



ETCAL Level 2 Certificate in Business Improvement Techniques
601/5526/7
Assessment Guide

Introduction

ETA qualifications are developed in conjunction with the industries and employers they service. They are designed to add value and deliver multidimensional outputs that provide impact for both learners and employers.

It is therefore important that the assessment requirements of ETA qualifications are robust whilst not containing unnecessary and over-burdensome challenges that detract from the intended outcomes and impact.

Who is the qualification for?

This qualification has been designed to cover those learners who either:

- wish to gain the knowledge to know how to undertake Business Improvement Techniques in the Workplace
- or are registered on and undertaking the Level 2 Business Improvement Techniques apprenticeship framework.

Learner entry requirements

There are no formal entry requirements for learners undertaking this qualification. However, centres must ensure that learners have the potential and opportunity to gain the qualification successfully.

Age restrictions

This qualification is not approved for use by learners under the age of 16, and ETA cannot accept any registrations for learners in this age group.

What does the qualification cover?

Mandatory units cover those areas which have a common approach such as organisational safety requirements, team working and using technical information. There is 1 optional pathway offering a choice of units applicable to individual workplaces and working environments.

Unit Endorsement

These units are endorsed by the Sector Skills Council for Science, Engineering and Manufacturing Technologies (SEMTEA).

Centre & Qualification Approval

Centres wishing to offer the qualification will need to gain ETA's approval to do so. Current ETA centres can do this via Quartz Web. For non ETA Centres to gain approval to run the qualification please provide your details via <http://quartz.etawards/quartz-system.com> and the ETA team will start the process of approval.

Resource Requirements

Assessors

Assessment must be carried out by competent assessors who hold, or are working towards, a current assessor qualification. They will be expected to regularly review their skills, knowledge and understanding and, where applicable, undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date national occupational standards. Assessors must be able to demonstrate that they have relevant and sufficient technical competence to evaluate and judge performance and knowledge evidence of this qualification, the units being taken and the associated assessment criteria. This will be demonstrated either by holding a relevant technical qualification or by proven experience in the learner's industry. The assessor's competence must, at the very least, be at the same level as that required of the learner in the assessment so that they are able to demonstrate the skills needed.

Internal Quality Assurance Advisors

Internal quality assurance (IQA) must be carried out by competent quality assurers who should hold or be working towards, a current internal quality assurance qualification. They will be expected to regularly review their skills, knowledge and understanding and, where applicable, undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date national occupational standards. Persons carrying out the role of internal quality assurance will also be expected to be fully conversant with the ETA requirements for IQA in centres. These are detailed in the centre manual. IQAAs must be able to demonstrate that they have relevant and sufficient technical competence to understand performance and knowledge evidence of this qualification, the units being taken and the associated assessment criteria. This will be demonstrated either by holding a relevant technical qualification or by proven experience in the learner's industry. The IQAA's competence must be sufficient to recognise what constitutes acceptable performance, knowledge and understanding as required by this qualification.

External Quality Assurance Advisors

ETA will appoint an appropriately qualified person to provide advice and guidance to the centre team and act as their external quality assurance advisor (EQAA). External quality assurance (EQA) must be carried out by competent quality assurers who should hold, or be working towards, a current external quality assurance qualification. They will be expected to regularly review their skills, knowledge and understanding and

where applicable undertake continuing professional development to ensure that they are carrying out workplace assessment to the most up to date national occupational standards. EQAAs must be able to demonstrate that they have relevant and sufficient technical competence to recognise performance and knowledge evidence of this qualification as required by the units being taken and the associated assessment criteria.

Assessment environment

The evidence of a learner's competence, knowledge and understanding for this qualification can only be regarded as valid, reliable, sufficient and authentic if demonstrated in a real working environment.

Qualification Structure

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| Qualification Number | | 601/5526/7 |
| Title | | Certificate in Business Improvement Techniques |
| Unit Level | | Level 2 |
| Guided Learning Hours | | 102 |
| Total Qualification Time | | 180 |
| Unit Credit Value | | 18 |
| Unit Grading Structure | | Pass |

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Mandatory Unit requirements

Unit R/602/4137 - Statutory Regulations and Organisational Safety Requirements
Level 2 **Guided Learning Hours 14** **Unit Credit Value 3**

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| 1 | Know the principal provisions of the Health and Safety at Work Act and other current legislation |
| 2 | Know how current legislation affects health and safety issues in respect of employers, employees and the public |
| 3 | Know how to obtain information and relevant advice on the organisations health and safety policy |
| 4 | Know the general safe working practices associated with operations in the workplace |
| 5 | Know the types, causes, and consequences of workplace accidents and emergencies |
| 6 | Know the procedures to be followed in the event of accidents, injuries, the evacuation of the premises, and dangerous occurrences or hazardous malfunctions |
| 7 | Know the hazards and risks associated with work activities and the importance of being involved in the risk assessment procedure |
| 8 | Be able to carry out a risk assessment activity |
| 9 | Know the steps necessary to minimise the risk of injury or damage when moving a load |
| 10 | Be able to correctly and safely move a load using the appropriate methods and techniques |
| 11 | Know how to apply good housekeeping and safe working practices as a basis for the safe implementation of lean business activities |

Unit F/602/4148 - Contributing to Effective Team Working

Level 2

Guided Learning Hours 18

Unit Credit Value 3

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| 1 | Know the different types of team roles, and how they contribute to effective team working |
| 2 | Know how working relationships need to extend across appropriate work groups and departments |
| 3 | Be able to identify individual strengths and weaknesses, and how they contribute to the effectiveness |
| 4 | Know how individuals behaviour and appearance may be perceived by others |
| 5 | Know the importance of creating and maintaining effective working relationships |
| 6 | Know the types of problems and difficulties that can occur within team working relationships, and how they can be resolved |
| 7 | Know the importance of sharing knowledge, information, and performance measures within the team |
| 8 | Know how to present information in an amicable and constructive manner, in relation to the team or individual circumstance |
| 9 | Be able to use different types of communication methods, in order to keep others informed, Know how to identify the mixture of skills and experience available within a team |
| 10 | Know how the mixture of skills and experience within a team, contributes to effective team working |

Unit L/602/4203 - Contributing to the Application of Workplace Organisation

Technique

Level 2

Guided Learning Hours 22

Unit Credit Value 3

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| 1 | Know what a work environment is, and what is meant by an organised working environment |
| 2 | Be able to identify the benefits that can be achieved by having an organised working environment |
| 3 | Know the methods and techniques for workplace organisation, and how they are used |
| 4 | Know how the steps of workplace organisation are implemented |
| 5 | Be able to apply the first three steps of workplace organisation |
| 6 | , Know the fourth and fifth steps of workplace organisation in order to sustain and improve the workplace |
| 7 | Be able to carry out a tagging exercise |
| 8 | Know how to redeploy or dispose of non-essential items from the workplace |
| 9 | Know why it is necessary to audit workplace organisation activities, and the tools and techniques that are used |
| 10 | Be able to carry out a workplace organisation audit |
| 11 | Know how aspects of health, safety, and team work may improve as a result of good workplace organisation |
| 12 | Know how workplace organisation fits in with other lean business techniques |

Unit A/602/4214 - Contributing to the Application of Continuous Improvement Techniques (Kaizen)

Level 2

Guided Learning Hours 20

Unit Credit Value 3

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| 1 | Know what a work environment is, and what is meant by an organised working environment |
| 2 | Know the importance and need to continuously improve productivity in the working environment |
| 3 | Know the types of improvement that can be made as part of continuous improvement |
| 4 | Know what is meant by the term 'waste' in business, and how it affects productivity |
| 5 | Be able to contribute to the elimination of 'waste' in a workplace, Know what benchmarking is |
| 6 | Know the potential benefits of benchmarking |
| 7 | Know how to identify the type of improvements that can be made in the workplace |
| 8 | Know the '12' steps to carrying out a continuous improvement activity |
| 9 | Be able to carry out a continuous improvement activity |
| 10 | Know the key performance indicators that are used to measure improvements |
| 11 | Know how performance indicators are applied, and the results visually communicated |
| 12 | Know the role of standard operating procedures in sustaining improvements |
| 13 | Know the importance of an appropriate environment for improvement |

Unit L/602/4220 - Contributing to the development of Visual Management Systems Techniques (Kaizen)

Level 2

Guided Learning Hours 14

Unit Credit Value 3

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| 1 | Know what is meant by 'visual management', and the benefits that can be gained from having visual management systems in place |
| 2 | Know how the principles and processes of visual management can be applied in the workplace |
| 3 | Know the different forms of visual management, and to what part of the business they can be applied |
| 4 | Be able to display information, and key business and local performance measures |
| 5 | Know the improvement actions and measurement techniques that will facilitate the deployment of a visual management system |
| 6 | Know how to employ an improvement action that requires a visual management system activity within a work area |
| 7 | Know how to prepare and carry out the visual management activity within a chosen work area |
| 8 | Be able to display and maintain information, using the most appropriate and effective methods |
| 9 | Know how further improvement actions continue to drive the information and development of the system |
| 10 | Know how visual management systems fit in with other lean business activities |

Optional Unit requirements

Unit T/602/4146 - Contributing to the Analysis and Selection of Parts for Improvement Level 2
Guided Learning Hours 14 **Unit Credit Value 3**

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| 1 | Know how to identify the selection of parts for improvement from within a chosen area or product range |
| 2 | Know the type of information required to select representative parts within a chosen area or product range |
| 3 | Know how to group identified parts into appropriate part families |
| 4 | Be able to group parts based on part shape, part size, the material used to manufacture the part, and the manufacturing process |
| 5 | Be able to carry out an analysis |
| 6 | Know the principles and process of carrying out an analysis |
| 7 | Know the difference between 'lead time' and 'cycle time' |
| 8 | Know what is meant by the term 'bill of materials' for each of the representative parts |
| 9 | Know the importance of analysing and selecting parts for improvement |
| 10 | Know how the analysis and selection of parts for improvement fits in with other lean business techniques |

Unit T/602/2526 - Contributing to Carrying Out Lead Time Analysis

Level 2

Guided Learning Hours 18

Unit Credit Value 3

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| 1 | Know what lead time is, and how it is used as an improvement tool in a lean business environment |
| 2 | Know how to identify the representative parts or processes that are suitable for the production of a lead time profile |
| 3 | Know the type of information required to compile a draft outline of lead time profiles |
| 4 | Be able to create a lead time profile and frequency diagram for the part or processes that have been analysed |
| 5 | Know how to fully analyse the current practice in order to identify potential improvements |
| 6 | Know the type of improvements that can be made to reduce lead time, with defined, quantifiable, objectives, and targets |
| 7 | Know the implementation issues that can arise as a result of proposed improvements to achieve a targeted lead time |
| 8 | Know how to plan the improvements needed, and the consequences for the business of not being able to achieve the benefits, |
| 9 | Know how Lead Time Analysis fits in with other lean business activities |

Unit D/602/2536 - Carrying Out Set-up Reduction Techniques

Level 2

Guided Learning Hours 22

Unit Credit Value 3

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| 1 | Know the principles of 'Set up reduction techniques', and how it can improve business efficiency and profitability |
| 2 | Know how to critically evaluate the changes that have been made, or are being proposed, to the set up activity |
| 3 | Know the role and application of standard operating procedures in sustaining improvements |
| 4 | Know how effective process set up and changeover techniques can build effective team working in the workplace |
| 5 | Know how effective process set up and changeover techniques fits in with other lean business principles |
| 6 | Know why a machine, process or operation can be selected for the improvement activity, and what range of improvements can be possible |
| 7 | Know the difference between motion and work, and what is meant by value adding and non value adding activities |

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| 8 | Be able to carry out the basic steps in a set up procedure |
| 9 | Know the basic steps to be followed in a set up procedure aimed at streamlining the set up operation |
| 10 | Know the preparation needed to be done prior to a set up reduction activity taking place |
| 11 | Be able to apply the practical steps of 'set up reduction techniques' using the 'Single Minute Exchange of Dies' (SMED) technique |
| 12 | Know how to apply effective problem solving methods and techniques to further improve the set up activity |
| 13 | Know how to set quantifiable targets and objectives for the improvement activity, and how they can be achieved |

Unit J/602/4166 - Carrying Out Autonomous Maintenance**Level 2****Guided Learning Hours 22****Unit Credit Value 3**

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| 1 | Know the principles of Total Productive Maintenance (TPM) |
| 2 | Know the ways TPM can help improve the profitability of a business |
| 3 | Know the '5 pillars' of TPM, and who needs to be involved in its implementation |
| 4 | Know what preparation is required prior to a TPM activity taking place |
| 5 | Know the health and safety requirements for the area, and the resources required for a TPM activity |
| 6 | Be able to apply the practical steps of TPM, Know the 6 major losses, their impact on a business, and how they can be eliminated, |
| 7 | Be able to collect the information needed to calculate Overall Equipment Effectiveness (OEE) |
| 8 | Know why it is necessary to audit TPM activities, and the techniques used |
| 9 | , Be able to carry out a TPM audit |
| 10 | Know what aspects of business performance can improve as a result of TPM |
| 11 | Know how TPM fits in with other lean business principles |

Unit H/602/2540 - Contributing to the Application of Problem Solving Techniques Level 2

Guided Learning Hours 14

Unit Credit Value 3

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| 1 | Know the types of problems that can affect a business, and the effects of unresolved problems on business performance |
| 2 | Know the benefits of adopting a structured approach to problem solving |
| 3 | Know the techniques available to help identify, contain, and resolve problems in the workplace |
| 4 | , Be able to apply the appropriate problem solving technique to identify the root cause of a problem |
| 5 | Know how the appropriate corrective actions are determined, selected, and implemented to resolve problems |
| 6 | Know the tools and techniques available to prevent the recurrence of a problem |
| 7 | Know how to capture improvement opportunities, and the actions needed to carry out the improvement effectively |
| 8 | Know how effective problem recognition and problem solving can be used to identify and implement other improvement opportunities |

