



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 4 Management of Productivity Qualifications

NOCN Level 4 Certificate in the Management of Productivity

Qualification No: 601/4694/1

NOCN Level 4 Diploma in the Management of Productivity

Qualification No: 601/4693/X

Operational Start Date

1 October 2014

Version

1.1 November 2018

To know more about NOCN:

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

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.

TABLE OF 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).....	7
2.3.	Assessment and Evidence	7
2.4.	Fair and Equitable Assessment	8
2.5.	Learners with Particular Requirements	8
2.6.	Recognised Prior Learning	8
2.7.	Assessment and Evidence for the Components	9
3.	Centre Information.....	10
3.1.	Required Resources for Delivering the Qualification.....	10
3.1.1.	Tutor Requirements.....	10
3.1.2.	Assessor Requirements	10
3.1.3.	Internal Quality Assurer Requirements.....	10
3.1.4.	Continuing Professional Development (CPD).....	11
3.1.5.	External Quality Assurance	11
3.2.	Offering the qualification	11
4.	Component Information	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 in Management of Productivity.

The NOCN Level 4 qualifications in The Management of Productivity are designed to provide a practical introduction to organisational management, productivity and competitiveness. Learners can choose from a variety of modules designed to suit their own and their organisations' needs. Topics include new product development, risk management, supply chain management and corporate social responsibility.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking this qualification but learners must be capable of working at undergraduate level.

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.

These qualifications are suitable for learners aged **18** years or over.

1.2. Progression Routes

These qualifications will provide learners with an opportunity to:

- Gain the knowledge and skills and qualities required when employed as a manager or aspiring to be a manager.
- Achieve a standalone qualification that offers an introduction to various aspects of management.
- Develop a range of personal and communication skills and build the confidence needed to tackle complex real-world problems and situations.

2. Qualification Details

2.1. Qualification Structure

The NOCN Level 4 **Certificate in The Management of Productivity** is a **14** credit qualification with a Total Qualification Time (TQT) of **140**, including **70** Guided Learning Hours (GLH). Learners **must** achieve all **14** credits from the optional units listed below:

The NOCN Level 4 **Diploma in The Management of Productivity** is a **38** credit qualification and has **190** Guided Learning Hours (GLH) with a total Qualification Time of **380** hours. Learners **must** achieve **38** credits from the optional units listed below:

Unit Title	Level	Credit Value	Mandatory or Optional	Ofqual Unit Reference Number
Continuous Improvement	L4	4	O	D/506/7496
Strategic Planning	L4	4	O	Y/506/7528
Costing and Financial Control	L4	4	O	K/506/7498
Performance Measurement & Management	L4	4	O	M/506/7518
Quality Management	L4	6	O	J/506/7525
Organisational Development for Improved Productivity	L4	8	O	K/506/7517
Project Management	L4	4	O	F/506/7524
Planning for Operational Change	L4	4	O	K/506/7520
Innovation & Creativity	L4	4	O	L/506/7509
Leadership & Management of Productivity Improvement	L4	4	O	F/506/7510
Managing Marketing	L4	4	O	Y/506/7514
New Product Development	L4	4	O	M/506/7521
Business Start-Up	L4	4	O	Y/506/7495
Designing & Implementing a Balanced Scorecard	L4	4	O	M/506/7499
Using Benchmarking to Improve Performance	L4	4	O	R/506/7530

Supply Chain Management	L4	4	O	D/506/7529
Implementing a Digital Strategy	L4	4	O	T/506/7505
Corporate Social Responsibility	L4	4	O	H/506/7497
Production Engineering	L4	4	O	A/506/7523
Workforce Planning to Improve Productivity	L4	4	O	Y/506/7531
Mobile Technologies for Improved Productivity	L4	2	O	D/506/7515
Problem Solving for Business	L4	4	O	T/506/7522
Managing Customer Service to Improve Productivity	L4	2	O	L/506/7512
5S to Improve Productivity	L4	2	O	L/506/7493
Reducing Waste to Improve Productivity	L4	2	O	L/506/7526
Budget Management	L4	2	O	R/506/7494
Risk and Issue Management	L4	4	O	R/506/7527

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.

Learners must provide evidence of learning and achievement against **all** of the assessment criteria specified within each unit. The qualifications are vocationally based and offer the

opportunity for learners to achieve a balance of practical skills and knowledge. Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered in the course of a practical managerial 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.

These qualifications are graded at Pass/Fail.

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

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 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:

- Case Studies
- Oral Question and Answer
- Role Play/Simulation
- Report
- Practice file
- Reflective Log or Diary
- Practical Demonstration
- Written Question and Answer/Test/Exam

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 the management of productivity and 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.

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

Within this suite each qualification consists of a number of **optional** components. The qualification structure (see section 2) sets out the rules for achieving each qualification.

To achieve these qualifications a learner **must** provide evidence of learning and achievement against **all** of the assessment criteria within each of their chosen components.

A copy of each of the components follows:

4.1 Optional Components

Unit Title	Continuous Improvement
Ofqual unit reference number (code)	D/506/7496
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the concept of lean production.	1.1. Articulate the basic philosophy and approach of 'lean thinking'. 1.2. Summarise tools and techniques that constitute the 'lean process'. 1.3. Apply basic lean tools to identify improvement opportunities in an organisation.
2. Understand how to plan and execute an improvement project in an organisation.	2.1. Analyse data to diagnose potential improvement opportunities. 2.2. Create a plan for an improvement project. 2.3. Articulate the implementation process for the project.
3. Understand the role of monitoring and review in continuous improvement.	3.1. Justify the choice of a monitoring and review process appropriate to a given project.

Unit Title	Strategic Planning
Ofqual unit reference number (code)	Y/506/7528
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Costing and Financial Control
Ofqual unit reference number (code)	K/506/7498
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of costing in financial and productivity management.	1.1. Analyse the role of costing information in managerial decision-making.
2. Be able to categorise costs to aid budgeting, product costing and pricing.	2.1. Identify where costs are incurred in an organisation. 2.2. Assign costs to appropriate cost categories. 2.3. Undertake a product costing as the basis of break-even analysis.
3. Know how to use different approaches to costing to inform organisational decisions.	3.1. Use examples to demonstrate the differences between absorption costing and activity-based costing. 3.2. Analyse data from absorption and activity-based costing to make effective organisational decisions.

Unit Title	Performance Measurement and Management
Ofqual unit reference number (code)	M/506/7518
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Quality Management
Ofqual unit reference number (code)	J/506/7525
Unit Level	Four
GLH	30
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the importance of establishing a quality culture in creating defect-free goods and services.	1.1. Summarise the risks to an organisation of errors or defects reaching the customer. 1.2. Differentiate between quality assurance and quality control. 1.3. Differentiate between interventions that seek to: (a) prevent (b) identify defects and errors.
2. Know the mandatory and optional standards that apply to quality management in a given sector.	2.1. Explain the importance of legal or regulatory factors that apply to quality in a given sector. 2.2. Identify the sources of mandatory and optional standards for a given sector. 2.3. Summarise the costs and benefits of implementing an established quality standard.
3. Understand the importance of identifying specific control points.	3.1. Explain why specific points within a process are critical to the determination of quality for the end product or service. 3.2. Determine internal and external control points that will reduce product defects.
4. Understand how to use statistical techniques to control the sampling of output from a production process.	4.1. Create a sampling plan for a given quality control context. 4.2. Determine reporting processes and frequencies relevant to the sampling plan.

Unit Title	Organisational Development for Improved Productivity
Ofqual unit reference number (code)	K/506/7517
Unit Level	Four
GLH	40
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the inter-relationships of leadership, organisational culture and productivity.	1.1. Explain the concept of organisational culture. 1.2. Differentiate between different leadership styles and their impact on organisational culture. 1.3. Evaluate the impact of organisational culture on productivity.
2. Understand the factors that govern the effectiveness and efficiency of working teams.	2.1. Articulate the inter-relationships between individual, team and organisational behaviours. 2.2. Summarise how individual and team motivations and behaviours differ. 2.3. Analyse the impact this can have on the productivity of teams and organisations. 2.4. Analyse typical stages of team development in a business context. 2.5. Explain the likely effects on individual and team behaviour of different: (a) management structures (b) management styles.
3. Understand the concept and practice of organisational development.	3.1. Articulate a systematic process of introducing changed structures and behaviours to increase productivity. 3.2. Make recommendations for specific organisational development in a given context.

Unit Title	Project Management
Ofqual unit reference number (code)	F/506/7524
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to create a project plan.	1.1. Articulate the stages of a project. 1.2. Identify the milestones of a specific project. 1.3. Allocate resources to project activities. 1.4. Use a Gantt chart or similar technique to illustrate task sequencing and interdependency. 1.5. Explain the 'critical path', project duration and 'float' of non-critical activities. 1.6. Explain the role of a project manager.
2. Understand the importance of regular project monitoring and review.	2.1. Articulate the reasons for regular monitoring to manage project risk and resource. 2.2. Justify an appropriate review process and schedule for a given project. 2.3. Explain why a 'gate review' is appropriate or not for a given project.

Unit Title	Planning for Operational Change
Ofqual unit reference number (code)	K/506/7520
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Innovation and Creativity
Ofqual unit reference number (code)	L/506/7509
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Leadership and Management of Productivity Improvement
Ofqual unit reference number (code)	F/506/7510
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Managing Marketing
Ofqual unit reference number (code)	Y/506/7514
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the inter-relationship between business strategy, marketing and sales.	1.1. Explain the role and activities of core business functions: <ul style="list-style-type: none"> (a) strategic management (b) sales (c) production (d) finance. 1.2. Articulate the relationship between marketing and each of the above functions.
2. Understand the marketing mix as the basis for taking marketing decisions.	2.1. Evaluate how the needs of target customers can be analysed as the basis for creating a marketing campaign. 2.2. Articulate the components of the marketing mix and their relative importance in a given context. 2.3. Draw conclusions about further information that will be needed to underpin marketing decisions in a given context.

Unit Title	New Product Development
Ofqual unit reference number (code)	M/506/7521
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the process of new product development (NPD).	1.1. Articulate the seven key stages of the NPD process. 1.2. Identify who should be: (a) Responsible (b) Accountable (c) Consulted (d) Informed (RACI) during the NPD process. 1.3. Evaluate the resources and conditions required for effective NPD. 1.4. Justify techniques appropriate to different stages of NPD in a given situation.
2. Understand monitoring and decision making processes in NPD.	2.1. Summarise the information required to underpin decision-making during NPD. 2.2. Give examples of situations where a 'go' or 'no go' decision will be required. 2.3. Explain the use of gate reviews in monitoring NPD.

Unit Title	Business Start-Up
Ofqual unit reference number (code)	Y/506/7495
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Be able to evaluate the feasibility of a business idea.	1.1. Explain the importance of evaluating the target market for a business idea. 1.2. Evaluate a specific business idea in the target market.
2. Understand resource requirements of a new business.	2.1. Identify resources needed to start a new business. 2.2. Articulate the resources required for a specific new business.
3. Understand the importance of compliance with the legislation and regulation that apply to a specific new business.	3.1. Explain the need to conform to legislation and regulation that apply to a specific new business. 3.2. Summarise sources of information relating to relevant legislation and regulation.
4. Understand support available to new business start-ups in a given location.	4.1. Summarise the support that agencies can provide for new business startups. 4.2. Summarise the information that a support agency will need to evaluate a new business.

Unit Title	Designing and Implementing a Balanced Scorecard
Ofqual unit reference number (code)	M/506/7499
Unit Level	Four
GLH	20
Unit Credit Value	4

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

Unit Title	Using Benchmarking to Improve Performance
Ofqual unit reference number (code)	R/506/7530
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the place of benchmarking within a performance measurement and management regime.	1.1. Explain what is meant by benchmarking. 1.2. Explain the role of benchmarking in setting realistic performance aspirations and targets. 1.3. Analyse factors that should be taken into account when using benchmarking to set targets.
2. Know about different forms of benchmarking used in performance management.	2.1. Summarise key elements of: (a) internal (b) external (c) sector benchmarking. 2.2. Articulate the way in which each of the above can be used in a specific organisation or sector.
3. Understand the key stages in the implementation of benchmarking.	3.1. Explain the steps needed to adopt benchmarking into an organisation's performance management regime. 3.2. Suggest likely sources of data for internal and external benchmarks in a specific organisation or sector.

Unit Title	Supply Chain Management
Ofqual unit reference number (code)	D/506/7529
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the chain of events in business-to-business supply.	1.1. Articulate the functions contained within a supply chain. 1.2. Determine supply chains appropriate to different types of goods. 1.3. Evaluate the features of such chains which make them mutually beneficial to supplier and customer.
2. Understand how to improve the productivity of a supply chain.	2.1. Explain the impact of effective and efficient data exchange between customers and suppliers on supply chain productivity. 2.2. Summarise ways in which modern technologies have impacted on supply chain productivity. 2.3. Explain the tools and techniques that might be adopted within a supply chain improvement project. 2.4. Plan a project to improve the productivity of a supply chain.

Unit Title	Implementing a Digital Strategy
Ofqual unit reference number (code)	T/506/7505
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the components of a digital strategy.	1.1. Define what is meant by 'digital strategy'. 1.2. Explain the components of a digital strategy.
2. Understand the need for a systematic approach to implementing a digital strategy.	2.1. Justify the implementation of a digital strategy for a given business function. 2.2. Analyse the risks of implementing a digital strategy for a given business function.
3. Be able to design a systematic process to move a business function to a digital platform.	3.1. Articulate a systematic process to move a business function to a digital platform.

Unit Title	Corporate Social Responsibility
Ofqual unit reference number (code)	H/506/7497
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the inter-relationship between business success, environmental sustainability and social development.	1.1. Summarise implications of current approaches to corporate social responsibility (CSR). 1.2. Explain the concept of social, environmental and economic (SEE) productivity and its relationship to the concept and practice of CSR. 1.3. Evaluate the 'gap' in many businesses between CSR commitment and CSR practice. 1.4. Analyse how business ethics and social responsibility impact on corporate image and brand value.
2. Understand how to integrate CSR into strategic planning.	2.1. Explain how CSR can be integrated into organisational strategic planning. 2.2. Devise potential CSR performance measures for a given organisational context. 2.3. Evaluate a set of CSR performance measures against the SEE paradigm.

Unit Title	Production Engineering
Ofqual unit reference number (code)	A/506/7523
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how the design and operation of production facilities affects efficiency.	1.1. Summarise factors relating to production facilities that have an impact on production efficiency. 1.2. Explain which data is required to underpin effective decision-making for the design of production facilities.
2. Understand the factors that impact on the operating efficiency of machines, equipment and production lines.	2.1. Explain standard measures of efficiency used in production engineering. 2.2. Articulate the impact of yield factors for a multiple station production line.
3. Be able to analyse the relationship between production volume, quality and efficiency to inform decision-making.	3.1. Summarise possible risks of a single focus on maximum production volume. 3.2. Analyse data to make informed production decisions.

Unit Title	Workforce Planning to Improve Productivity
Ofqual unit reference number (code)	Y/506/7531
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand workforce planning.	1.1. Articulate the basic principles of workforce planning. 1.2. Give examples of situations where workforce planning can improve productivity.
2. Understand how to capture data required for a workforce planning model.	2.1. Determine the data requirements of a workforce planning model. 2.2. Explain the data capture process to populate a workforce planning model.
3. Be able to use a workforce planning model.	3.1. Use a model to forecast the workforce required for a given situation. 3.2. Explain the limitations of the forecasting model used. 3.3. Determine appropriate actions arising from the forecast.

Unit Title	Mobile Technologies for Improved Productivity
Ofqual unit reference number (code)	D/506/7515
Unit Level	Four
GLH	10
Unit Credit Value	2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the social implications of mobile technologies.	1.1. Analyse the social interaction generated by mobile media and applications. 1.2. Evaluate the social costs and benefits of introducing mobile technologies into 'traditional' working systems.
2. Understand the technological and legal implications of using mobile technology to improve productivity.	2.1. Explain the inter-relationships between hardware, software, network architecture and user interface for a mobile platform/ecosystem. 2.2. Describe the factors to be considered when selecting components of a mobile system for a given situation. 2.3. Explain legal, regulatory and privacy implications of mobile technology. 2.4. In a given situation critically compare ways in which mobile technologies can be used to improve productivity.

Unit Title	Problem Solving for Business
Ofqual unit reference number (code)	T/506/7522
Unit Level	Four
GLH	20
Unit Credit Value	4

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how problems can be identified within an organisation or specific workplace.	1.1. Describe symptoms that suggest the existence of a problem. 1.2. Explain how different sources of data can confirm the existence of a problem.
2. Understand the need to apply a structured approach to problem solving.	2.1. Explain the need to: (a) specify the scale and scope of a problem investigation. (b) clarify the criteria for success of the investigation. 2.2. Describe a structured process to address a specific problem. 2.3. Select techniques to determine the root cause of problem symptoms.
3. Know how to generate and evaluate problem solutions.	3.1. Explain the 'rules' of idea generation activities and tools. 3.2. Describe a framework within which a potential solution can be: (a) evaluated (b) implemented (c) monitored (d) communicated.

Unit Title	Managing Customer Service to Improve Productivity
Ofqual unit reference number (code)	L/506/7512
Unit Level	Four
GLH	10
Unit Credit Value	2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand the role of customer service as a competitive tool.	1.1. Articulate the set of factors that produce satisfied customers and repeat business. 1.2. Analyse why customers regard specific service factors as 'added value' in a given sector. 1.3. Recommend improvements to customer service to make a given organisation more competitive.
2. Understand how customer service can be managed to improve productivity.	2.1. Explain the concept of a culture of customer service. 2.2. Evaluate methods of monitoring, challenging and changing staff behaviours related to customer service to improve productivity.

Unit Title	5S to Improve Productivity
Ofqual unit reference number (code)	L/506/7493
Unit Level	Four
GLH	10
Unit Credit Value	2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how 5S relates to efficiency and safety in the workplace.	1.1. Describe the 5 components of 5S. 1.2. Analyse how the components relate to one another and to efficient and safe working practices in the context of a specific organisation.
2. Know how to apply 5S to improve productivity.	2.1. Describe the implementation process of 5S in the context of a specific organisation. 2.2. Articulate a monitoring process that will ensure a continued focus on 5S principles.

Unit Title	Reducing Waste to Improve Productivity
Ofqual unit reference number (code)	L/506/7526
Unit Level	Four
GLH	10
Unit Credit Value	2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand how waste relates to value in the 'Lean' methodology.	1.1. Define 'value' and 'waste' in the 'Lean' methodology. 1.2. Distinguish between value-adding and non-value-adding activities in an organisation.
2. Understand the need for a structured approach to the identification and elimination of waste.	2.1. Describe the 7 types of waste identified in the 'Lean' methodology. 2.2. Justify the sequence in which the 7 wastes should be addressed. 2.3. Create a template to be used on a 'waste walk' to record observed examples of waste in an organisation.

Unit Title	Budget Management
Ofqual unit reference number (code)	R/506/7494
Unit Level	Four
GLH	10
Unit Credit Value	2

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1. Understand ways in which costs are analysed as the basis of planning a budget.	1.1. Articulate the main categories of costs incurred in a business. 1.2. Analyse a historical cost expenditure statement as the basis for creating a budget for future planned activity.
2. Understand the role of budgeting and budgetary control in productivity management.	2.1. Explain the role of: (a) budgeting (b) budgetary control in productivity improvement projects. 2.2. Prepare a budget for a productivity improvement project.

Unit Title	Risk and Issue Management
Ofqual unit reference number (code)	R/506/7527
Unit Level	Four
GLH	20
Unit Credit Value	4

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



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