Qualification specification

NCFE Level 2 Certificate in Lean Organisation Management Techniques
QN: 601/2530/5

Contents

Summary of changes

This section summarises the changes to this qualification specification.

Version	Publication date	Summary of amendments
v2.1	January 2020	Information regarding the <u>wellbeing and safeguarding</u> of learners added to Section 1 (page 13).
v2.2	June 2022	Information added to the <u>registration and entry guidance</u> section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Further information added to section 2 to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all <u>assessment evidence</u> presented for external quality assurance must be in English. Information added to the support for centres section about how to access <u>support handbooks</u>.

Section 1

Qualification overview

Section 1

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Certificate in Lean Organisation Management Techniques.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/2530/5.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Things you need to know

- Qualification number (QN): 601/2530/5
- Aim reference: 60125305
- Total Qualification Time (TQT): 150
- Guided learning hours (GLH): 90
- Credit value: 15
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence.

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Aims and objectives of this qualification

This qualification aims to improve business performance through continuous professional development of employees and their skill set.

The objectives of this qualification are to help learners to:

- understand lean organisation techniques in business
- know and understand business improvement tools and techniques
- know and understand how to work effectively in a business team
- access the business sector or progress to further qualifications and learning.

Entry guidance

This qualification is designed for:

- learners working in a business improvement role who wish to assess their knowledge and understanding through a formal certification route
- learners new to business improvement who need to confirm practical understanding and application of skills
- those involved in a business, at all levels, who require a fundamental understanding of business improvement practices.

This qualification could be delivered by centres on a standalone basis to support the development of knowledge and understanding in business improvement techniques across a wide variety of industries and sectors. It's ideal for employees working in areas where the need for improvements to quality, processes and costs has been identified. It may also be suitable for those individuals looking to enter employment; this qualification will provide an underpinning knowledge and skill set that will be attractive to employers.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the Level 2 Certificate in Lean Organisation Management Techniques, learners are required to successfully complete 3 mandatory units.

This qualification consists of **3** mandatory units:

- Unit 01 Lean organisation techniques in business (5 credits)
- Unit 02 Business improvement tools and techniques (5 credits)
- Unit 03 Working in business teams (5 credits)

The learning outcomes and assessment criteria for each unit are provided in Section 3 (page 16).

To achieve the Level 2 Certificate in Lean Organisation Management Techniques, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units, as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment requirements for a unit allow, it is essential that organisations wishing to operate an RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 qualifications in Business Improvement Techniques
- Level 4 qualifications in Business Improvement Techniques

Learners may also go on to study qualifications in a related area depending on their current skills and role within the organisation.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Equivalent units

Some of the units in this qualification have equivalent units identified against them:

- Lean organisation techniques in business (T/502/5352)
- Business improvement tools and techniques (L/502/5356)
- Working in business teams (L/502/5342)

If a learner has achieved any of the equivalent identified units, they can use them towards achievement of this qualification.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification.

After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Examples of relevant qualifications

- Level 3 or 4 qualifications in Business Improvement Techniques
- a qualification at least one level higher than that being delivered/assessed in a relevant area.

Examples of work experience

Staff must be able to demonstrate that they have sufficient and relevant business experience in the occupational area. They must also have a working knowledge of the processes, techniques and procedures that are being used where the business improvement has been implemented.

Resource requirements

There are no specific resource requirements for this qualification.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Moderators to authenticate evidence and achievement for each unit.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Centre Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Business Improvement and Management and Leadership NOS. More detailed mapping is provided in Section 5 (page 32).

Explanation of terms:

(not all verbs are used in this qualification)

Apply	Link existing knowledge to new or different situations.
Assess	Consider information in order to make decisions.
Classify	Organise according to specific criteria.
Compare	Examine the subjects in detail looking at similarities and differences.
Define	State the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation.
Describe	Write about the subject giving detailed information.
Differentiate	Give the differences between two or more things.
Discuss	Write an account giving more than one view or opinion.
Distinguish	Show or recognise the difference between items/ideas/information.
Estimate	Give an approximate decision or opinion using previous knowledge.
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples.
Give (positive and negative points….)	Provide information showing the advantages and disadvantages of the subject.
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
Illustrate	Give clear information using written examples, pictures or diagrams.

List	Make a list of key words, sentences or comments that focus on the subject.
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires.
Provide	Give relevant information about a subject.
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
Select	Choose for a specific purpose.
Show	Supply sufficient evidence to demonstrate knowledge and understanding.
State	Give the main points clearly in sentences.
Use	Take or apply an item, resource or piece if information as asked in the question or task.

Section 2

Assessment and moderation

Section 2

Assessment and moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Certificate in Lean Organisation Management Techniques is internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit, learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 3 (page 16).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You will also find a variety of assessment and moderation pro-formas on the NCFE website.

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of Assessors and Internal and External Moderators, please refer to our Centre Support Guide.

Section 3

Structure and content

Section 3

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory
  or optional.

Following the unit summary, there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulators' unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about this qualification, please contact our Research and Product Development team on 0191 239 8000.

Unit summaries

Unit 01

Lean organisation techniques in business (D/505/8961)

In this unit learners will gain an understanding of the concept of a lean environment, be able to implement a productivity needs analysis and produce a process map.
Guided learning hours: 30
Credit value: 5
Level: 2
This unit is **mandatory**

Unit 02

Business improvement tools and techniques (Y/505/8960)

In this unit learners will learn about continuous improvement techniques (Kaizen) and the principles and techniques of workplace organisation. They will also be able to use visual indicators to improve the work environment and suggest ways to eliminate variance from processes in the workplace.
Guided learning hours: 30
Credit value: 5
Level: 2
This unit is **mandatory**

Unit 03

Working in business teams (H/505/8959)

In this unit learners will develop an understanding of what makes an effective team and will work effectively in a team. They will also look at what makes an effective team leader.
Guided learning hours: 30
Credit value: 5
Level: 2
This unit is **mandatory**

Unit 01 Lean organisation techniques in business (D/505/8961)

The learner will:

1   Understand the concept of a lean environment

The learner can:

1.1   Describe the principles of lean organisation techniques
1.2   Explain the benefits of a lean environment

The learner will:

2   Be able to implement the productivity needs analysis process

The learner can:

2.1   Describe the process for conducting a productivity needs   analysis
2.2   Undertake a productivity needs analysis in a selected organisation

The learner will:

3   Be able to produce a process map

The learner can:

3.1   Produce a process map using appropriate symbols and terminology for an identified process

Equivalent unit for Lean organisation techniques in business (D/505/8961)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

- Lean organisation techniques in business (T/502/5352)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit D/505/8961.

Unit 01 Lean organisation techniques in business (D/505/8961) (cont'd)

Assessment guidance

Types of evidence: learner report resulting from specific assignments; professional discussions; presentations with evidence of notes or visual aids used and supplemented by a peer or Assessor witness statement; answers to written and oral questions; results of group/paired discussions which clearly identify the individual contributions of each learner.

Assessment criteria: 1.1, 1.2

Additional information: the evidence should describe the principles of lean organisation techniques. The learners should also explain the benefits of a lean environment.

Types of evidence: learner report; professional discussion; learner presentations, with evidence of notes or visual aids used and supplemented by a peer or Assessor witness statement or recorded by video or audio means; observation records; flow charts; answers to written or oral questions.

Assessment criteria: 2.1

Additional information: the evidence should include the purpose, process, people and steps involved in undertaking a productivity needs analysis, the areas that should be covered, including target setting, and ways of measuring outcomes. Learners could produce charts dividing the main factors affecting operating costs.

Types of evidence: learner report; learner presentations, with evidence of notes or visual aids used and supplemented by peer/Assessor witness statement or recorded by video or audio means; observation records.

Assessment criteria: 2.2

Unit 01 Lean organisation techniques in business (D/505/8961) (cont'd)

Types of evidence: process map showing the flow of steps in the identified process; learner presentations with evidence of the notes or visual aids used and supplemented by a peer/Assessor witness statement or recorded by video or audio means.

Assessment criteria: 3.1

Additional information: consideration should be given to value-added and non-value-added steps in the process and any waste that could be incurred.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 02 Business improvement tools and techniques (Y/505/8960)

The learner will:

1   Know about continuous improvement techniques (Kaizen)

The learner can:

1.1   Identify the main Kaizen principles and their application

The learner will:

2   Understand the principles and techniques of workplace organisation

The learner can:

2.1   Explain areas of weakness in workplace organisation and suggest improvements

The learner will:

3   Be able to use visual indicators to improve the work environment

The learner can:

3.1   Identify elements that contribute to good visual management in the workplace
3.2   Prepare appropriate visual indicators

The learner will:

4   Know ways to eliminate variance from processes in the workplace

The learner can:

4.1   Describe the benefits of standard working methods
4.2   Prepare a standardised work document suggesting how to eliminate variance to process

Equivalent unit for Business improvement tools and techniques (Y/505/8960)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Business improvement tools and techniques (L/502/5356)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit Y/505/8960.

Unit 02 Business improvement tools and techniques (Y/505/8960) (cont'd)

Assessment guidance

Types of evidence: learner report; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statement; answers to oral and written questions, professional discussion.

Assessment criteria: 1.1

Additional information: the learner report should include identification of the principles of the Kaizen concept and their importance in lean business techniques and practice. The report would cover their applications, the setting of defined goals, identifying problems in the work area, types of waste and the benefits of improvement.

Types of evidence: learner report; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statement; observation record; answers to oral and written questions, professional discussion; practical activity.

Assessment criteria: 3.1, 3.2

Additional information: the report should include details of identified weaknesses and suggestions for improvements.

Types of evidence: learner report; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statement; answers to oral and written questions, professional discussion; a standardised work document suggesting how to eliminate variance to process; work-based case study; practical activity.

Assessment criteria: 4.1, 4.2

Additional information: The evidence should describe the principles and benefits of having standard working methods in place for key areas. A specific activity or area should be selected (work documents, working methods, safe working practices) for which the learner should design a standardised work document suggesting how to eliminate variance to process.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Unit 03 Working in business teams (H/505/8959)

The learner will:

1   Understand what makes an effective team

The learner can:

1.1   Describe the characteristics of an effective team
1.2   Describe different types of team structure, giving examples
1.3   Explain the benefits of team working

The learner will:

2   Be able to work effectively in a team

The learner can:

2.1   Know how to deal with any conflict or difficult situations as a team member
2.2   Know how to deal with any conflict or difficult situations as a team leader
2.3   Review the team's overall effectiveness and own contribution to achieving goals

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The learner will:

3   Understand the role of a team leader

The learner can:

3.1   Describe the attributes needed by a team leader
3.2   Identify ways a team leader can motivate team members

Equivalent unit for Working in business teams (H/505/8959)

For the purpose of credit accumulation, the following unit is equivalent to this unit:

•   Working in business teams (L/502/5342)

Learners who have achieved this equivalent unit can use it towards achievement of this qualification without the need to complete unit H/505/8959.

Unit 03 Working in business teams (H/505/8959) (cont'd)

Assessment guidance

Types of evidence: learner report; answers to oral or written questions; professional discussions; presentations with evidence of the notes or visual aids used and supplemented by peer/Assessor witness statements; examples of own experiences of working in teams.

Assessment criteria: 1.1–1.3

Additional information: evidence should describe the characteristics of an effective team, describe different types of team structure and explain the benefits of team working.

Types of evidence: learner report/diary/log of participation in team activities with set goals; witness testimony; observation records; peer and/or tutor evaluations; video/DVD footage; structured role play.

Assessment criteria: 2.1, 2.2

Additional information: evidence should identify the skills, qualities, attitudes, characteristics and communication methods required by both a team member and a team leader, particularly in situations of conflict. Any barriers, conflicts or difficulties, whether naturally occurring or produced through scenarios/role play, should be evidenced with best solutions identified/addressed.

Type of evidence: learner report/reflective account/evaluation; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statement; SWOT analyses of team's effectiveness and own contribution to achieving goals.

Assessment criteria: 2.3

Additional information: evidence should review the contribution made by each role within the team (eg Belbin's Team Role theory), the team's effectiveness in working together to achieve set goals, and own contribution to the team effort.

Unit 03 Working in business teams (H/505/8959) (cont'd)

Type of evidence: learner report/reflective account/evaluation; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statement; SWOT analyses of team's effectiveness and own contribution to achieving goals.

Assessment criteria: 2.3

Additional information: evidence should review the contribution made by each role within the team (eg Belbin's Team Role theory), the team's effectiveness in working together to achieve set goals, and own contribution to the team effort.

Evidence should identify how any weaknesses, obstacles, difficulties or barriers were overcome and what improvements could be made to improve effectiveness in any future team activity.

Type of evidence: learner report; presentation with evidence of notes/visual aids used and supplemented with peer and/or Assessor witness statements.

Assessment criteria: 3.1, 3.2

Additional information: the learner report should describe the role, responsibilities and required attributes of a team leader. Styles of leadership and motivational theories could be evidenced. Learners could produce comparisons between different types/features of leadership that could affect motivation of a team. Learners could also provide examples of having motivated a team as a team leader.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Section 4

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications can be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English
All units

Mathematics
There are no specific opportunities to develop this skill

ICT
All units

PLTS Independent Enquirers
Unit 03

PLTS Creative Thinkers
All units

PLTS Reflective Learners
There are no specific opportunities to develop this skill

PLTS Team Workers
Unit 03

PLST Self-managers
Unit 03

PLTS Effective Participators
All units

For further information, please contact a member of the Research and Product Development team.

Section 5

Links to National Occupational Standards

Section 5

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Business Improvement Techniques and Management and Leadership. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

SEMTA Level 2 Standards for Business Improvement Techniques

NCFE unit number/title	NOS unit number/title
Unit 02 Business improvement tools and techniques	Unit 1 Complying with statutory regulations and organisational safety requirements Unit 5 Applying continuous improvement techniques (Kaizen) Unit 9 Creating visual management systems Unit 14 Carrying out statistical process control procedures

MSC National Occupational Standards in Management and Leadership

NCFE unit number/title	NOS unit number/title
Unit 01 Lean organisation techniques in business	Unit C1 Support team members in identifying, developing and implementing new ideas

Section 6

General information

Section 6

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see the NCFE website.

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