PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN Level 5 Award in Productivity Improvement Practice

Qualification No: 603/0068/1

Operational Start Date

1 July 2016

Version

1.4 – September 2022

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN has been providing a qualification and accreditation service to FE Colleges and Training Providers for 30 years, in the UK and internationally.

It is an Accredited leader in Diversity and is proud of its reputation as a provider of fully accessible, trusted and flexible qualification and accreditation services.

NOCN works effectively with Centres for the benefit of learners, with a shared interest in providing a continuously improving service.

The organisation offers all the advantages of being with a national Awarding Organisation with a wide portfolio of qualifications, alongside providing a personalised, bespoke service to its customer. It also prides itself on its local presence and expertise within diverse communities.

This document details the **NOCN Qualification Specification** for the stated qualifications and provides important guidance for Training Providers on the relevant assessment criteria and evidence requirements.

This qualification is relevant to organisations in all industry sectors who employ practical managers and who wish to drive improvements in management, productivity and competitiveness.

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1. Overview of Qualification

This qualification is vocationally based and as such, offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in Productivity Improvement Practice.

The **NOCN Level 5 Award in Productivity Improvement Practice** is intended to provide senior managers of an organisation with an overview of tools, techniques and approaches that can help improve the productivity of the organisation. It can enable them to communicate with, and manage, employees leading and participating in productivity improvement projects.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification.

Learners must be in a position to demonstrate the requirements of the qualification and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure this is an appropriate qualification and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

This qualification is available to learners aged **19** years or over**.**

1.2. Progression Routes

Achievement of this qualification confirms the learner has gained the knowledge and skills required to progress onto the NOCN Level 5 Certificate in Productivity Improvement Practice.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level **5 Award in Productivity Improvement Practice** is a **4** credit qualification with a Total Qualification Time (TQT) of 38, including 30 Guided Learning Hours (GLH).

Learners **must** achieve all 4 credits from the 1 mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Introduction to Productivity Improvement Practice	5	4	Mandatory	Y/615/0080

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Guided Learning Hours (GLH):

- learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training
- includes the activity of being assessed if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Other Learning Hours (OLH):

- an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including:
- preparatory work
- self-study
- or any other form of education or training, including assessment.

Examples of GLH activities include:

- Classroom-based learning supervised by a teacher
- Work-based learning supervised by a teacher
- Live webinar or telephone tutorial with a teach in real time
- E-learning supervised by a teacher in real time
- All forms of assessment which take place under the immediate guidance or supervision of an appropriate provider of training
- Exam time

Examples of OLH activities include:

- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning

The agreed Total Qualification Time has been used to identify the qualification's Credit Value.

2.3. Assessment and Evidence

The NOCN Level 5 Award in Productivity Improvement Practice is **internally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a job role in productivity improvement practice.

Assessment activities must be robust in that they are:

Valid	Fit for purpose in that they are suitable for the identified assessment criteria and offer the learner the opportunity to demonstrate achievement at the required level.
Sufficient	Provide the opportunity for the learner to provide adequate evidence, showing full coverage of the requirements of the assessment criteria.
Reliable	Generate clear and consistent outcomes recognising that the activities may be applied to differing scenarios and in different contexts, with different learners. The evidence sought by the activity must be able to be assessed and result in assessment decisions that are consistent across all assessors and centres offering the qualification. Assessment activities should not deliberately offer an unfair advantage to or disadvantage specific groups of learners.
Authentic	Evidence presented must be the learner's own work.

This qualification is graded at Pass/Fail.

2.4. Fair and Equitable Assessment

Assessment must be designed to be accessible and inclusive and the assessment methodology must be appropriate for individual assessment, giving due consideration to any assessment requirements attached to individual components.

2.5. Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustment and Special Considerations Policy and Procedure** found on the NOCN website at www.nocn.org.uk

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre approvalprocess requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination which will be reviewed by NOCN. Please refer to the NOCN Quality Assurance Manual for further details.

2.6. Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and/or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university and outside formal learning situations such as through life, employment, apprenticeships and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RP) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at: www.nocn.org.uk

2.7. Assessment and Evidence for the Components

Internally set assessments

Centres can use the following assessment methods:

- Coursework
- E-Assessment

Which can be presented in a portfolio of evidence.

Forms and guidance for gathering learner evidence against the individual assessment criteria are available for download in Word format on the NOCN website: http://www.nocn.org.uk/qualifications_and_units/additional_qualification_documents.

Alternatively, centres can use their own paperwork provided they ensure that the learners' work is ordered and portfolio references provided as required.

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver this qualification there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualification have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1. Tutor/Assessor Requirements

- Be technically competent in productivity improvement practice including experience in the execution and management of productivity improvement projects and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of productivity improvement practice. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold or be working towards a recognised teaching/training qualification

3.1.2. Internal Quality Assurer Requirements

Each centre must have internal quality assurance policies and procedures in place to ensure that decisions made by Assessors are appropriate, consistent, fair and transparent, and that they do not discriminate against any learner. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability and consistency.

NOCN expects that an Internal Quality Assurer is able to demonstrate the following competencies:

They should:

- Be technically competent in productivity improvement practice and/or have experience of delivering training within the area. The minimum expectation is that the level of experience should be at the same level as the training that is to be delivered.
- An occupational knowledge of productivity improvement practice. The minimum expectation is that the level of knowledge should be at the same level as the training that is to be delivered.
- Hold or be working towards the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice or the Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice or equivalent. An equivalent qualification could be a D34 or V1 qualification.

NOCN supports and recognises Centres' internal quality assurance systems which support the above; any system should include standardisation and sharing of good practice.

Centre staff may undertake more than one role, e.g. tutor, assessor or internal quality assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

3.1.3. Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and that their members of staff are up to date with regards to best practice in delivery, assessment and quality assurance.

3.1.4. External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of centre approval status.

The External Quality Assurer will make regular visits to all Centres. During these visits they will:

- Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the **NOCN Quality Assurance Manual** for further information on the External Quality Assurance process.

3.2. Offering the qualification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification**,** please contact: business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification**,** but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website https://www.nocn.org.uk/customers/nocn-centres/ and click Become a Centre.

4. Component Information

This qualification consists of **1 mandatory** component.

To achieve this qualification a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each component**.** However, a number of assessment criteria can be taught and assessed through one activity using holistic assessment which focuses on the whole work activity rather than specific component of a qualification.

A copy of each of the components follows:

4.1 Mandatory Components

Title:	Introduction to Productivity Improvement Practice
Level:	5
Credit Value:	4
GLH:	30
Ofqual Reference Number:	Y/615/0080
Assessment Guidance:	N/A

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the basic concept of continuous productivity improvement.	1.1. Explain the basic philosophy and approach of continuous productivity improvement. 1.2. Distinguish between productivity inputs and outputs, and how they are measured. 1.3. Distinguish between value added and non-value added activities and their causes. 1.4. Explain the benefits of productivity improvement. 1.5. Identify the conditions for successful productivity improvement initiatives.
2. Understand the importance of analysing performance data to identify areas for improvement.	2.1 Explain the need for performance measurements at different levels of an organisation. 2.2 Establish performance (success) targets for a productivity improvement programme. 2.3 Compare monitoring and review processes appropriate to a given productivity improvement project. 2.4 Justify chosen monitoring and review process for productivity improvement practice.
3. Be able to use a variety of productivity improvement tools and techniques	3.1 Use appropriate tools to identify the root causes of productivity problems and to identify and measure the status quo or 'base case' of a business process. 3.2 Identify tools and techniques to use at various stages of a productivity improvement project. 3.3 Apply appropriate tools and techniques to record, analyse and improve business activities and processes.

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LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	**The learner can:**
4. Understand how to measure and evaluate human work.	4.1 Carry out an activity sampling exercise. 4.2 Describe the statistical basis for selecting a particular sampling frequency and sample size. 4.3 Calculate a standard time for a task. 4.4 Determine the rest and recovery allowances that should be applied to specific activities. 4.5 Explain the difference between effectiveness and efficiency and their possible combinations.