PART OF nocn GROUP

QUALIFICATION SPECIFICATION

NOCN Level 5 Certificate in Productivity Improvement Practice

Qualification No: 603/0403/0

Operational Start Date

1 September 2016

Version

1.3 – 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, 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.

Contents

1. Overview of Qualification 4
1.1. Entry Requirements 4
1.2. Progression Routes 4
2. Qualification Details 5
2.1. Qualification Structure 5
2.2. Total Qualification Time (TQT) 6
2.3. Assessment and Evidence 6
2.4. Fair and Equitable Assessment 7
2.5. Learners with Particular Requirements 7
2.6. Recognised Prior Learning 7
2.7. Assessment and Evidence for the Components 8
3. Centre Information 9
3.1. Required Resources for Delivering the Qualification 9
3.1.1. Tutor Requirements 9
3.1.2. Assessor Requirements 9
3.1.3. Internal Quality Assurer Requirements 9
3.1.4. Continuing Professional Development (CPD) 10
3.1.5. External Quality Assurance 10
3.2. Offering the qualification 10
4. Component Information 11
4.1 Mandatory Components 12

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 participants an understanding of the theories and practices. The Certificate offers the participants the opportunity to develop their understanding and skills and demonstrate these through practical application in workplace projects. The Diploma extends the content of the Certificate to allow more focus as a Practitioner or how the use of Productivity Improvement Practice can support strategic management of an organisation.

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 before enrolling them onto a programme of learning.

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

1.2. Progression Routes

The qualification could lead to progression on to a higher education qualification in productivity improvement, in particular the NOCN Level 5 Diploma in Productivity Improvement Practice.

2. Qualification Details

2.1. Qualification Structure

The **NOCN Level 5 Certificate in Productivity Improvement Practice** is a **22** credit qualification with a Total Qualification Time (TQT) of 218, including 110 Guided Learning Hours (GLH).

Learners **must** achieve all 22 credits from the **8** mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Identification and planning of productivity improvement projects	5	2	Mandatory	M/615/0425
Productivity Improvement Project definition and approval	5	2	Mandatory	T/615/0426
Data Analysis in support of productivity improvement projects	5	3	Mandatory	A/615/0247
Idea development for Productivity Improvement projects	5	3	Mandatory	F/615/0428
Productivity Improvement Project reporting	5	3	Mandatory	J/615/0429
Implementation planning for productivity improvement projects	5	4	Mandatory	A/615/0430
Productivity improvement project implementation	5	3	Mandatory	F/615/0431
Productivity improvement project evaluation and review	5	2	Mandatory	J/615/0432

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 productivity job role.

Assessment activities must be robust in that they are:/Assessment activities will 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** 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 Recognition 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 (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

Assessment materials are only available to centres approved to deliver the qualification.

Assessment materials can be accessed within the **Documents** section on Quartzweb. Please refer to the **NOCN Registration and Awards User Guide** for further detail on how to access documents.

Centres can use the following assessment methods:

- 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 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 **8 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:	5
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:	5
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 or 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:	A/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.

NOCN

Acero Building

1 Concourse Way

Sheaf Street

Sheffield

South Yorkshire

England

S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk