



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

## Certificate - Assessment Principles

### 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. These assessment principles are prepared with that in mind and are applicable to this qualification:

Level 2 Certificate in Business Improvement Techniques

### Principles

There are four key principles to underpin assessment delivery:

1. Assessment should contribute to developing a learner's knowledge and/or skills and provide relevant and current development as the related industry requires.
2. Systems for capturing evidence of competence should be integrated and efficient. Assessment practices for both competence-based and knowledge-based aspects of qualifications should, where possible, be integrated with industry driven standards and requirements.
3. Assessment methods must be appropriate for the level and nature of the qualification units to be assessed. Methods of assessing achievement against learning outcomes and assessment principles must be accommodating and flexible, whilst remaining appropriate for both the level being assessed and industry expectations of learners at that level.
4. Evidence of knowledge and understanding must be recorded and be clearly attributable to the learner. This can be delivered using task based activity with questions and answer sessions, supported by assessor observation.

The choice and application of assessment methods must be consistent with these principles and will generally include:

- Direct Observation
- Written evidence (portfolio/workbook)
- Centre set assignment
- Centre set coursework
- Oral examination
- Professional/open discussion

## **Delivery Team Requirements**

### ***Tutors / Assessors***

- Tutors / Assessors should have a detailed knowledge of, and be competent in, the occupational requirements of the units
- Tutors / Assessors should hold or be working towards the related professional qualifications for delivery and assessment as required
- This competence will have been acquired either in direct employment in the occupational role to which the unit relates, or in employment as a manager, supervisor or in-house trainer of employees carrying out the role
- It is unlikely that occupational competence will have been achieved in less than twelve months of employment but individuals with less experience could be considered as assessors if sufficiently occupationally competent

### ***Internal Quality Assurers (IQAs)***

- IQAs must have a thorough understanding of the structure, content and occupational requirements of the units that they are internally quality assuring. This understanding will have been acquired while either working directly within or delivering within the relevant occupational area in either an operational or a support function
- The level of understanding must be sufficient to allow the IQA to judge whether the assessor has fully assessed learners against all the principles within the unit
- It is unlikely that a person could have gained this level of understanding in less than twelve months of being employed but individuals with less experience could be considered as IQAs if they have the required level of experience, knowledge and understanding.

### ***Technical / Expert Witness***

Expert witnesses can be drawn from a wide range of people who can observe, 'measure and examine performance against the industry and qualification principles. These can include; line managers and experienced individuals within a related sector-based organisation. The Technical Expert Witnesses should have proven practical experience and knowledge relating to the content of the principles being assessed.

It is unlikely that someone could become an expert in their entire job role in less than twelve months of being employed in their industry. They could, however, very quickly become an expert in the content of a single unit if this was the focus of their job role. The assessor should make a

judgement as to the level of expertise held by a potential Technical Expert Witness and, where necessary, this should be confirmed with the awarding organisation.

### **Assessment Materials**

ETC Awards Ltd. (ETA) Assessment Materials are protected by copyright and are supplied only to Approved Centres for use solely for the purpose of the assessment of ETA learners.

### ***Instructions for Conducting Assessment***

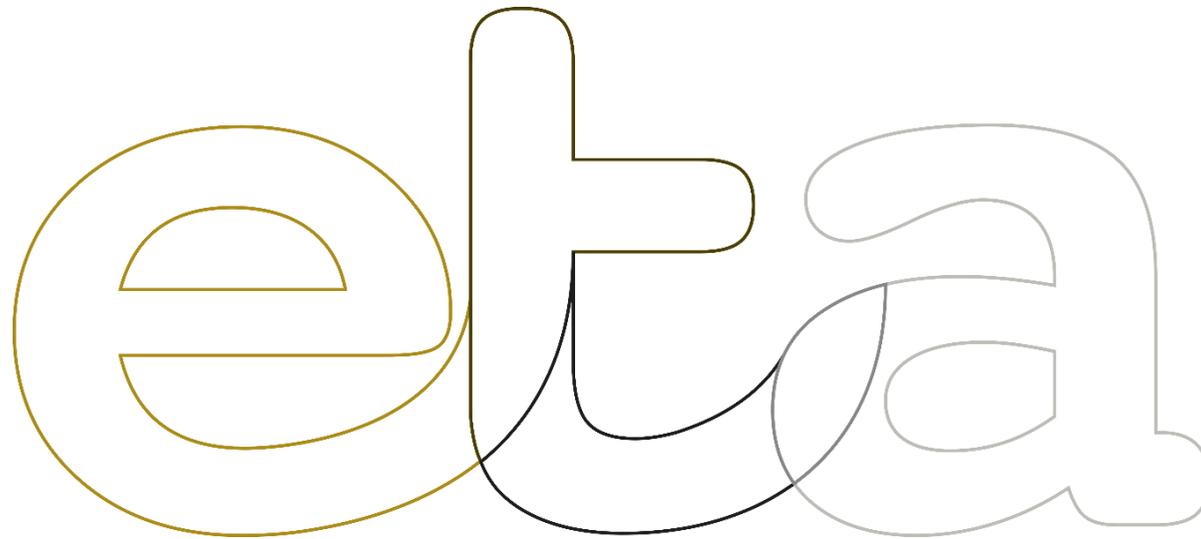
the Approved Centre must either:

- secure approval of in-house assessment material by ETA's External Quality Assurance team prior to use
- use ETA Assessment Materials
- we recognise that reasonable adjustments may be considered at the time of assessment, please refer to the ETA Reasonable adjustments and considerations policy

All approved centres must then handle and store securely all Assessment Materials in accordance with the following:

- Assessment Material must be accessible to learners only during their programme
- The Approved Centre must not make public in any format the contents of any materials either in part or in full.
- Materials must be securely handled and under no circumstances shared with third party organisations or individuals
- The Approved Centre must seek permission from ETA through the External Quality Assurance team if they want to convert Material for alternative storage, retrieval and delivery in electronic formats.

All centre based assessment material must be agreed with ETA prior to use and will be subject to robust monitored during sampling and verification activity.



Level 2 Unit – Statutory Regulations and Organisational  
Safety Requirements

<b>Unit Reference Number</b>		R/602/4137
<b>Qualification Framework</b>		RQF
<b>Title</b>		Statutory Regulations and Organisational Safety Requirements
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		14
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the principal provisions of the Health and Safety at Work Act and other current legislation	1.1	Identify the principal provisions of the Health and Safety at Work Act current legislation and other current legislation
		1.2	Describe the principal provisions of the Health and Safety at Work Act and other current legislation
2.0	Know how current legislation affects health and safety issues in respect of employers, employees and the public	2.1	Describe how current legislation affects health and safety issues in respect of employers, employees, and the public
3.0	Know how to obtain information and relevant advice on the organisations health and safety policy	3.1	Obtain information and relevant advice on health and safety legislation and guidelines
		3.2	Source expert assistance when help is needed on the organisations health and safety policy
4.0	Know the general safe working practices associated with operations in the workplace	4.1	Describe the general safe working practices associated with operations in the workplace
		4.2	Describe the implications and consequences of the appropriate legislation and guidelines not being followed
5.0	Know the types, causes, and consequences of workplace accidents and emergencies	5.1	Identify the types of accidents and emergencies that can occur in the workplace
		5.2	Describe what are the root cause of accidents and what are the methods for preventing them
		5.3	Describe the far reaching consequences of workplace accidents
		5.4	Describe the first aid arrangements required in the workplace
6.0	Know the procedures to be followed in the event of accidents, injuries, the evacuation of the premises, and	6.1	Identify the procedures to be followed in the event of accidents or injuries
		6.2	Describe what an evacuation of the premises would require
		6.3	Describe what would be considered a dangerous occurrence or hazardous malfunction

	dangerous occurrences or hazardous malfunctions		
7.0	Know the hazards and risks associated with work activities and the importance of being involved in the risk assessment procedure	7.1	Describe what is meant by a 'hazard'
		7.2	Describe what is meant by a 'risk'
		7.3	Identify the hazards and risks that are found in the workplace, and who could be affected
		7.4	Describe why risk assessments are necessary, and who needs to be involved in their production
8.0	Be able to carry out a risk assessment activity	8.1	Carry out a risk assessment using a given scenario and complete a risk assessment sheet
		8.2	Describe the criteria for carrying out a risk assessment
		8.3	Describe what documentation will be used in a risk assessment
		8.4	Describe what techniques are necessary to ensure a risk assessment is carried out effectively
		8.5	Describe how the results of a risk assessment would be publicised
9.0	Know the steps necessary to minimise the risk of injury or damage when moving a load	9.1	Describe what is meant by manual and mechanical handling
		9.2	Identify what regulations apply to manual handling and lifting, and why they are needed
		9.3	Describe their responsibilities with regard to safe manual handling
		9.4	Describe the correct technique for safe manual handling
10.0	Be able to correctly and safely move a load using the appropriate methods and techniques	10.1	Manually lift a load using the correct manual handling procedure
		10.2	Describe the correct procedure and technique needed to carry out the safe manual lifting of a load
11.0	Know how to apply good housekeeping and safe working practices as a basis for the safe implementation of lean business activities	11.1	Describe how good housekeeping and safe working practices are a basis for the safe implementation of business activities
		11.2	Describe how good housekeeping and safe working practices are integral ness activities key parts of lean business activities, such as, 5S, 5C, TPM, Set up reduction techniques etc.

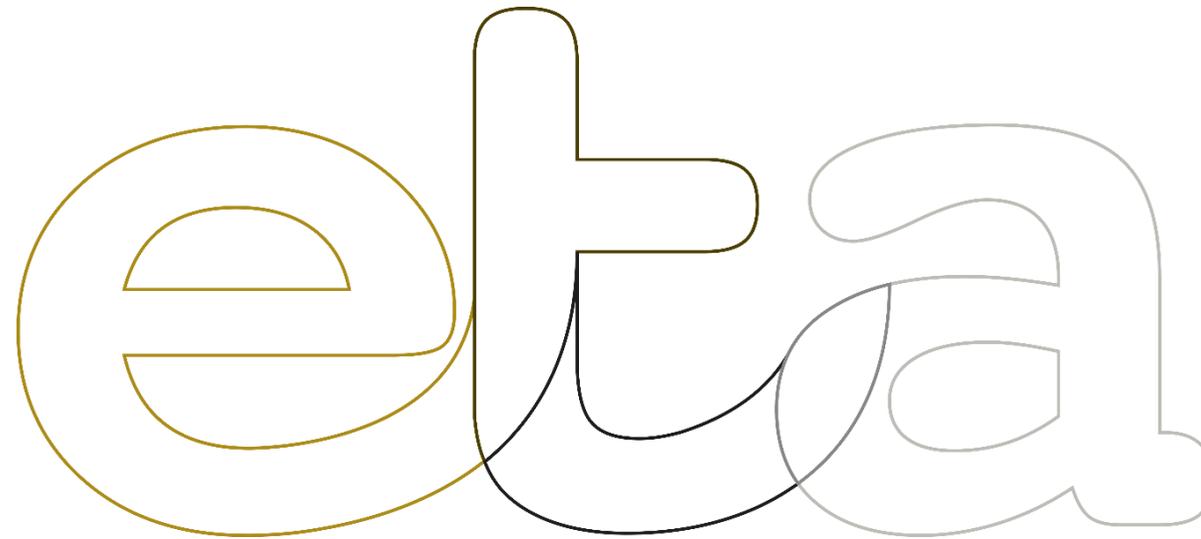
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Level 2 Unit – Contributing to effective team working

<b>Unit Reference Number</b>		F/602/4148
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to effective team working
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		18
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the different types of team roles, and how they contribute to effective team working	1.1	Identify different types of team roles
		1.2	Describe how different team roles contribute to effective working
		1.3	Identify the skills needed for an effective team
2.0	Know how working relationships need to extend across appropriate work groups and departments	2.1	Classify the different types of work groups
		2.2	Identify the need for appropriate working relationships
		2.3	Describe working relationships across work groups and departments
3.0	Be able to identify individual strengths and weaknesses, and how they contribute to the effectiveness	3.1	Identify strengths and weaknesses using a workplace situation or a given scenario
		3.2	Describe how individual strengths and weaknesses contribute to the effectiveness of a team
		3.3	Categorize and relate observations to team performance
		3.4	Identify what team skills are important for different environments
		3.5	Identify strengths and weaknesses in an existing team
4.0	Know how individuals' behaviour and appearance may be perceived by others	4.1	Describe how appearances can be deceptive
		4.2	Describe the potential dangers associated with stereotypes
5.0	Know the importance of creating and maintaining effective working relationships	5.1	Describe the importance of good working relationships
6.0	Know the types of problems and difficulties that can occur within team working relationships, and how they can be resolved	6.1	Identify the types of problems and difficulties that can occur within team working relationships
		6.2	Describe how problems and difficulties within team working relationships can be resolved
7.0	Know the importance of sharing knowledge, information, and performance measures within the team	7.1	Describe the importance of sharing appropriate information
		7.2	Describe the importance of performance measures related to business performance

8.0	Know how to present information in an amicable and constructive manner, in relation to the team or individual circumstance	8.1	Understand how to treat sensitive information
		8.2	Present information in a non-threatening and positive manner
9.0	Be able to use different types of communication methods, in order to keep others informed	9.1	Use written, visual, and verbal means to create a forum for sharing ideas, problem solving, and for keeping others informed
		9.2	Identify the different types of communication methods
		9.3	Describe how different types of communication methods are applied
10.0	Know how to identify the mixture of skills and experience available within a team	10.1	Identify the mix of available skills and experience that will be of benefit to the team
11.0	Know how the mixture of skills and experience within a team, contributes to effective team working	11.1	Describe how the available skills and experience in a team, is used to contribute to effective team working



Level 2 Unit – Contributing to the Application of Workplace  
Organisation Technique

<b>Unit Reference Number</b>		L/602/4203
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the application of workplace organisation techniques
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		22
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know what a work environment is, and what is meant by an organised working environment	1.1	Describe a working environment
		1.2	Describe what is meant by an organised working environment
2.0	Be able to identify the benefits that can be achieved by having an organised working environment	2.1	Identify from a given scenario, examples of poor workplace organisation, and what improvements could be made
		2.2	Describe what an organised working environment looks like
		2.3	Describe the benefits that can be had by having an organised working environment
3.0	Know the methods and techniques for workplace organisation, and how they are used	3.1	Identify the 5 steps involved in workplace organisation
		3.2	Identify when the steps of workplace organisation are used
		3.3	Describe where the steps of workplace organisation are used
		3.4	Describe why the steps of workplace organisation are used
4.0	Know how the steps of workplace organisation are implemented	4.1	Describe the different stages of workplace organisation
		4.2	Describe the order that the different stages of workplace organisation are implemented
5.0	Be able to apply the first three steps of workplace organisation	5.1	Select a suitable area to carry out the activity
		5.2	Apply the first three steps of workplace organisation, by contributing to a workplace organisation activity
		5.3	Describe what 'sorting out/ clearing up' is, why it is done, it's benefits, and the stages involved.
		5.4	Describe what 'straighten/ configuring (organising)' is, why it is done, it's benefits, and the stages involved.
		5.5	Describe what 'scrub/ clean' is, why it is done, it's benefits, and the stages involved
6.0	Know the fourth and fifth steps of workplace organisation in order to sustain and improve the workplace	6.1	Describe what 'standardising/ conforming' is, why it is done, it's benefits, and the stages involved
		6.2	Describe what 'self discipline/ custom and practice' is, why it is done, it's benefits, and the stages involved

7.0	Be able to carry out a tagging exercise	7.1	Carry out a tagging exercise
		7.2	Describe the preparations required to carry out an effective tagging exercise
		7.3	Describe how a workplace tagging activity is carried out to assist in the removal of unwanted items from the workplace
8.0	Know how to redeploy or dispose of non-essential items from the workplace	8.1	Describe how to carry out the redeployment of non-essential items from the workplace
		8.2	Describe how to dispose of non-essential items from the workplace
9.0	Know why it is necessary to audit workplace organisation activities, and the tools and techniques that are used	9.1	Describe the reason for auditing the activity, and the audit process
		9.2	Identify the tools and techniques that are used to measure the performance of a 5 step workplace
10.0	Be able to carry out a workplace organisation audit	10.1	Carry out a workplace organisation audit
		10.2	Describe the criteria for carrying out a workplace organisation audit
		10.3	Describe what documentation will be used
		10.4	Understand what techniques are necessary to ensure the audit is carried out effectively
		10.5	Describe how the results of the workplace organisation audit will be publicised
11.0	Know how aspects of health, safety, and team work may improve as a result of good workplace organisation	11.1	Describe how improved workplace organisation can improve health and safety
		11.2	Describe how improved workplace organisation can improve team work and communication
12.0	Know how workplace organisation fits in with other lean business techniques	12.1	Describe how effective workplace organisation is fundamental to other lean methodologies, for example TPM, SMED
		12.2	Describe how effective workplace organisation techniques fit in with other lean methodologies, for example TPM, SMED



Level 2 Unit – Contributing to the application of continuous improvement techniques (Kaizen)

<b>Unit Reference Number</b>		A/602/4214
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the application of continuous improvement techniques (Kaizen)
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		20
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the importance and need to continuously improve productivity in the working environment	1.1	Describe the underlying principles that support continuous improvement
		1.2	Describe the meaning of continuous improvement, competitiveness, productivity, and breakthrough improvement
		1.3	Describe why continuous improvement in the marketplace allows a company to keep its competitive edge
2.0	Know the types of improvement that can be made as part of continuous improvement	2.1	Describe the improvements that can result from kaizen deployment
		2.2	Describe the types of improvement appropriate to their workplace
3.0	Know what is meant by the term 'waste' in business, and how it affects productivity	3.1	Describe what is meant by the term 'waste'
		3.2	Identify waste in the manufacturing process
4.0	Be able to contribute to the elimination of 'waste' in a workplace	4.1	Identify 'waste', and suggest how to eliminate it
		4.2	Describe the methods used to eliminate 'waste'
5.0	Know what benchmarking is	5.1	Describe the term benchmarking, and how it is applied
		5.2	Describe typical benchmarking measures
6.0	Know the potential benefits of benchmarking	6.1	Describe the potential benefits of benchmarking
		6.2	Describe how to apply benchmarking in the workplace
7.0	Know how to identify the type of improvements that can be made in the workplace	7.1	Identify the areas where improvements can be made
8.0	Know the '12' steps to carrying out a continuous improvement activity	8.1	Identify the '12' steps to carrying out a continuous improvement activity
		8.2	Analyse the facts and identify possible solutions
		8.3	Choose the best solution

9.0	Be able to carry out a continuous improvement activity	9.1	Carry out a continuous improvement activity
		9.2	Describe the key factors to achieving a successful continuous improvement activity
		9.3	Recognise and consider the key factors to achieving a successful continuous improvement activity
10.0	Know the key performance indicators that are used to measure improvements	10.1	Describe the key performance indicators that are used
11.0	Know how performance indicators are applied, and the results visually communicated	11.1	Describe appropriate performance measures
		11.2	Describe simple ways to visually display results
12.0	Know the role of standard operating procedures in sustaining improvements	12.1	Describe the role of standard operating procedures in sustaining improvements
13.0	Know the importance of an appropriate environment for improvement	13.1	Describe the barriers to implementing change
		13.2	Describe the factors that encourage a culture of continuous improvement



Level 2 Unit – Contributing to the development of visual management systems

<b>Unit Reference Number</b>		L/602/4220
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the development of visual management systems
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		14
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know what is meant by 'visual management', and the benefits that can be gained from having visual management systems in place	1.1	Describe what is meant by 'visual management'
		1.2	Describe what benefits can be gained by applying a visual management system
2.0	Know how the principles and processes of visual management can be applied in the workplace	2.1	Describe the principles and processes of visual management
		2.2	Describe how visual management can be applied in the workplace
3.0	Know the different forms of visual management, and to what part of the business they can be applied	3.1	Describe the different forms of visual management
		3.2	Identify the parts of the business to which they can be applied
4.0	Be able to display information, and key business and local performance measures	4.1	List the visual management systems in the current working environment
		4.2	Identify what information is displayed, and its effectiveness
		4.3	List the information, and key business and local performance indicators that can be displayed visually
		4.4	Describe the effect of the displays
5.0	Know the improvement actions and measurement techniques that will facilitate the deployment of a visual management system	5.1	Describe what actions and improvements will facilitate the deployment of a visual management system
		5.2	Describe the measurement techniques that can be displayed within a visual Management system
6.0	Know how to employ an improvement action that requires a visual management system activity within a work area	6.1	Describe how to employ an improvement action that requires a visual management system
		6.2	Select an area to display information
7.0	Know how to prepare and carry out the visual management activity within a chosen work area	7.1	Describe how to prepare the visual management activity within a chosen work area
		7.2	Describe how to carry out a visual management activity within a chosen work area

8.0	Be able to display and maintain information, using the most appropriate and effective methods	8.1	Design a simple visual management system to display data
		8.2	Justify the design, production, and maintenance of the visual management system
		8.3	Display the information gained using the most appropriate and cost effective measures
		8.4	Maintain the information displayed cost effectively
9.0	Know how further improvement actions continue to drive the information and development of the system	9.1	Describe how further improvement actions will drive the implementation of the system
		9.2	Describe how further improvement actions will help the development of the system
10.0	Know how visual management systems fit in with other lean business activities	10.1	Describe how visual management systems fit in with other lean business Activities, for example TPM, JIT, SMED
		10.2	Identify the type of activities suitable for using visual displays

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Level 2 Unit – Contributing to carrying out lead time analysis

<b>Unit Reference Number</b>		T/602/2526
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to carrying out lead time analysis
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		18
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know what lead time is, and how it is used as an improvement tool in a lean business environment	1.1	Describe what lead time is
		1.2	Explain how lead time analysis can be used as an improvement tool
2.0	Know how to identify the representative parts or processes that are suitable for the production of a lead time profile	2.1	Identify the key factors for selecting items or processes for analysis and profiling
3.0	Know the type of information required to compile a draft outline of lead time profiles	3.1	Identify the types of information needed to compile lead time profiles
		3.2	Source the information required to compile lead time profiles
4.0	Be able to create a lead time profile and frequency diagram for the part or processes that have been analysed	4.1	Create lead time profiles and frequency diagrams
		4.2	Analyse and present lead time data
		4.3	Analyse and present delivery performance data
5.0	Know how to fully analyse the current practice in order to identify potential improvements	5.1	Analyse current processes to find areas for improvement
		5.2	Describe which tools and techniques may be used
6.0	Know the type of improvements that can be made to reduce lead time, with defined, quantifiable, objectives, and targets	6.1	Describe the types of improvements that can achieve lead time reduction
		6.2	Describe the importance of quantifiable objectives and targets
7.0	Know the implementation issues that can arise as a result of proposed improvements to achieve a targeted lead time	7.1	Describe the issues that could arise with proposed improvements
		7.2	Describe the potential barriers to implementation
8.0	Know how to plan the improvements needed, and the consequences for the business of not being able to achieve the benefits	8.1	Identify the key points in planning improvements
		8.2	Describe the consequences of not achieving the planned benefits
9.0	Know how Lead Time Analysis fits in with other lean business activities	9.1	Describe how Lead Time Analysis compliments Value Stream Mapping (VSM),and Flow Process Analysis (FPA)
		9.2	Describe how Lead Time Analysis may be used together with other improvement tools and techniques

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Level 2 Unit – Carrying out set-up reduction techniques

<b>Unit Reference Number</b>		D/602/2536
<b>Qualification Framework</b>		RQF
<b>Title</b>		Carrying out set-up reduction techniques
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		22
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the principles of 'Set up reduction techniques', and how it can improve business efficiency and profitability	1.1	Describe the principles of 'Set up reduction techniques' and how it can improve business efficiency and profitability
2.0	Know how to critically evaluate the changes that have been made, or are being proposed, to the setup activity	2.1	Critically evaluate the changes that have been made, or are being proposed to the set up activity
3.0	Know the role and application of standard operating procedures in sustaining improvements	3.1	Describe the role of standard operating procedures in sustaining improvements
4.0	Know how effective process set up and changeover techniques can build effective team working in the workplace	4.1	Explain how effective process set up and changeover techniques can build up effective teamwork in the workplace
5.0	Know how effective process set up and changeover techniques fits in with other lean business principles	5.1	Describe how effective process set up and changeover techniques fits in with other lean business principles, for example 5S, TPM
6.0	Know why a machine, process or operation can be selected for the improvement activity, and what range of improvements can be possible	6.1	Explain why a machine, process or operation would be selected for the improvement activity
		6.2	Describe the range of improvements that are possible
7.0	Know the difference between motion and work, and what is meant by	7.1	Describe the difference between motion and work
		7.2	Describe the difference between value adding and non-value adding activities

	value adding and non-value adding activities		
8.0	Be able to carry out the basic steps in a set up procedure	8.1	Describe the basic elements of a set up procedure
		8.2	Analyse the elements of a set up procedure
		8.3	Carry out the basic steps or functions in a set up procedure and apply it to a machine/ process, bottleneck or constraint
9.0	Know the basic steps to be followed in a set up procedure aimed at streamlining the set up operation	9.1	Describe the basic steps to be followed in a set up procedure aimed at streamlining the set of operations
10.0	Be able to apply the practical steps of 'set up reduction techniques' using the 'Single Minute Exchange of Dies' (SMED) technique	10.1	Use the SMED technique to improve a set up that has been observed
		10.2	Prepare a basic standard operating procedure for the set up observed
		10.3	Identify the steps that form part of a set up
		10.4	Describe how to apply the practical steps of 'set up reduction' techniques using the principles of 'Single Minute Exchange of Dies' (SMED)
11.0	Know how to apply effective problem solving methods and techniques to further improve the set up activity	11.1	Describe how to apply effective problem solving methods and techniques to further improve the set up activity
12.0	Know how to set quantifiable targets and objectives for the improvement activity, and how they can be achieved	12.1	Set quantifiable targets and objectives for the improvement activity and how they can be achieved



Level 2 Unit – Contributing to the application of problem solving techniques

<b>Unit Reference Number</b>		H/602/2540
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the application of problem solving techniques
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		14
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the types of problems that can affect a business, and the effects of unresolved problems on business performance	1.1	Describe the types of problems that can affect a business
		1.2	Describe the effects unresolved problems can have on business performance
2.0	Know the benefits of adopting a structured approach to problem solving	2.1	Describe the benefits of adopting a structured approach to problem solving involving teamwork
3.0	Know the techniques available to help identify, contain, and resolve problems in the workplace	3.1	Describe the range of techniques available to identify, contain if necessary, and resolve problems
4.0	Be able to apply the appropriate problem solving technique to identify the root cause of a problem	4.1	Prepare a cause and effect diagram based on a given problem
		4.2	Identify the possible root cause of a problem
		4.3	Select the appropriate problem solving technique
		4.4	Apply the appropriate technique to identify the possible root cause of the problem
5.0	Know how the appropriate corrective actions are determined, selected, and implemented to resolve problems	5.1	Describe how appropriate corrective actions are determined and selected
		5.2	Describe how problem solving techniques are implemented in order to resolve problems
6.0	Know the tools and techniques available to prevent the recurrence of a problem	6.1	Describe the tools and techniques used to prevent the recurrence of a problem
		6.2	Describe how the successful implementation of problem solving activities will be monitored
7.0	Know how to capture improvement opportunities, and the actions needed to carry out the improvement effectively	7.1	Describe how to capture improvement opportunities
		7.2	Identify what actions are needed to carry out the improvement effectively

8.0	Know how effective problem recognition and problem solving can be used to identify and implement other improvement opportunities	8.1	Describe how effective problem recognition can be used to identify improvement opportunities
		8.2	Describe how problem solving can be used to deal with other improvement opportunities



Level 2 Unit – Contributing to the application of kanban control systems

<b>Unit Reference Number</b>		H/602/2604
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the application of kanban control systems
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		20
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know when to use kanbans as part of a stock control, or a production control system	1.1	Describe how visual triggers and signals (kanbans) are used
2.0	Know the development of workflow, from traditional push, through visual pull to continuous flow systems	2.1	Describe the use of pull systems as a means of making the transition from push to flow
3.0	Know the various types of visual triggers that are used as a means of visual communication	3.1	Describe the various types of kanban signals that are used within control loops
4.0	Be able to create stock control triggers	4.1	Calculate trigger points for kanban replenishment
		4.2	Describe how to apply stock control terminology to visual triggers
		4.3	Explain the method for calculating 'trigger levels'
5.0	Know how kanbans communicate the need for action	5.1	Explain how a kanban signal becomes a signal to others
		5.2	Describe the key information needed for both a kanban trigger and signal
6.0	Be able to design and use a two bin system where the container acts as a trigger	6.1	Design a two bin system based on usage and the supply environment
		6.2	Describe the key factors in selecting items to be controlled by a two bin system
		6.3	Calculate container sizes
7.0	Know how to use multiple containers to cope with high volumes or complex supply chains	7.1	Calculate the number of containers
		7.2	Describe the use of multiple containers in respect to kanban principles, when dealing with high volume or long lead time items
8.0	Know how kanbans are important parts of pull systems	8.1	Describe the key characteristics of a pull system
9.0	Know how to use input and output kanbans to create flow through a production area or series of processes	9.1	Describe how input and output kanbans can be used to control a process

10.0	Know the strengths and weaknesses of kanban systems	10.1	Explain the strengths and weaknesses
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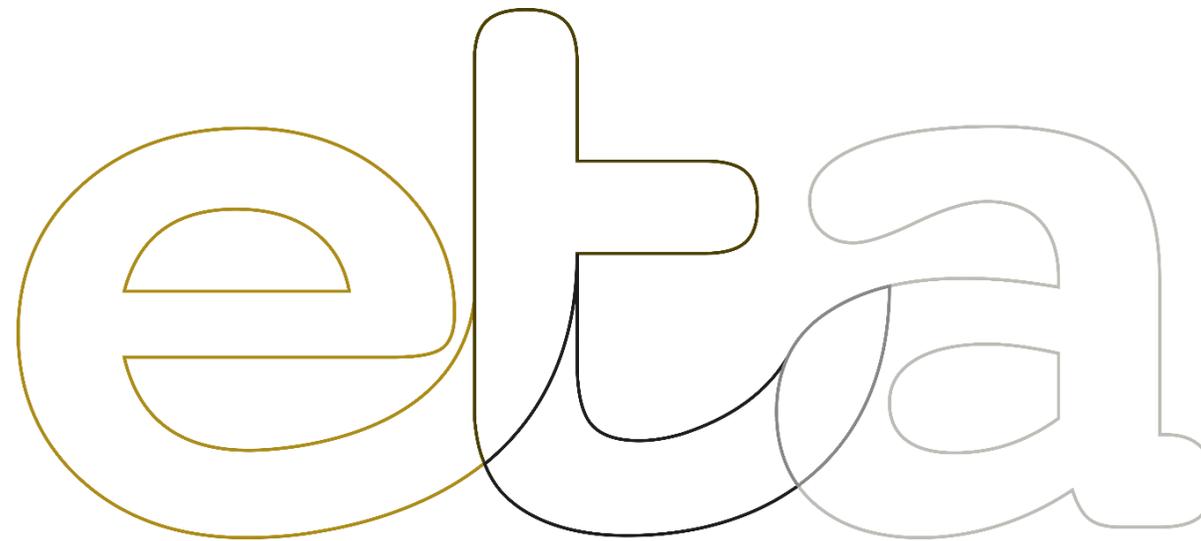


Level 2 Unit – Contributing to the analysis and selection of parts for improvement

<b>Unit Reference Number</b>		T/602/4146
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the analysis and selection of parts for improvement
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		14
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know how to identify the selection of parts for improvement from within a chosen area or product range	1.1	Identify the key factors for selecting parts for analysis
2.0	Know the type of information required to select representative parts within a chosen area or product range	2.1	Identify the type of information needed to select parts for improvement
		2.2	Evaluate the information in order to select parts
3.0	Know how to group identified parts into appropriate part families	3.1	Describe the production of part families based on the part shape
		3.2	Describe the production of part families based on the part size
		3.3	Describe the production of part families based on the manufacturing process
		3.4	Describe the production of part families based on the material used to manufacture the part
4.0	Be able to group parts based on part shape, part size, the material used to manufacture the part, and the manufacturing process	4.1	Group identified parts into appropriate part families
		4.2	Produce a finalised list of the representative parts for the chosen area or product range
5.0	Be able to carry out an analysis	5.1	Describe the health and safety requirements of the work area in which the activity is being undertaken
		5.2	Carry out an analysis against three of the following criteria - customer schedules (volume), cost of producing the part, profit for each part as a percentage, manufacturing lead time, quality (scrap and non-conformance percentage), and process or manufacturing route
6.0	Know the principles and process of carrying out an analysis	6.1	Describe how pie charts, bar charts, pareto analysis are used in the analysis process
		6.2	Describe how to create and present bar graphs and histograms
		6.3	Describe the techniques used to communicate the information and the results achieved
7.0	Know the difference between 'lead time' and 'cycle time'	7.1	Describe 'lead time'
		7.2	Describe how 'lead time' analysis can be used as an improvement tool

		7.3	Describe 'cycle time'
		7.4	Describe how 'cycle time' analysis can be used as an improvement tool
8.0	Know what is meant by the term 'bill of materials' for each of the representative parts	8.1	Describe the bill of materials (BOM) structure for each of the representative parts
		8.2	Explain how to identify the origin or source of the parts within a chosen area
9.0	Know the importance of analysing and selecting parts for improvement	9.1	Describe the type of improvements that can be achieved
		9.2	Explain the issues that could arise with potential improvements
10.0	Know how the analysis and selection of parts for improvement fits in with other lean business techniques	10.1	Describe how the selection and analysis of parts for improvement compliments problem solving and root cause analysis techniques

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Level 2 Unit – Carrying out autonomous maintenance

<b>Unit Reference Number</b>		J/602/4166
<b>Qualification Framework</b>		RQF
<b>Title</b>		Carrying out autonomous maintenance
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		22
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the principles of Total Productive Maintenance (TPM)	1.1	Describe the principles of TPM
2.0	Know the ways TPM can help improve the profitability of a business	2.1	Describe how TPM can help improve the profitability of a business
3.0	Know the '5 pillars' of TPM, and who needs to be involved in its implementation	3.1	Describe the '5 pillars' of TPM
		3.2	Identify who needs to be involved in the implementation of TPM
4.0	Know what preparation is required prior to a TPM activity taking place	4.1	Describe the preparation required prior to a TPM activity taking place
5.0	Know the health and safety requirements for the area, and the resources required for a TPM activity	5.1	Know the health and safety requirements for the area, and the resources required for a TPM activity
6.0	Be able to apply the practical steps of TPM	6.1	Apply the practical steps of TPM
7.0	Know the 6 major losses, their impact on a business, and how they can be eliminated	7.1	Describe the 6 major losses
		7.2	Understand the effect of the 6 major losses on a business
		7.3	Describe how the 6 major losses can be eliminated
8.0	Be able to collect the information needed to calculate Overall Equipment Effectiveness (OEE)	8.1	Calculate the OEE of three machines from the information provided
		8.2	Obtain the information needed to calculate OEE
9.0	Know why it is necessary to audit TPM activities, and the techniques used	9.1	Describe why it is necessary to audit a TPM activity
		9.2	Describe the techniques used to score a TPM activity audit

10.0	Be able to carry out a TPM audit	10.1	Carry out a TPM audit and complete the relevant cumentation
		10.2	Describe the criteria for carrying out the audit
		10.3	Describe the documentation that will be used in the audit
		10.4	Describe the techniques used to ensure the audit is carried out effectively
		10.5	Describe how the results of the audit will be publicised
11.0	Know what aspects of business performance can improve as a result of TPM	11.1	Describe what aspects of business performance can improve as a result of TPM
12.0	Know how TPM fits in with other lean business principles	12.1	Describe how TPM fits in with other lean business principles, for example 5S, 5C, SMED



Level 2 Unit – Contributing to the creation of standard operating procedures (SOP)

<b>Unit Reference Number</b>		Y/602/4186
<b>Qualification Framework</b>		RQF
<b>Title</b>		Contributing to the creation of standard operating procedures (SOP)
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		14
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know what is meant by the term standardisation as applied to a business environment	1.1	Describe what is meant by the term standardisation, and the aspects of a business it can be used to improve
2.0	Know how standardisation can help to make an organisation more competitive	2.1	Describe how standardisation can help to make an organisation more competitive, and how it can be achieved
3.0	Know what standard operating procedures are, and their benefits	3.1	Describe what standard operating procedures are
		3.2	Describe the benefits of having standard operating procedures
4.0	Know the areas within a business environment that standard operating procedures seek to address	4.1	Describe the areas within a business environment that standard operating procedures seek to address
5.0	Know the key points that are included on a standard operation sheet, and the difference between a 'main step' and an 'operation'	5.1	Explain the use of a standard operating sheet
		5.2	Describe the key points that are included on a standard operation sheet, and the difference between a 'main step' and an 'operation'
6.0	Know the difference between 'value added' and 'non-value added' activities	6.1	Explain the difference between value added and non-value added operations and activities
		6.2	Describe how the difference between value added and non-value added operations and activities is established
7.0	Know the principles of motion economy and how this is incorporated into standard operating procedures	7.1	Describe the principles of motion economy and how this is incorporated into a standard operating procedure

8.0	Be able to collect information for use in preparing a standard operating sheet	8.1	Prepare a standard operating procedure for a task
		8.2	Check and amend a standard operating procedure as required
		8.3	Describe the information that would be included in a standard operating procedure
		8.4	Describe how to collect information for use in a standard operating procedure
9.0	Know the factors that could cause a review of a standard operating procedure	9.1	Describe the factors that could cause a review of standard operating procedures
10.0	Know the reasons for having reviews of standard operating procedures	10.1	Describe the reasons for reviewing standard operating procedures
11.0	Know what factors could cause a revision to standard operating procedures	11.1	Describe the factors that could cause a revision to standard operating procedures



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Level 2 Unit – Carrying out flow process analysis

<b>Unit Reference Number</b>		D/602/4173
<b>Qualification Framework</b>		RQF
<b>Title</b>		Carrying out flow process analysis
<b>Unit Level</b>		Level 2
<b>Guided Learning Hours</b>		16
<b>Unit Credit Value</b>		3
<b>Unit Grading Structure</b>		Pass / Fail

<b>Learning Outcome - The learner will:</b>		<b>Assessment Criterion - The learner can:</b>	
1.0	Know the principles of Flow Process Analysis, its benefits and use in a lean manufacturing environment	1.1	Describe Flow Process Analysis
		1.2	Describe the benefits of Flow Process Analysis within a lean manufacturing environment
2.0	Be able to establish 'value added' and 'non value added' activities	2.1	Analyse a series of processes and calculate or deduce step times and categories
		2.2	Describe what is meant by 'value added' and 'non value added' activities
3.0	Know how Flow Process Analysis is applied to a part or process to help identify where waste or problem conditions occur	3.1	Describe how to select a process to be mapped
		3.2	Describe how Flow Process Analysis is applied to identify waste or problem conditions
4.0	Be able to construct a flow analysis sheet to map the process	4.1	Construct a flow analysis sheet (process chart)
		4.2	Describe how to construct a flow analysis sheet (process chart)
		4.3	Explain the 5 basic symbols used in Process Mapping
5.0	Know how to carry out a Flow Process Analysis on a chosen part, using appropriate tools and techniques	5.1	Describe how to carry out Flow Process Analysis using appropriate tools and techniques
6.0	Describe how to carry out Flow Process Analysis using appropriate tools and techniques	6.1	Describe how to produce a visual representation of a process map
7.0	Know the type of improvements that can be made to the process, with defined, quantifiable objectives and targets	7.1	Describe the type of improvements that can be made
		7.2	Describe the types of quantifiable objectives and targets that should be set
8.0	Know the implementation issues that can arise as a result of proposed improvements	8.1	Describe the type of implementation issues that could arise

9.0	Know how to produce a payback matrix or efficiency statement that prioritises and evaluates improvement opportunities	9.1	Describe how to evaluate opportunities using cost/benefit, payback, or efficiency measures
10.0	Know how Flow Process Analysis fits in with other lean business processes	10.1	Describe how Flow Process Analysis fits in with other lean business improvement processes