/5323 | Applying total productive maintenance _TPM_ | 15 | 3 |
| R/600/5314 | Applying flow process analysis | 18 | 3 |
| H/600/5334 | Applying Policy Deployment _Hoshin Kanri, quality operating systems, business plan deployment_ | 13 | 3 |

| | | | |
|------------|--|----|---|
| K/600/5335 | Applying value management _value engineering and value analysis_ | 15 | 3 |
| M/600/5336 | Creating standard operating procedures _SOP_ | 12 | 3 |

| Pathway 1 – Process Improvement - Optional Components O3 | | | |
|--|---|--------------|-------|
| URN | Component Name | Credit Value | Level |
| F/600/5308 | Carrying out Six Sigma process mapping | 18 | 3 |
| M/600/5305 | Applying Six Sigma methodology to a project | 18 | 3 |
| F/600/5311 | Applying basic statistical analysis | 14 | 3 |
| J/600/5312 | Applying failure modes and effects analysis _FMEA_ | 13 | 3 |
| H/600/5317 | Applying mistake/error proofing _Poka Yoke_ | 13 | 3 |
| A/600/5307 | Carrying out statistical process control _SPC_ procedures | 12 | 3 |
| L/600/5313 | Applying Six Sigma metrics to a project | 13 | 3 |
| H/600/5320 | Producing a characteristic selection matrix | 13 | 3 |
| URN | Component Name | Credit Value | Level |
| H/600/5320 | Carrying out measurement systems analysis _MSA_ | 13 | 3 |
| R/600/5331 | Carrying out capability studies | 18 | 3 |
| Y/600/5332 | Producing multi-variance charts | 13 | 3 |
| Y/600/5301 | Applying hypothesis testing | 13 | 3 |

| Pathway 1 – Process Improvement - Optional Components O3 | | | |
|--|---|--------------|-------|
| URN | Component Name | Credit Value | Level |
| F/600/5308 | Carrying out Six Sigma process mapping | 18 | 3 |
| M/600/5305 | Applying Six Sigma methodology to a project | 18 | 3 |
| F/600/5311 | Applying basic statistical analysis | 14 | 3 |
| J/600/5312 | Applying failure modes and effects analysis _FMEA_ | 13 | 3 |
| H/600/5317 | Applying mistake/error proofing _Poka Yoke_ | 13 | 3 |
| A/600/5307 | Carrying out statistical process control _SPC_ procedures | 12 | 3 |
| L/600/5313 | Applying Six Sigma metrics to a project | 13 | 3 |
| H/600/5320 | Producing a characteristic selection matrix | 13 | 3 |
| URN | Component Name | Credit Value | Level |
| H/600/5320 | Carrying out measurement systems analysis _MSA_ | 13 | 3 |
| R/600/5331 | Carrying out capability studies | 18 | 3 |
| Y/600/5332 | Producing multi-variance charts | 13 | 3 |
| Y/600/5301 | Applying hypothesis testing | 13 | 3 |

| Pathway 2 - Quality Improvement - Mandatory Components M2 | | | |
|---|--|--------------|-------|
| URN | Component Name | Credit Value | Level |
| M/600/5305 | Applying Six Sigma methodology to a project | 18 | 3 |
| F/600/5308 | Carrying out Six Sigma process mapping | 18 | 3 |
| F/600/5311 | Applying basic statistical analysis | 14 | 3 |
| J/600/5312 | Applying failure modes and effects analysis _FMEA_ | 13 | 3 |

| Pathway 2 - Quality Improvement - Optional Components O4 | | | |
|--|---|--------------|-------|
| URN | Component Name | Credit Value | Level |
| H/600/5317 | Applying mistake/error proofing _Poka Yoke_ | 13 | 3 |
| A/600/5307 | Carrying out statistical process control _SPC_ procedures | 12 | 3 |
| L/600/5313 | Applying Six Sigma metrics to a project | 13 | 3 |
| H/600/5320 | Producing a characteristic selection matrix | 13 | 3 |
| J/600/5326 | Carrying out measurement systems analysis _MSA_ | 13 | 3 |
| R/600/5331 | Carrying out capability studies | 18 | 3 |
| Y/600/5332 | Producing multi-variance charts | 13 | 3 |
| Y/600/5301 | Applying hypothesis testing | 13 | 3 |

| Pathway 2 - Quality Improvement - Optional Components O5 | | | |
|--|--|--------------|-------|
| URN | Component Name | Credit Value | Level |
| K/600/5321 | Creating flexible production and manpower systems | 11 | 3 |
| Y/600/5315 | Carrying out problem solving activities | 12 | 3 |
| URN | Component Name | Credit Value | Level |
| M/600/5319 | Analysing and selecting parts for improvement | 18 | 3 |
| F/600/5325 | Applying lead time analysis | 13 | 3 |
| L/600/5330 | Carrying out value stream mapping _VSM_ | 17 | 3 |
| D/600/5333 | Applying set-up reduction techniques | 18 | 3 |
| T/600/5323 | Applying total productive maintenance _TPM_ | 15 | 3 |
| R/600/5314 | Applying flow process analysis | 18 | 3 |
| H/600/5334 | Applying Policy Deployment _Hoshin Kanri, quality operating systems, business plan deployment_ | 13 | 3 |

| | | | |
|------------|--|----|---|
| K/600/5335 | Applying value management _value engineering and value analysis_ | 15 | 3 |
| M/600/5336 | Creating standard operating procedures _SOP_ | 12 | 3 |
| J/600/5309 | Applying workplace organisation techniques | 14 | 3 |
| D/600/5316 | Applying continuous improvement techniques _Kaizen_ | 18 | 3 |
| K/600/5318 | Developing visual management systems | 13 | 3 |

2.6 Barred Components and Exemptions

Components with the same title at different levels, or components with the same content, cannot be combined in the same qualification.

Section Three

Assessment Principles and Component Specifications

3.1 Assessment Principles

FutureQuals qualifications will always include Assessment Principles whether they have been developed by a Sector Skills Council (SSC) or FutureQuals own.

Introduction

Semta, the Sector Skills Council for the Science Engineering Manufacturing Technologies Sector, has produced this QCF Component Assessment Strategy to:

- assist those undertaking assessment, internal and external quality assurance of occupational competence
- encourage and promote consistent assessment of B-IT NVQ components
- promote cost effective assessment plans

This document also provides definitions for:

- the scope of activities and the characteristics of typical learners undertaking B-IT NVQ components at level 2, 3 and 4
- the qualifications and experience required for Assessors and Verifiers
- the assessment environment and notes on simulation/replication
- access to components

and requirements relating to:

- carrying out assessments
- performance evidence
- assessing knowledge and understanding

The importance and value in which employers and learners place on undertaking B-IT NVQ components will provide a key measure of Semta's success with this component assessment strategy. Another key

Learners Undertaking Level 2, 3 and 4 QCF NVQ Components

The Business-Improvement Techniques NVQ components at Level 2 have been designed for those learners who are making a contribution to the identification and implementation of business improvements such as:

- employees involved in business improvement within a team who wish to have their business improvement competencies assessed for certification purposes
- new employees who have undertaken business improvement training and are now acquiring experience within a team and wish to demonstrate their competencies for assessment purposes

The Business-Improvement Techniques NVQ components at Level 3 have been designed for those learners who will be applying business improvement activities where they are:

- employed as supervisors, team leaders or facilitators and are responsible for carrying out business improvement activities

- people who through Continuous Professional Development are being prepared to take on staff responsibilities in a Business Improvement environment

The Business-Improvement Techniques NVQ components at Level 4 have been designed for those learners who will be leading/managing business improvement projects and where applicable carrying out business improvement activities where they are:

- employed as managers, supervisors, team leaders or facilitators that have overall responsibility for leading/managing business improvement projects
- people who through Continuous Professional Development are being prepared to take on

For further information please refer to: [http://www.semta.org.uk/pdf/Business-Improvement-Techniques-\(B-IT\)-NVQ-Level-2-3-and-4.pdf](http://www.semta.org.uk/pdf/Business-Improvement-Techniques-(B-IT)-NVQ-Level-2-3-and-4.pdf)



3.2 Component Specifications

Component 1: Leading effective teams

Component Reference Number: T/600/5306

Level: 3

Credit: 9

GL: 26

Component Summary

This component covers the competencies required for leading effective teams, which are involved in carrying out continuous improvement activities. It involves obtaining appropriate authority and support for the release of resources to carry out team activities, which will include: people, work space/work area, documentation and information.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

Relationship to Occupational Standards

Business improvement techniques are based on the national occupational standards developed by the Science, Engineering and Manufacturing Technologies Alliance (SEMTA).

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1. Lead effective teams | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines |
| | 1.2 Work in accordance with the roles and responsibilities identified for the team leader role |
| | 1.3 Obtain the authority and support for the release of the necessary resources to carry out the team activities |
| | 1.4 Consult with appropriate people in order to secure the release of the following resources: <ul style="list-style-type: none">• people involved• work space/work area required• documentation and information required |
| | 1.5 Set realistic and achievable goals and objectives for their team, in accordance with the targets set for themselves or for the work area/activity |
| | 1.6 Prioritise the work activities to achieve the objectives, cost-effectively and efficiently |
| | 1.7 Develop action plans which clearly identify activities and responsibilities required to meet the team targets: <ul style="list-style-type: none">• for themselves• for the team |

| | |
|-------------------------------------|---|
| | 1.8 Determine and agree individual roles and responsibilities, and coach/mentor their team, focusing on the objectives that have been set |
| | 1.9 Monitor the performance of their team against the goals and objectives which have been set, and communicate this to the relevant people |
| | 1.10 Communicate effectively with: <ul style="list-style-type: none"> • management • peers • Subordinates |
| | 1.11 Communication must include: <ul style="list-style-type: none"> • verbal • written • electronic methods |
| | 1.12 Consult with subject specialists when required, to gain the necessary information to support the team goals and objectives |
| | 1.13 Deal promptly and effectively with any problems within their control, and report those that cannot be resolved |
| 2. Know how to lead effective teams | 2.1 Describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act |
| | 2.2 Describe the business targets set for their area of responsibility, and how to set personal, individual and team targets to achieve them (action planning) |
| | 2.3 Explain how to prioritise their own and their team's workload to ensure that targets are met |
| | 2.4 Explain how to communicate effectively, listen, question, support and coach others to work towards the business targets |
| | 2.5 Explain how to present information effectively to management, peers or team members, using different methods |
| | 2.6 Explain how to conduct a team performance review and how to involve the team in brainstorming activities to identify opportunities, threats and solutions |
| | 2.7 Describe the types of conflict and problem that might emerge between work activities |
| | 2.8 Describe the organisational processes and procedures required to run their area of responsibility effectively (such as quality procedures, code of conduct, standard operations, problem resolution procedures) |
| | 2.9 Describe the improvement tools and techniques being used in their area of responsibility (such as hourly count monitor, TAKT time, continuous flow process, flexible |

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| | manpower systems, quality level, defects per million opportunities, workplace organisation) |
| | 2.10 Describe the specialist help that they may require in their area of responsibility, and how this can be obtained |
| | 2.11 Explain how to structure and lead a team event, and the presentation materials and work documentation required |
| | 2.12 Explain how to train others in the processes and procedures relevant to them, and their area of responsibility |
| | 2.13 Explain how to monitor and check that their team is working to identified quality and safety standards |
| | 2.14 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve |

Component 2: Complying with statutory regulations and organisational safety requirements

Component Reference Number: A/601/5013

Level: 2

Credit: 5

GL: 35

Component Summary

This component covers the competencies needed to deal with statutory regulations and organisational safety requirements. It does not deal with specific safety regulations or detailed requirements; these are embedded into the relevant occupational specific components. It does however cover the more general health and safety requirements, which apply to working in an industrial environment.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

Relationship to Occupational Standards

Business improvement techniques are based on the national occupational standards developed by the Science, Engineering and Manufacturing Technologies Alliance (SEMTA).

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|--|
| 1 Comply with statutory regulations and organisational safety requirements | 1.1 Comply with their duties and obligations as defined in the Health and Safety at Work Act |
| | 1.2 Demonstrate their understanding of their duties and obligations to health and safety by: <ul style="list-style-type: none"> • applying in principle their duties and responsibilities as an individual under the Health and Safety at Work Act • identifying, within their organisation, appropriate sources of information and guidance on health and safety issues, such as: <ul style="list-style-type: none"> - eye protection and personal protective equipment (PPE) - COSHH regulations - Risk assessments • identifying the warning signs and labels of the main groups of hazardous or dangerous substances • complying with the appropriate statutory regulations at all times |
| | 1.3 Present themselves in the workplace suitably prepared for the activities to be undertaken |
| | 1.4 Follow organisational accident and emergency procedures |

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| | <p>1.5 Comply with emergency requirements, to include:</p> <ul style="list-style-type: none"> • identifying the appropriate qualified first aiders and the location of first aid facilities • identifying the procedures to be followed in the event of injury to themselves or others • following organisational procedures in the event of fire and the evacuation of premises • identifying the procedures to be followed in the event of dangerous occurrences or hazardous malfunctions of equipment |
| | <p>1.6 Recognise and control hazards in the workplace</p> <p>1.7 Identify the hazards and risks that are associated with the following:</p> <ul style="list-style-type: none"> • their working environment • the equipment that they use • materials and substances (where appropriate) that they use • working practices that do not follow laid-down procedures <p>1.8 Use correct manual lifting and carrying techniques</p> <p>1.9 Demonstrate one of the following methods of manual lifting and carrying:</p> <ul style="list-style-type: none"> • lifting alone • with assistance of others • with mechanical assistance <p>1.10 Apply safe working practices and procedures to include:</p> <ul style="list-style-type: none"> • maintaining a tidy workplace, with exits and gangways free from obstruction • using equipment safely and only for the purpose intended • observing organisational safety rules, signs and hazard warnings • taking measures to protect others from any harm resulting from the work that they are carrying out |
| <p>2 Know how to comply with statutory regulations and organisational safety requirements</p> | <p>2.1 Describe the roles and responsibilities of themselves and others under the Health and Safety at Work Act, and other current legislation (such as: The Management of Health and Safety at Work Regulations, Workplace Health and Safety and Welfare Regulations, Personal Protective Equipment at Work Regulations, Manual Handling Operations Regulations, Provision and Use of Work Equipment Regulations, Display Screen at Work Regulations, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations)</p> |

| | |
|--|--|
| | 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 |
| | 2.7 Describe the risks associated with their working environment (such as the tools, materials and equipment that they use, spillages of oil, chemicals and other substances, not reporting accidental breakages of tools or equipment and not following laid-down working practices and procedures) |
| | 2.8 Describe the processes and procedures that are used to identify and rate the level of risk (such as safety inspections, the use of hazard checklists, carrying out risk assessments, COSHH assessments) |
| | 2.9 Describe the first aid facilities that exist within their work area and within the organisation in general; the procedures to be followed in the case of accidents involving injury |
| | 2.10 Explain what constitute dangerous occurrences and hazardous malfunctions, and why these must be reported even if no-one is injured |
| | 2.11 Describe the procedures for sounding the emergency alarms, evacuation procedures and escape routes to be used, and the need to report their presence at the appropriate assembly point |
| | 2.12 Describe the organisational policy with regard to firefighting procedures; the common causes of fire and what they can do to help prevent them |
| | 2.13 Describe the protective clothing and equipment that is available for their areas of activity |
| | 2.14 Explain how to safely lift and carry loads, and the manual and mechanical aids available |

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| | 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 |

Pathway 1 – Process Improvement - Mandatory Components M1

Component 3: Applying workplace organisation techniques

Component Reference Number: J/600/5309

Level: 3

Credit: 14

GL: 51

Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply workplace organisation techniques.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1. Apply workplace organisation techniques. | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Co-ordinate and apply the process of workplace organisation within the chosen work area, and establish the area score. |
| | 1.3 Identify and confirm where information, resources or equipment is missing or is in surplus, and what improvements can be made |
| | 1.4 Produce changes to standard operation procedures (SOPs), and visual controls that everyone works to within the area |
| | 1.5 Make changes to standard operating procedures which cover three of the following: <ul style="list-style-type: none">• cleaning of equipment/work area• maintenance of equipment• health and safety• process procedures• manufacturing operations/working processes• quality systems• regulatory compliance system |
| | <ul style="list-style-type: none">• 1.6 Make changes to visual controls, which cover three of the following:• producing shadow boards or an alternative (such a labelled racking and storage systems) to standardise the storage and location of area resources and/or equipment• colour coding |

| | |
|--|--|
| | <ul style="list-style-type: none"> • line status systems (such as line, process system) • skills matrix • performance measures • process control boards • improvement systems • planning systems |
| | 1.7 Make improvements to the workplace organisation and establish the new improved area score |
| 2. Know how to apply workplace organisation techniques | 2.1 Describe the health and safety requirements of the area in which they are carrying out the workplace organisation activity |
| | 2.2 Describe the factors to be considered when selecting a work area for an activity (to include: cleanliness, health and safety, product quality, equipment and organisation) |
| | 2.3 Describe the procedure used to identify and address surplus or missing equipment or resources (such as carrying out a 'red tagging' exercise) |
| | 2.4 Explain how to arrange and label the necessary resources or equipment for rapid identification and access. |
| | 2.5 Explain how to correlate information to create or update standard operating procedures (SOPs) or other approved documentation. |
| | 2.6 Explain how to evaluate and prioritise the improvements required for the workplace. |
| | 2.7 Explain how to score and audit the workplace organisation. |
| | 2.8 Describe the techniques required to communicate information using visual control systems (such as shadow boards, performance charts, KPI's). |
| | 2.9 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve. |

Component 4: Applying continuous improvement techniques Kaizen

Component Reference Number: D/600/5316

Level: 3

Credit: 18

GL: 55

Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply continuous improvement techniques (Kaizen).

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1. Apply continuous improvement techniques (Kaizen). | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Plan the Kaizen process to the agreed work area/activity to include plan, do, check, act. |
| | 1.3 Establish objectives and targets for the Kaizen activity. |
| | 1.4 Carry out the Kaizen activity within the chosen work area/activity. |
| | 1.5 Identify and confirm waste, problems or conditions within the work area or activity and what improvements can be made. |
| | 1.6 Identify and confirm improvements within the working area/activity which cover three of the following: <ul style="list-style-type: none">• reduction in cost• improved health, safety and/or working environment• improved quality• improved regulatory compliance• improvements to working practices• reduction in lead time• reduction in waste and/or energy usage• improved customer service• improved resource utilisation |
| | 1.7 Co-ordinate and carry out a structured waste elimination activity, based on the identified wastes, problems or conditions. |
| | 1.8 Produce changes to standard operating procedures (SOPs), or other approved documentation that will sustain the |

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| | <p>improvements resulting from the Kaizen activity.</p> |
| | <p>1.9 Identify and apply improvements, which cover three of the following:</p> <ul style="list-style-type: none"> • cleaning of equipment or work area • maintenance of equipment • health and safety • process procedures • manufacturing operations or work area operations • quality system • regulatory compliance systems |
| | <p>1.10 Determine and calculate measures of performance for quality, cost and delivery.</p> |
| | <p>1.11 Determine and calculate one of the following quality measures:</p> <ul style="list-style-type: none"> • not right first time (as a percentage or as parts per million (PPM)) • company-specific quality measure |
| | <p>1.12 Determine and calculate one of the following measures:</p> <ul style="list-style-type: none"> • delivery schedule achievement • company-specific delivery or service measure |
| | <p>1.13 Determine and calculate one of the following cost measures:</p> <ul style="list-style-type: none"> • parts per operator hour (PPOH) • production volume • value added per person (VAPP) • overall equipment effectiveness (OEE) • stock turns • floor space utilization (FSU) • cost breakdown (such as labour, material, energy and overhead) • company-specific cost measure |
| | <p>1.14 Calculate and visually represent the optimum resources required for a process based on customer demand.</p> |
| | <p>1.15 Provide comparisons of the agreed work area/activity before and after the kaizen activity to confirm improvements using key performance indicators.</p> |
| | <p>1.16 Record and show business improvements, using one of the following key performance indicators:</p> <ul style="list-style-type: none"> • not right first time (as a percentage or as parts per million (PPM)) • company-specific quality measure • delivery schedule achievement |

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| | <ul style="list-style-type: none"> • company-specific delivery measure • parts per operator hour (PPOH) • production volume • value added per person (VAPP) • overall equipment effectiveness (OEE) • stock turns • floor space utilization (FSU) • cost breakdown (such as labour, material, energy and overhead) • company-specific cost measure |
| <p>2. Know how to apply continuous improvement techniques (Kaizen).</p> | <p>2.1 Describe the health and safety requirements of the area in which they are carrying out the Kaizen activity.</p> <p>2.2 Explain how a work area/activity is selected for the Kaizen activity.</p> <p>2.3 Describe the principles for the deployment of Kaizen (such as where a culture focuses on sustained continuous improvement, aiming at eliminating waste in all systems and processes in the organisation and supply chain).</p> <p>2.4 Describe the eight wastes (over-production, inventory, transport, over-processing, waiting time, operator motion, bad quality, failure to exploit human potential) and how to eliminate them.</p> <p>2.5 Describe problem solving and root cause analysis.</p> <p>2.6 Describe the importance of understanding the process/activity under review, and how this will affect the quality of the problem solving.</p> <p>2.7 Describe the application of the Deming cycle (plan, do, check, act).</p> <p>2.8 Explain how to carry out a Kaizen activity and establish measurable improvements.</p> <p>2.9 Explain how to distinguish facts from opinions in order to identify improvement actions.</p> <p>2.10 Explain how improvements to the process are achieved by engaging the knowledge and experience of the people involved in the process.</p> <p>2.11 Explain how to encourage people to identify potential improvements.</p> <p>2.12 Explain how to evaluate improvement ideas in order to select those that are to be pursued.</p> <p>2.13 Explain how to set quantifiable targets and objectives.</p> <p>2.14 Explain how to produce/propose the creation of or changes to standard operating</p> |

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| | procedures (SOPs) or other approved documentation. |
| | 2.15 Describe the techniques used to visually communicate the work of the Kaizen activity to participants and others. |
| | 2.16 Describe the application of the business' key measures of competitiveness (such as the former DTI's seven measures: delivered right first time, delivery schedule achievement, people productivity, stock turns, overall equipment effectiveness, value added per person, floor space utilisation). |
| | 2.17 Explain how the cycle time of a process can be defined. |
| | 2.18 Explain how to calculate the required production rate for a process by using a calculation (such as Takt Time). |
| | 2.19 Explain how to calculate the optimal resources (such as people, equipment, facilities and materials) required for a process based on customer demand. |
| | 2.20 Describe the techniques used to distribute work content to balance cycle times to the rate of customer demand, and how to visually represent it (e.g. line balance and process displays). |
| | 2.21 Describe the extent of their own authority, and to whom they should report to in the event of problems that they cannot resolve. |

Component 5: Developing visual management systems

Component Reference Number: K/600/5318

Level: 3

Credit: 13

GL: 41

Component Summary

This component provides the learner with the skills, knowledge and understanding required to develop visual management systems.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1. Develop visual management systems. | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Identify and confirm appropriate parts of the process or work area that will have visual controls. |
| | 1.3 Create, or make changes to, visual management systems. |
| | 1.4 Identify and confirm the key performance indicators that will be displayed in the work area. |
| | 1.5 Produce or make changes to standard operating procedures (SOPs), and visual controls that everyone works to within the area. |
| | 1.6 Create and update visual management systems that promote six of the following: <ul style="list-style-type: none">• health and safety• quality/zero defects• process concerns or corrective actions• performance measures• standard operating procedures• workplace organisation• skills matrices• autonomous maintenance worksheets• parts/material control systems• problem resolution (e.g. Kaizen boards)• shadow boards• standard work-in-progress (WIP) locations and quantities• planning systems• the delivery of effective meetings |

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| | 1.7 Measure the effectiveness of the visual management system and maintain the quality of information being displayed. |
| 2. Know how to develop visual management systems. | 2.1 Describe the health and safety requirements of the work area in which they are conducting the visual management activities. |
| | 2.2 Describe the factors to be considered when selecting a visual management system. |
| | 2.3 Explain where to find the information required to develop a local visual management system. |
| | 2.4 Describe the visual management systems available to create 'the visual factory' (such as using Kanban systems, card systems, colour coding, floor footprints, graphs, team boards). |
| | 2.5 Explain how to differentiate between business performance measures and local performance measures. |
| | 2.6 Describe the measures of performance in a lean business environment (such as health, safety and the environment, right first time, cost, delivery, responsiveness, process concerns and corrective actions, performance measures, workplace organisation). |
| | 2.7 Describe the application of measurement techniques required for communicating the visual management within an area and to others who may use the information (such as target versus actual, % right first time, Pareto analysis, bar charting, action plans, Paynter charts). |
| | 2.8 Describe the extent of their own authority, and to whom they should report in the event of problems that they cannot resolve. |

Pathway 2 – Quality Improvement - Mandatory Components M2

Component 6: Applying Six Sigma methodology to a project

Component Reference Number: M/600/5305

Level: 3

Credit: 18

GL: 62

Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply the Six Sigma methodology to a project.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|--|---|
| 1. Apply Six Sigma methodology to a project. | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Apply the structured Six Sigma methodology and approach to the selected project. |
| | 1.3 Identify and participate in Six Sigma projects which cover two the following: <ul style="list-style-type: none"> • manufacturing • quality level • administration |
| | 1.4 Utilise the five phases of Six Sigma within the project: <ul style="list-style-type: none"> • define • measure • analyse • improve • control |
| | 1.5 Identify the Six Sigma organisational infrastructure, roles and responsibilities and business-specific metrics that would apply. |
| | 1.6 Produce a diagram (family tree) of the Six Sigma organisational infrastructure and the roles of: <ul style="list-style-type: none"> • Champion • Mentor • Yellow Belt • Green Belt • Black Belt • Master Black Belt |

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| | <p>1.7 Contribute to producing a metric chart for the Six Sigma projects undertaken, to include</p> <ul style="list-style-type: none"> • financial • quality • process |
| | <p>1.8 Identify areas where the Six Sigma tools, techniques and activities can be applied, and demonstrate the need to measure those factors that are critical to quality characteristic (CTQC) for the customer, business and process.</p> <p>1.9 Identify areas where the Six Sigma tools, techniques and activities can be applied, and demonstrate the need to measure those factors that are critical to quality characteristic (CTQC) for the customer, business and process.</p> <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 Relate defects per million opportunities to the sigma score, and identify the gap to Six Sigma performance.</p> |
| <p>2. Know how to apply Six Sigma methodology to a project.</p> | <p>2.1 Describe the Six Sigma methodology, and how it is applied to a project.</p> <p>2.2 Describe the Six Sigma infrastructure and philosophy.</p> <p>2.3 Describe the benefits that will arise from a Six Sigma project.</p> <p>2.4 Describe the ‘parts per million opportunities’ goal of Six Sigma.</p> <p>2.5 Describe the calculation of defects per million opportunities (DPMO).</p> <p>2.6 Describe the five phases of Six Sigma that are applied to a project.</p> <p>2.7 Explain how to define a critical to quality characteristic (CTQC).</p> <p>2.8 Explain how non-value added activity can serve as a roadblock for achieving zero defect.</p> <p>2.9 Explain how to define an ‘opportunity for defect’.</p> <p>2.10 Describe the roles and responsibilities of the key players in the Six Sigma process (Champion, Mentor, Master Black Belt, Black Belt, Green Belt and Yellow Belt).</p> <p>2.11 Describe the relationship between key process input variables (KPIV) and key process output variables (KPOV) (using the equation $Y=f(x)$).</p> |

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| | 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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Component 7: Carrying out Six Sigma process mapping

Component Reference Number: F/600/5308

Level: 3

Credit: 18

GL: 58

Component Summary

This component provides the learner with the skills, knowledge and understanding required to carry out Six Sigma process mapping.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|---|
| 1. Carry out Six Sigma process mapping. | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Select a suitable process on which to carry out the process mapping activity. |
| | 1.3 Identify the key stages that form the overall process under investigation. |
| | 1.4 Collect the data necessary to construct the Six Sigma process map. |
| | 1.5 Carry out the construction of the process map for the Six Sigma project. |
| | 1.6 Produce a process map, which identifies: <ul style="list-style-type: none"> the key process input variables the key process output variables |
| | 1.7 Classify 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"> controllable critical noise standard operating procedure |
| | 1.8 Identify value added and non-value added steps in a process. |
| | 1.9 Identify improvements to the process as a result of the information gathered in the Six Sigma mapping activity. |
| | 1.10 Identify and add to the process map the specifications of both the: <ul style="list-style-type: none"> key process input variables key process output variables |
| 2. Know how to carry out Six Sigma process mapping. | 2.1 Describe the health and safety requirements of the area in which they are carrying out the process mapping activity. |

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| | 2.2 Describe the benefits of carrying out Six Sigma process mapping. |
| | 2.3 Explain what a Six Sigma process map is and how it is constructed. |
| | 2.4 Explain how the Six Sigma process map integrates within a Six Sigma project. |
| | 2.5 Explain what is meant by key process input variables (KPIVs) and key process output variables (KPOVs). |
| | 2.6 Describe the data collection point for the key process input variables and key process output variables (such as gauges, forms and samples). |
| | 2.7 Explain what the main types of key process input variables and key process output variables are in terms of being controllable, critical, noise, or standard operating procedures. |
| | 2.8 Explain 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 and responsibilities 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. |

Component 8: Applying basic statistical analysis

Component Reference Number: F/600/5311

Level: 3

Credit: 14

GL: 36

Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply basic statistical analysis.

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1. Apply basic statistical analysis. | 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 gather the relevant data for statistical analysis. |
| | 1.3 Produce data gathering forms or charts to gather information to enable statistical and graphical analysis to take place. |
| | 1.4 Record the collected data, utilising three of the following methods: <ul style="list-style-type: none">• bar charts• histograms• Pareto diagrams• stem and leaf diagrams• box plots• time series charts |
| | 1.5 Utilise statistical and graphical analysis on a Six Sigma project. |
| | 1.6 Produce descriptive statistics of data, to include all of the following: <ul style="list-style-type: none">• mean• median• mode• standard deviation• range and variance |
| | 1.7 Produce a normal distribution to assess a population from the representative sample. |
| | 1.8 Interpret the statistical data collected, in order to validate the pre-determined courses of action. |
| | 1.9 Produce an action plan as a result of the statistical and graphical analysis undertaken. |

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| <p>2. Know how to apply basic statistical analysis.</p> | <p>2.1 Describe the health and safety requirements of the area in which they are collecting data.</p> |
| | <p>2.2 Describe the meaning of 'variation', how this can be detected with statistics, and how this variation can affect a process.</p> |
| | <p>2.3 Describe the number of data points needed to draw a statistically valid conclusion.</p> |
| | <p>2.4 Explain why we need to use basic statistics.</p> |
| | <p>2.5 Describe the meaning of the terms 'population' and 'sample' when applied to basic statistics.</p> |
| | <p>2.6 Describe distribution curves and the properties of a normal curve.</p> |
| | <p>2.7 Explain how to create and use charts and diagrams (such as histograms, box plots, time series charts, Pareto diagrams, stem and leaf diagrams).</p> |
| | <p>2.8 Explain how to calculate mean, median, mode, standard deviation, range and variance.</p> |
| | <p>2.9 Describe the difference between descriptive and inferential statistics.</p> |
| | <p>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.</p> |

Component 9: Applying failure modes and effects analysis _FMEA_

Component Reference Number: J/600/5312

Level: 3

Credit: 13

GL: 42

Component Summary

This component provides the learner with the skills, knowledge and understanding required to apply failure modes and effects analysis (FMEA).

Assessment Guidance

This component must be assessed in a work environment and in accordance with Semta's assessment principles.

| Learning Outcome - The learner will: | Assessment Criterion - The learner can: |
|---|--|
| 1. Apply failure modes and effects analysis (FMEA). | 1.1 Work safely at all times, complying with health and safety and other relevant regulations and guidelines. |
| | 1.2 Determine the key features of failure modes and effects analysis required for the activity under investigation. |
| | 1.3 Carry out a failure modes and effects analysis on two of the following: <ul style="list-style-type: none">• concept• product• design• process• system• machine |
| | 1.4 Identify, for the activities analysed: <ul style="list-style-type: none">• the potential failure modes• the potential effects from failure modes• the potential causes of failure modes |
| | 1.5 Co-ordinate and produce a failure modes and effects analysis. |
| | 1.6 Record the information gathered in an appropriate format. |
| | 1.7 Identify and score all of the following: <ul style="list-style-type: none">• the likely occurrence of a potential failure modes• the severity of the potential failure modes• the likelihood of detection of the potential failure modes |
| | 1.8 Make valid judgements about the activity using failure modes and effects analysis principles. |

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| | 1.9 Calculate risk priority numbers (RPNs), identify high RPNs, and develop actions to improve them. |
| | 1.10 Establish rating tables for all of the following: <ul style="list-style-type: none"> • occurrence • severity • detection |
| | 1.11 Reassess a failure modes and effects analysis once actions have been completed, and re-score severity, occurrence and detection. |
| 2. Know how to apply failure modes and effects analysis (FMEA). | 2.1 Describe the health and safety requirements of the area in which they are conducting the failure modes and effects analysis. |
| | 2.2 Describe the main features and benefits of carrying out a failure modes and effects analysis. |
| | 2.3 Explain who should be part of a team that constructs and updates a failure modes and effects analysis. |
| . | 2.4 Describe System FMEA, Concept FMEA, Design FMEA and Process FMEA - what they are, and where they should use them. |
| | 2.5 Describe the meaning of failure mode, failure effect and failure cause. |
| | 2.6 Describe the rating scale used in failure modes and effects analysis projects, to include the severity rating scale, the occurrence rating scale and the detection rating scale. |
| | 2.7 Explain how to calculate a risk priority number (RPN). |
| | 2.8 Explain how to use the risk priority numbers. |
| | 2.9 Explain how to apply a structured approach to risk reduction. |
| | 2.10 Explain when to start a failure modes and effects analysis. |
| | 2.11 Explain when to update a failure modes and effects analysis. |
| | 2.12 Describe the roles and responsibilities of individuals within a failure modes and effects analysis team. |
| | 2.13 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. |

Section Four

Centre Information

4.1 Centre Operations Manual

Information regarding centre support, learner registration, certification, reasonable adjustments and special consideration, complaints and appeals can be found in the [Centre Operations Manual](#).

4.2 Initial Assessment and Centre Learner Support

It is important that centres carry out an initial assessment to identify what knowledge and degree of skills the learner already has, and to identify if any support or reasonable adjustments will be required to enable them to be assessed fairly. This should include an assessment of minimum core personal skills in English, Mathematics and ICT.

This should be recorded so that centres can identify any associated needs and record this in appropriate plans. This will help in planning the learning programme. It is important at the initial assessment stage to ensure that learners commence a programme at the appropriate level.

Centres should assess each learner's potential and make a professional judgement about his/her ability to successfully complete the programme of study and achieve the qualification.

This assessment will need to take account of:

- the support available to the learner within the centre during his/her programme of study
- any specific support that might be necessary to allow the learner to access the assessment for the qualification
- diagnoses of the requirements of the learner, making use of specialist advice from external sources, as appropriate

Centres should identify any learner requirements and how they may affect successful completion of the particular programme. Programme teams should refer closely to the qualification specifications when discussing possible options for learners. They should advise learners on the appropriateness of the qualification to the learner and identify more suitable qualifications if necessary.

It is our intention that there should be no discrimination on the grounds of a protected characteristic. FutureQuals and approved centres have a responsibility to ensure that the process of assessment is robust and fair and allows a learner to show what they know and can do without compromising the assessment criteria.

Details on how to make adjustments for learners to ensure fair access to assessment is set out in the FutureQuals Reasonable Adjustment and Special Considerations Policy.

4.3 Identification Requirements and Learner Authenticity

Identification Requirements

It is a centre's responsibility to confirm the identity of a learner as part of its registration process. A centre may do this by requesting sufficient personal data and a unique learner number (ULN) to ensure the learner can be clearly and uniquely identified.

The use of a ULN is now a mandatory requirement for publicly funded education and when submitting Individualised Learner Record (ILR) returns.

Centres must have systems in place to ensure that an individual completing an assessment is the person he/she is claiming to be.

Therefore, centres are required to ensure that each learner's identification is checked and that the type of identification provided by each learner is recorded before assessments are undertaken. FutureQuals External Quality Assurers will check this record during quality assurance monitoring activities.

The following would be permitted proof of a learner's Identity:

- a valid passport (any nationality)
- a signed UK photo card driving licence
- valid warrant card issued by HM Forces or the Police
- other photographic ID card, e.g. employee ID card (must be current employer), student ID card, travel card
- UK biometric residence permit

If an assessment is taking place in a learner's place of work and a learner is unable to supply any of the above, authentication of a learner's identity by a third-party representative, for example his/her line manager or a member of his/her workplace Human Resources Team can be accepted.

Learner Authenticity

It is a regulatory requirement that every assessment submission is authenticated as the work of the named learner whether submitted to a centre or to FutureQuals. Therefore, the FutureQuals Evidence Logbook requires that a declaration of authenticity is signed by a learner for each assessment submitted.

By signing the declaration, a learner is acknowledging that if the statement is untrue, an assessment breach has been committed.

If a centre uses electronic systems or e-portfolios, an alternate form of formal declaration of authenticity must be completed with each assessment that is submitted.

If a centre uses its own version of the FutureQuals Evidence Logbook it must ensure that the version used captures the same information i.e. the assessment method, evidence reference, the assessor's decision (including the signature and date to evidence completion assessment) and the learner's declaration of authenticity.

Any submission that does not carry a formal declaration of authenticity will not be externally quality assured. If an alternate formal declaration of authenticity is completed by a learner it must, as a minimum, include the statement:

Statement of confirmation of authenticity

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

The learner must sign and date the declaration.

4.4 Legal Considerations

Learners and centres should be aware of regulations affecting those who deal with children, young people and vulnerable adults in the country the qualification is delivered in.

The Prevent Duty Guidance available from the Home Office, makes clear the important role of further education leaders in stopping extremists seeking to radicalise learners on campuses and in supporting learners at risk of extremist influences.

Ofsted has responsibility for monitoring the Prevent Duty in publicly funded further education and skills providers.

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