PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN Level 5 Diploma in Productivity Improvement Practice

Qualification No: 603/0640/3

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To know more about NOCN:

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

Introduction

NOCN is a leading awarding organisation that has been creating opportunities for learners for over 30 years. It is the organisation preserving the proud heritage of the Open College Network (OCN) in the UK and is a brand trusted by learners, colleges, training providers and employers who recognise NOCN qualifications as an indicator of competence and quality. A NOCN qualification recognises a learner's skills and knowledge and can support progression to employment, training and/or further education.

In addition to being an awarding organisation NOCN is also an apprenticeship assessment organisation and works internationally as well as in the UK.

NOCN, whilst retaining all the advantage of being a national and international body, has always provided a personal, bespoke service to its customers and prides itself on its local presence and expertise within communities. In respect of the qualification covered in this Qualification Specification, NOCN has worked very closely with centres in both the Middle East and the UK.

This Qualification Specification is a resource for NOCN centres who wish to offer the **NOCN Level 5 Diploma in Productivity Improvement Practice**. This qualification is relevant to organisations in all industry sectors who employ managers and who wish to drive improvements in management, productivity and competitiveness.

The Qualification Specification details the requirements of the qualification, provides guidance to training organisations and is a resource for NOCN centres who wish to offer the qualification.

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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 required to make a major contribution to a productivity improvement project within their organisation, and to be able to communicate effectively with a range of stakeholders as the project is planned, delivered and evaluated.

This Qualification is one of a suite of qualifications on Productivity Improvement Practice including:

- NOCN Level 5 Award in Productivity Improvement Practice
- NOCN Level 5 Certificate in Productivity Improvement Practice
- NOCN Level 5 Diploma in Productivity Improvement Practice (Practitioner)
- NOCN Level 5 Diploma in Productivity Improvement Practice (Strategic Manager)

The Award is the smaller of the qualifications and develops an introduction to Productivity Improvement Practice, giving learners an understanding of the theories and practices relevant to Productivity Improvement Practice.

The Certificate focuses on developing an understanding of and skills for the different stages associated with the identification, development and implementation of productivity improvements. The qualification offers learners the opportunity to demonstrate these through practical application in workplace projects.

The Diploma includes the content of the Certificate and builds on these skills through two pathways: Strategic Manager and Practitioner. The Strategic Manager requires the manager to consider the wider implications of the productivity improvement practice within strategic planning, give consideration to the management of risks and apply innovation and creativity whilst identifying opportunities for improvement as well as the management and leadership of the team. The Practitioner is more suitable for change management and business improvement roles focusing on using a balanced scorecard to plan, control and evaluate the impact of improvement, planning for operational change, performance measurement and management and using creativity and innovation throughout the process.

The qualification is relevant to all business sectors and develops knowledge and skills to support the identification, planning and evaluation of productivity improvement practice**.**

1.1 Entry Requirements

There are no formal entry requirements for learners undertaking this qualification though the ability to work at the level indicated is required.

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 at before enrolling them onto a programme of learning.

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

1.2 Progression Routes

The achievement of this qualification could support entry on to a Degree Level programme in a Business Management discipline subject to the specific entry requirements of the university.

2. Qualification Details

2.1 Qualification Structure

The NOCN Level 5 Diploma in Productivity Improvement Practice is a **38** credit qualification with a Total Qualification Time (TQT) of 380, including 190 Guided Learning Hours (GLH).

Learners **must** achieve all **22** credits from the **8** mandatory components. They must then select a pathway, and achieve all **16** credits from the four mandatory components in that pathway.

Mandatory Group

Component Title	Level	Credit Value	Ofqual Reference Number
Identification and planning of productivity improvement projects	5	2	M/615/0425
Productivity Improvement Project definition and approval	5	2	T/615/0426
Data Analysis in support of productivity improvement projects	5	3	A/615/0427
Idea development for Productivity Improvement projects	5	3	F/615/0428
Productivity Improvement Project Reporting	5	3	J/615/0429
Implementation Planning for Productivity improvement projects	5	4	A/615/0430
Productivity Improvement Project Implementation	5	3	F/615/0431
Productivity Improvement Project Evaluation and Review	5	2	J/615/0432

Pathway Groups

Strategic Manager Pathway

Component Title	Level	Credit Value	Ofqual Reference Number
Strategic Planning	4	4	Y/506/7528
Risk and Issue Management	4	4	R/506/7527
Leadership & Management of Productivity Improvement	4	4	F/506/7510
Innovation & Creativity	4	4	L/506/7509

Practitioner Pathway

Component Title	Level	Credit Value	Ofqual Reference Number
Designing and Implementing a Balanced Scorecard	4	4	M/506/7499
Planning for Operational Change	4	4	K/506/7520
Innovation & Creativity	4	4	L/506/7509
Performance Measurement & Management	4	4	M/506/7518

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

This qualification 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.

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. Learners must provide evidence of achievement against all of the assessment criteria to pass the qualification.

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** within the Centres, NOCN Centres, Processes and Documents Section on 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 approval process 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 (RPL) 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

Centres can use the following assessment methods:

- Coursework
- E-Assessment
- Observation of Performance in the Work Environment
- Examining Products of Work
- Oral / Written Questioning
- Discussion with the Learner
- Use of Others (Witness Testimony)
- Looking at Learner Statements
- Recognising Prior Learning
- Simulation
- Skills Tests
- Assignments
- Projects
- Case Studies

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 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
- Possess or be working towards a recognised teaching/training qualification

3.1.2 Assessor Requirements

- Be technically competent, have experience of carrying out assessment activities and hold, or be registered as working towards, a recognised assessing qualification. The minimum expectation is that the level of competence of the Assessor should be at the same level as the qualification being assessed.

3.1.3 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:

- Have an understanding of the subject area, have experience in carrying out internal quality assurance activities and hold, or be registered as working towards, a recognised Internal Quality Assurance qualification. The minimum expectation is that the level of competence should be at the same level as the qualification being quality assured.

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.

3.1.4 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.

3.1.5 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 Recognition agreement 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 www.nocn.org.uk and complete the New Business Enquiry Form.

4. Component Information

This qualification consists of 8 mandatory components and two pathways each with 4 mandatory components. Learners must achieve the **8 mandatory** components and **one** pathway of **4 mandatory** components.

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:	**Identification and Planning of Productivity Improvement Projects**
Level:	**Five**
Credit Value:	**2**
GLH:	**10**
Ofqual Reference Number:	**M/615/0425**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to identify an area of operation that would benefit from a productivity improvement project.	1.1. Explain criteria for selection of improvement projects proposal. 1.2. Hold a structured discussion with stakeholders on the application of project selection criteria. 1.3. Create a structured proposal for selection of a specific area/function/process/activity.
2. Be able to identify the major steps to be undertaken when applying a specific productivity improvement methodology.	2.1. Describe the stages of the SREDIM improvement process and identify activities that might be included in those stages for a particular improvement project.

Title:	**Productivity Improvement Project Definition and Approval**
Level:	**Five**
Credit Value:	**2**
GLH:	**12**
Ofqual Reference Number:	**T/615/0426**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to persuade stakeholders of the benefits of undertaking a specific productivity improvement project.	1.1 Identify data to be gathered as the basis of selecting a specific area/function/process/activity as the basis of a productivity improvement project. 1.2 Use qualitative and quantitative data to justify the selection of a specific area.
2. Be able to define the terms of reference for a productivity improvement project.	2.1 Identify and document the scale and scope of a potential productivity improvement project. 2.2 Identify the resources required to undertake a productivity improvement project of defined scale and scope. 2.3 Identify the tools and techniques appropriate to a specific improvement proposal. 2.4 Identify the expected benefits, savings and values of a specific improvement proposal. 2.5 Document a full set of terms of reference for a specific improvement proposal.

Title:	**Data Analysis in support of Productivity Improvement Projects**
Level:	**Five**
Credit Value:	**3**
GLH:	**12**
Ofqual Reference Number:	**M/615/0427**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to select data analysis techniques appropriate to the analysis of particular types of data.	1.1 Describe the kinds of data analysis suitable for specific types and volumes of data. 1.2 Identify problems that might occur if inappropriate data analysis techniques are used.
2. Be able to gather required data using appropriate primary and secondary data gathering processes.	2.1 Create appropriate templates to gather required data using survey and sampling processes. 2.2 Establish monitoring and recording procedures to collect required data for a specific project. 2.3 Examine a set of data to establish its suitability and validity.

Title:	**Idea Development for Productivity Improvement Projects**
Level:	**Five**
Credit Value:	**3**
GLH:	**12**
Ofqual Reference Number:	**F/615/0428**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to apply productivity improvement techniques to generate ideas for development and improvement.	1.1 Use productivity improvement techniques as the basis of generating development and improvement ideas within a specific improvement project. 1.2 Apply agreed criteria to compare alternative ideas and proposals. 1.3 Identify the benefits, as well as, the disadvantages and complications of alternative solutions. 1.4 Select an idea or proposal, from a list of alternatives, for implementation or further development by applying the agreed criteria and assessing benefits and disadvantages.
2. Be able to identify ways in which employees and other stakeholders might be consulted as part of an 'idea generation' process.	2.1 Define a process of stakeholder consultation. 2.2 Execute the defined process of stakeholder consultation. 2.3 Prepare and deliver feedback to stakeholder groups as part of the consultation process.
3. Be able to make recommendations based on a logical and structured approach.	3.1 Identify evidence to support decision-making. 3.2 Develop practical recommendations based on evidence and recorded data.

Title:	**Productivity Improvement Project Reporting**
Level:	**Five**
Credit Value:	**3**
GLH:	**10**
Ofqual Reference Number:	**J/615/0429**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to identify differences in report content and format appropriate to different stakeholder groups.	1.1 Explain the aims and purpose of a report of a productivity improvement project. 1.2 Explain why the content, vocabulary or emphasis of a report might be dictated by its primary audience.
2. Be able to create a structured report on the process of, and outcomes of, a productivity improvement project.	2.1 Produce a report on a specific business improvement project based on a simple, structured report template. 2.2 Work to an agreed schedule for report preparation and submission. 2.3 Present conclusions or recommendations that address the aims and purpose of the report. 2.4 Respond to critical appraisal of a draft report to make improvements.

Title:	**Implementation Planning for Productivity Improvement Projects**
Level:	**Five**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**A/615/0430**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to create a plan for the implementation of agreed changes arising from a productivity improvement project.	1.1 Identify budget and timescales for implementation of agreed changes 1.2 Consult with stakeholders to agree a plan and schedule for implementation 1.3 Use an agreed format to present the planned outcomes of a project to stakeholders.
2. Be able to create a process by which a completed productivity improvement project can be evaluated.	2.1 Establish criteria and processes for evaluating the project on completion.
3. Be able to develop a presentation for stakeholders, identifying the main findings, analysis, conclusions and recommendations.	3.1 Identify an appropriate time and approach to sell proposals to key stakeholders. 3.2 Develop effective visual aids to support a presentation. 3.3 Deliver a presentation on a specific improvement project using appropriate language, tone and body language.

Title:	**Productivity Improvement Project Implementation**
Level:	**Five**
Credit Value:	**3**
GLH:	**20**
Ofqual Reference Number:	**F/615/0431**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to implement a project plan arising from a productivity improvement project.	1.1 Undertake the agreed project within the agreed terms of reference and specification. 1.2 Apply a range of project management tools and techniques to monitor, control and review progress. 1.3 Match resources efficiently to the project.
2. Be able to maintain effective communication with stakeholders throughout the process of implementation.	2.1 Use agreed methods of communication and media to present project update reports to project owners and sponsors and to various other stakeholder groups.

Title:	**Productivity Improvement Project Evaluation and Review**
Level:	**Five**
Credit Value:	**2**
GLH:	**14**
Ofqual Reference Number:	**J/615/0432**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Be able to evaluate the outcomes of a productivity improvement project.	1.1 Undertake a review of a completed project using agreed criteria 1.2 Interpret and analyse project outcomes in terms of the original project specification. 1.3 Identify and justify further actions required in specific areas.
2. Be able to present project outcomes to stakeholders.	2.1 Produce a record of all project procedures, processes and resources used. 2.2 Use agreed methods of communication and media to present project outcomes to project owners and sponsors and to various other stakeholder groups.

4.2 Strategic Manager Pathway

Title:	**Strategic Planning**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**Y/506/7528**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the concept of organisational strategy and strategic planning.	1.1 Construct mission and vision statements for an organisation to be used for strategic planning purposes. 1.2 Articulate the process of moving from the mission and vision to a series of actions to deliver that mission and vision.
2. Be able to identify critical success factors appropriate to a company and its environment.	2.1 Analyse the environment in which a company operates. 2.2 Devise critical success factors appropriate to a specific company and its environment.
3. Know how to measure the performance of an organisation.	3.1 Establish performance indicators against the critical success factors of an organisation. 3.2 Identify appropriate frequency of measurement for each indicator.

Title:	**Risk and Issue Management**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**R/506/7527**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand risk and issues in the context of productivity improvement.	1.1 Define risk as it applies to productivity improvement projects. 1.2 Define issues affecting stakeholders, as distinct from risk, in productivity improvement projects.
2. Understand risks in productivity improvement projects.	2.1 Evaluate risks in a specific productivity improvement project. 2.2 Assess the potential consequences and the probability of risks occurring. 2.3 Determine: (a) means of mitigating identified risks (b) contingency actions if incidents occur.
3. Understand issues of concern to stakeholders.	3.1 Summarise issues in a specific productivity improvement project. 3.2 Assess the potential consequences of ignoring issues important to stakeholders. 3.3 Explain ways in which issues could be addressed in a given project.

Title:	**Leadership & Management of Productivity Improvement**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**F/506/7510**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the roles of leadership and management in strategic planning.	1.1 Articulate the role of a leader in developing a shared mission and vision. 1.2 Articulate the role of managers in planning a series of actions to deliver that mission and vision. 1.3 Explain the impact that different leadership and management styles have on organisational productivity.
2. Understand the importance of leading and managing teams to improve the productivity of an organisation.	2.1 Articulate the principles of successful team building. 2.2 Explain the importance of communicating strategic aims and objectives to work teams. 2.3 Articulate the principles of successful delegation. 2.4 Evaluate the role of a manager in resolving conflict in a given situation.

Title:	**Innovation & Creativity**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**L/506/7509**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the role of innovation and creativity in business idea generation.	1.1 Define the meaning of innovation and creativity. 1.2 Relate these terms to invention and to research & development.
2. Understand how a culture of creativity can be fostered.	2.1 Explain why some companies have a reputation for creativity giving examples. 2.2 Define key factors that contribute to a culture of creativity. 2.3 Explain the concept and benefits of 'open innovation'.
3. Know how to generate and evaluate ideas within a team.	3.1 Explain the 'rules' of idea generation tools such as brainstorming, idea loops and big picture creation. 3.2 Explain how an idea can be evaluated to determine its benefits.
4. Know how to implement change arising from innovative or creative thinking.	4.1 Create a plan for change arising from innovation in a given situation. 4.2 Articulate the need to monitor implementation.

4.3 Practitioner Manager Pathway

Title:	**Designing & Implementing a Balanced Scorecard**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**M/506/7499**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the place of performance measurement in strategy implementation.	1.1. Explain the role of performance indicators in the process of implementing a business strategy. 1.2. Explain the limitations of financial data for measuring operational performance. 1.3. Analyse the links between organisational strategy and the creation of a balanced scorecard.
2. Understand the key principles that underpin effective use of the balanced scorecard.	2.1. Explain the key principles of the balanced scorecard concept. 2.2. Justify a set of performance perspectives for a given organisation. 2.3. Recommend appropriate measures to support a balanced scorecard in a given organisation.

Title:	**Planning for Operational Change**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**K/506/7520**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the reasons for resistance to change and the ways it can be ameliorated.	1.1 Summarise symptoms of resistance to change. 1.2 Analyse reasons for resistance to change. 1.3 Evaluate strategies that can be used to address resistance to change.
2. Be able to plan for the implementation of changed processes and work roles.	2.1 Create a plan detailing the steps to be taken in a given change situation. 2.2 Design a process to support people through change in a given situation.
3. Understand how to monitor, review and evaluate change activity.	3.1 Articulate the need for monitoring and review. 3.2 Evaluate measures or indicators that show the impact of change. 3.3 Justify a chosen review process and schedule.

Title:	**Innovation & Creativity**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**L/506/7509**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand the role of innovation and creativity in business idea generation.	1.1 Define the meaning of innovation and creativity. 1.2 Relate these terms to invention and to research & development.
2. Understand how a culture of creativity can be fostered.	2.1 Explain why some companies have a reputation for creativity giving examples. 2.2 Define key factors that contribute to a culture of creativity. 2.3 Explain the concept and benefits of 'open innovation'.
3. Know how to generate and evaluate ideas within a team.	3.1 Explain the 'rules' of idea generation tools such as brainstorming, idea loops and big picture creation. 3.2 Explain how an idea can be evaluated to determine its benefits.
4. Know how to implement change arising from innovative or creative thinking.	4.1 Create a plan for change arising from innovation in a given situation. 4.2 Articulate the need to monitor implementation.

Title:	**Performance Measurement & Management**
Level:	**Four**
Credit Value:	**4**
GLH:	**20**
Ofqual Reference Number:	**M/506/7518**
Assessment Guidance:	**N/A**

LEARNING OUTCOMES	**ASSESSMENT CRITERIA**
The learner will:	**The learner can:**
1. Understand performance measurement in the management of an organisation.	1.1 Explain the role of performance measurement in the management of tasks, projects and people. 1.2 Evaluate possible sources of performance data. 1.3 Justify the need for a balanced set of measures or indicators. 1.4 Explain the limitations of financial data for measuring operational performance.
2. Understand the key principles that underpin an effective performance management regime.	2.1 Articulate the key principles of effective performance management. 2.2 Explain the need for different sets of data at different levels of an organisation. 2.3 Create a set of performance measures for a given management situation. 2.4 Justify a set of performance measures for a given management situation.

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