



PART OF **nocn** GROUP

# QUALIFICATION SPECIFICATION

## **NOCN Level 4 Certificate in Productivity Improvement Practice**

Qualification No: 603/3336/4

### **Operational Start Date**

21 June 2018

### **Version**

1.1 – December 2018

### **To know more about NOCN:**

- Visit the NOCN website: [www.nocn.org.uk](http://www.nocn.org.uk)
- Call the Customer Service Team: **0300 999 1177**

[www.nocn.org.uk](http://www.nocn.org.uk)

## 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.

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

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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. The productivity issue is specified by the employer and learners are required to develop a detailed project plan, and to deliver and evaluate the project plan working closely with the employer. At Level 4, it is expected that the productivity issue presented to learners by the employer will be well-defined but complex and non-routine.

Learners are not required to be employed to undertake this qualification but centres are responsible for ensuring that each learner is placed with an employer which provides the necessary support for the learner to complete the qualification.

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

- NOCN Level 3 Award in Productivity Improvement Practice (Practitioner)
- NOCN Level 3 Award in Productivity Improvement Practice (Ambassador)
- 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).

### 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 **18** years or over.

### 1.2. Progression Routes

The qualification requires learners to develop skills and knowledge which may significantly enhance employability and 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 4 **Certificate in Productivity Improvement Practice** is a **22** credit qualification with a Total Qualification Time (TQT) of 220 including 118 Guided Learning Hours (GLH).

Learners **must** achieve all 22 credits from the **7** mandatory components.

Component Title	Level	Credit Value	Mandatory or Optional	Ofqual Reference Number
Introduction to Productivity Improvement Practice	5	4	Mandatory	Y/615/0080
Data Gathering and Analysis for a Productivity Improvement Project	4	3	Mandatory	M/617/1162
Developing a Productivity Improvement Project	4	3	Mandatory	H/617/1160
Reporting for a Productivity Improvement Project	4	3	Mandatory	M/617/1159
Planning the Implementation of a Productivity Improvement Project	4	4	Mandatory	K/617/1158
Implementing a Productivity Improvement Project	4	4	Mandatory	R/617/1154
Evaluation and Review of a Productivity Improvement Project	4	2	Mandatory	A/617/1150

### 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.

## 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 Adjustments Policy and Procedure** found on the NOCN website at [www.nocn.org.uk](http://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 contact [assurance@nocn.org.uk](mailto:assurance@nocn.org.uk) 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](http://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 - enter relevant information

Centres can use the following assessment methods:

- Participation during learning and coaching sessions
- Multiple choice and written examination
- Observation of Performance in the Work Environment
- Written Report
- Presentation
- Implementation Plan

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](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/subject matter experts, hold or be registered as working towards, a recognised education and training qualification, have experience of delivering training within this subject area. The minimum expectation is that the level of competence of the Tutor should be at the same level as the training that is to be delivered.

#### 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 recognised status.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she 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.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** 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](mailto: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 **7 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

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

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

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

<b>Title:</b>	Data Gathering and Analysis for a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	3
<b>GLH:</b>	12
<b>Ofqual Reference Number:</b>	M/617/1162
<b>Assessment Guidance</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to select data analysis techniques for a productivity improvement project.	1.1 Select the appropriate data analysis techniques for a productivity improvement project. 1.2 Justify the selected techniques with reference to recognised good practice.
2. Be able to gather the data required for a productivity improvement project.	2.1. Select the appropriate processes for gathering the required data. 2.2. Describe potential problems with gathering the data in a workplace. 2.3. Examine the data set to establish its suitability and validity.

<b>Title:</b>	Developing a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	3
<b>GLH:</b>	12
<b>Ofqual Reference Number:</b>	H/617/1160
<b>Assessment Guidance</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to apply productivity improvement concepts to develop solutions for a specified productivity issue.	1.1 Identify practicable ways to improve productivity based on recognised good practice concepts. 1.2 Critically evaluate a range of productivity improvement ideas and discuss the benefits and drawbacks of each idea. 1.3 Consult with the employer as part of the idea generation process.
2. Be able to recommend a productivity improvement idea.	2.1. Develop a practical recommendation to improve productivity based on evidence and recorded data. 2.2. Present the recommendation to the employer and agree to a final productivity improvement project. 2.3. Identify success criteria for the evaluation of the productivity improvement project.



<b>Title:</b>	Reporting for a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	3
<b>GLH:</b>	10
<b>Ofqual Reference Number:</b>	M/617/1159
<b>Assessment Guidance:</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Understand how to prepare reports which meet the needs of the employer.	1.1 Explain the aims and purpose of productivity improvement project reports. 1.2 Describe why the content and presentation of reports is determined by the employer.
2. Be able to create concise and persuasive reports.	2.1 Produce a report for the employer on a specific productivity improvement project using a 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.

<b>Title:</b>	Planning the Implementation of a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	4
<b>GLH:</b>	20
<b>Ofqual Reference Number:</b>	K/617/1158
<b>Assessment Guidance:</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
1. Be able to create a plan for the implementation of the agreed productivity improvement project.	1.1 Identify and agree with the employer timescales for implementation of agreed changes 1.2 Consult with the employer to agree a plan and schedule for implementation 1.3 Use an agreed format to present the planned outcomes of a project to the employer. 1.4 Establish that the project plan will produce outcomes that can be evaluated in accordance with evaluation processes.
2. Be able to develop a presentation for the employer, identifying the main findings, analysis, conclusions and recommendations.	2.1 Identify an appropriate time and approach to present the proposals to the employer. 2.2 Develop effective visual aids to support a presentation. 2.3 Deliver a presentation on a specific improvement project using appropriate language, tone and body language.

<b>Title:</b>	Implementing a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	3
<b>GLH:</b>	20
<b>Ofqual Reference Number:</b>	R/617/1154
<b>Assessment Guidance:</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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 Identify any issues that arise during the implementation and agree changes to the project plan with the employer.
2. Be able to maintain effective communication with the employer throughout the process of implementation.	2.1 Use agreed methods of communication to present project update reports to the employer.

<b>Title:</b>	Evaluation and Review of a Productivity Improvement Project
<b>Level:</b>	4
<b>Credit Value:</b>	2
<b>GLH:</b>	14
<b>Ofqual Reference Number:</b>	A/617/1150
<b>Assessment Guidance:</b>	In the assessment of this unit, the project that the learner draws evidence from should address problems that are well defined but complex and non-routine.

<b>LEARNING OUTCOMES</b>	<b>ASSESSMENT CRITERIA</b>
<b>The learner will:</b>	<b>The learner can:</b>
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 the employer.	2.1 Use agreed methods of communication to present project outcomes to the employer.



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