

City & Guilds Level 2 Certificate in Improving Business Performance (0194- 21)

March 2022 Version 1.1



Qualification at a glance

Subject area	Improving Business Performance
City & Guilds number	0194
Age group approved	All
Entry requirements	N/A
Assessment	Will consist of a mixture of assignments and externally set/internally marked short answer questions
Fast track	N/A
Support materials	Centre handbook Assessment pack
Registration and certification	Consult the Walled Garden/Online Catalogue for last dates

Title and level	City & Guilds number	Accreditation number
Level 2 Certificate in Improving Business Performance	0194-21	600/3741/6

Version and publication date	Changes
v1.1 March 2022	GLH and TQT clarified and highlighted



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1 Introduction

This document tells you what you need to do to deliver the qualification:

Area	Description
Who is the qualification for?	This qualification is ideal for those working in any industry sector that is interested in improving business performance.
What does the qualification cover?	It allows candidates to learn, develop and practise the skills required for employment and/or career progression in the Business Improvement sector
Is the qualification part of a framework or initiative?	It serves as a technical certificate, in the Improving Operational Performance Apprenticeship framework, Business Improvement Techniques pathway.
What opportunities for progression are there?	It allows candidates to progress into employment or to the following City & Guilds qualifications: <ul style="list-style-type: none">• Level 2 NVQ Diploma in Business Improvement Techniques (7576-02)• Level 3 NVQ Diploma in Business Improvement Techniques (7576-03)

Structure

To achieve the **Level 2 Certificate in Improving Business Performance**, learners must achieve 16 credits from the mandatory units.

Level 2 Certificate in Improving Business Performance			
Unit accreditation number	City & Guilds unit number	Unit title	Credit value
Mandatory R/503/6147	201	Understand statutory regulations and organisation safety requirements	3
Y/503/6148	202	Contribute to workplace organisation techniques	4
D/503/6149	203	Understand continuous improvement techniques	2
R/503/6150	204	Contribute to solving problems in a flow process	7

Total Qualification Time

Total Qualification Time (TQT) is the total amount of time, in hours, expected to be spent by a Learner to achieve a qualification. It includes both guided learning hours (which are listed separately) and hours spent in preparation, study and assessment.

Title and level	GLH	TQT
City & Guilds Level 2 Certificate in Improving Business Performance (0194-21)	79	160



2 Centre requirements

Approval

If there is no fast track approval for this qualification, existing centres who wish to offer this qualification must use the **standard** Qualification Approval Process.

To offer this qualification, new centres will need to gain both centre and qualification approval. Please refer to the *Centre Manual - Supporting Customer Excellence* for further information.

Centre staff should familiarise themselves with the structure, content and assessment requirements of the qualification[s] before designing a course programme.

Resource requirements

Centre staffing

Staff delivering this qualification must be able to demonstrate that they meet the following occupational expertise requirements. They should:

- be occupationally competent or technically knowledgeable in the area for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered
- have recent relevant experience in the specific area they will be assessing
- have credible experience of providing training.

Centre staff may undertake more than one role, eg tutor and assessor or internal verifier, but cannot internally verify their own assessments.

Assessors and internal verifiers

Centre staff should hold, or be working towards, the relevant Assessor/Verifier (A/V) units for their role in delivering, assessing and verifying this qualification, or meet the relevant experience requirements outlined above.

Continuing professional development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments.

Candidate entry requirements

City & Guilds does not set entry requirements for this qualification. However, centres must ensure that candidates have the potential and opportunity to gain the qualification successfully.

Age restrictions

There is no age restriction for this qualification unless this is a legal requirement of the process or the environment.



3 Delivering the qualification

Initial assessment and induction

An initial assessment of each candidate should be made before the start of their programme to identify:

- if the candidate has any specific training needs,
- support and guidance they may need when working towards their qualification.
- any units they have already completed, or credit they have accumulated which is relevant to the qualification.
- the appropriate type and level of qualification.

We recommend that centres provide an induction programme so the candidate fully understands the requirements of the qualification, their responsibilities as a candidate, and the responsibilities of the centre. This information can be recorded on a learning contract.



4 Assessment

Assessment of the qualification

Candidates must:

- successfully complete one assignment for each mandatory unit

Level 2 Certificate in Improving Business Performance			
Unit Number	Unit Title	Assessment method	Where to obtain assessment materials
201	Understand statutory regulations and organisation safety requirements	Assignment	Go to the 0194 qualification pages on the City & Guilds website www.cityandguilds.com to download the Assessment pack which will include all assignments. Passwords will be available from the Walled Garden.
202	Contribute to workplace organisation techniques	Assignment	
203	Understand continuous improvement techniques	Assignment	
204	Contribute to solving problems in a flow process	Assignment	

Time constraints

Centres are expected to plan the submission of the research tasks within the assignments as there is no time constraint set by City & Guilds.

Short-answer question tasks have a maximum duration of forty-five minutes each.

Test specifications

Centres must refer to the assignment composition as part of the assessment pack.



5 Units

Availability of units

The following units are also available on The Register of Regulated Qualifications: <http://register.ofqual.gov.uk/Unit>

Structure of units

These units each have the following:

- City & Guilds reference number
- unit accreditation number
- title
- level
- credit value
- unit aim
- relationship to NOS, other qualifications and frameworks
- endorsement by a sector or other appropriate body
- information on assessment
- learning outcomes which are comprised of a number of assessment criteria
- notes for guidance.

Unit 201

Understand statutory regulations and organisation safety requirements

UAN:	R/503/6147
Level:	Level 2
Credit value:	3
GLH:	9
Relationship to NOS:	This unit is linked to SEMBIT2-01, which outlines the competence required to deal with statutory regulations and organisational safety requirements in the workplace environment.
Endorsement by a sector or regulatory body:	This unit is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.
Aim:	The aim of this unit is to provide learners with the understanding needed when dealing with statutory regulations, guidance and approved safe working policies and how these are applied safely and responsibly in the workplace environment.

Learning outcome
The learner will: 1. Know health and safety guidance, legislation and approved policy for workplace environments
Assessment criteria
The learner can: 1.1 Describe how to comply with the Health and Safety at Work Act 1974 and main statutory legislation relating to the workplace environment 1.2 Identify relevant legislation and reporting procedures specific to the organisation's work activities 1.3 State where health and safety information is located 1.4 List the steps required to carry out a risk assessment

Range
<p>Main statutory legislation: Workplace (Health, Safety and Welfare) Regulations 1992, Management of H&S at Work, Manual Handling Operations, Display Screen Equipment, Provision and Use of Work Equipment, Control of Substances Hazardous to Health, Noise at Work, PPE, Disability and Discrimination Act 1995</p> <p>Relevant legislation and reporting procedures: Industry specific regulations; PUWER and MSDS</p> <p>Health and safety information: Company specific information</p> <p>Steps: 5 steps; use company specific risk assessment template or standard version.</p>

Learning outcome
<p>The learner will:</p> <p>2. Know roles and responsibilities for safe working practices and emergency procedures</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Identify fire and other evacuation procedures</p> <p>2.2 Identify First Aider and location of the First Aid facilities</p> <p>2.3 State actions to be taken in event of an emergency, accident, injury and dangerous occurrences</p> <p>2.4 Describe statutory accident and reporting procedures</p>

Range
<p>Procedures: Company fire fighting procedures; fire drills; designated assembly points, fire policy</p> <p>First Aider: name; first aiders identification process</p> <p>Location: First Aid box and contents, eyewash station, defibrillator, medical/rest room; emergency showers</p> <p>Emergency, accident, injury and dangerous occurrences: floods, bomb alerts, electrical black outs, chemical and hazardous substance spillages, near miss and hazardous malfunctions reporting procedures, evacuations and other incidents.</p> <p>Statutory accident and reporting procedures: RIDDOR; location of accident book; COSHH</p>

Learning outcome

The learner will:

3. Understand how to apply safe working practices in the workplace environment

Assessment criteria

The learner can:

3.1 Identify required **PPE** in the workplace environment

3.2 Describe safety symbols and signs in the workplace

3.3 Explain how to **deal with hazards and risks** in the workplace

3.4 Identify **hazardous symbols** in the workplace

3.5 Describe how to dispose of **waste**

3.6 Describe communication procedures for informing **personnel** of unsafe working practices

Range

PPE: specific to the learners job role

Deal with hazards and risks: safety inspections; hazard checks; risk assessments; common causes of fire; ergonomics

Hazardous symbols: main hazardous symbols; International COSHH signage

Waste: hazardous and non-hazardous substances; disposal of spillage materials; recycling of materials and rubbish; confidential and controlled documentation; data protection.

Personnel: employees; visitors and contractors

Unit 201 Understand statutory regulations and organisation safety requirements

Supporting information

Unit range

When delivering this unit, the following examples could be used in extension to the range provided in the learning outcomes.

Learning Outcome 1

- **Procedures:** learners must be able to identify different types of fire fighting equipment
- **Industry specific regulations:** Risk assessments; near miss reports; accident and RIDDOR reports; fire testing and evacuation reports; fire certificate; PAT testing; permit to work; REACH; Hot Work permits and exposure limits such as radiation.
- **Company specific information:** PPE provision and information; manual Handling guidance; MSDS storage; permits; lone working; working at height/confined spaces.
- **Risk assessment template:** Learners should use a company template or be provided with a suitable alternative

Learning Outcome 2

- **RIDDOR and COSHH:** Learners should be provided with RIDDOR templates and examples of COSHH procedures such as how to use control equipment (LEV's and RPE), permits to work, safety data sheets, use of PPE, following hygiene procedures and spill kits.

Learning Outcome 3:

- **PPE specific to job role:** Learners should be provided with examples of PPE included in all sectors eg hard hats, gloves, high-vis jackets, lanyards, gel risk supports, chairs, anti-glare screen, masks
- **Safety inspections and hazard checks:** Learners should use a company template or be provided with a suitable alternative
- **Common causes of fire:** electrical, smoking, portable heaters, refuse/rubbish, hazardous goods, arson, industry specific such as welding equipment, blowlamps, flammable liquids etc.
- **Ergonomics:** include RA and DSE assessments, link to SOP's, workplace audits etc
- **International COSHH signage:** to include symbol or pictogram for danger, flammable, oxidiser, explosive, corrosive, compressed or liquefied gas, aquatic toxicity, warning, sensitizer, carcinogenic. Learners could compare old and new signage and look at differences, as new hazard 'pictogram' has no written word identification. Learners could identify some common applications for all.

Unit 202

Contribute to workplace organisation techniques

UAN:	Y/503/6148
Level:	Level 2
Credit value:	4
GLH:	15
Relationship to NOS:	This unit is linked to SEMBIT2-02, which outlines the competence required to work effectively as a team member within a continuous improvement environment. This unit is also linked to SEMBIT-03 which outlines the competencies required to carry out a systemic approach to continuously make improvements to workplace organisation.
Endorsement by a sector or regulatory body:	This unit is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.
Aim:	The aim of this unit is to provide learners with the understanding and skills needed when contributing to workplace organisations techniques.

Learning outcome
The learner will: 1. Understand how to select an area for a workplace organisation activity
Assessment criteria
The learner can: 1.1 Explain the principles for selecting a work area for improvement 1.2 Explain the benefits of an effective working area 1.3 Outline tools and techniques used for maintaining and controlling improvements

Range
<p>Principles: safety and waste walks; customer problems and satisfaction reports; directive and initiative; accidents rates; data analysis involving quality reports; productivity levels; excess or unused equipment; high inventory rate, long lead times</p> <p>Benefits: ordered workplace; items easily found, quickly and when needed; improved safety; reduced wastes; information readily available; identify problems easily; identify abnormal trends/patterns</p> <p>Tools: visual management; SOPs; SW charts; single point</p> <p>Techniques: recognised and sector specific audits and controls</p>

Learning outcome
<p>The learner will:</p> <p>2. Be able to apply techniques to improve workplace organisation</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 Carry out an audit to establish a baseline measure</p> <p>2.2 Identify implications on work areas of the audit scores</p> <p>2.3 Recommend future actions required to maintain and improve the future area score</p>

Range
<p>Audit: audit sheets; methods 5's /5'c or sector specific; supported with a graphical display</p> <p>Implications: sort three zones: keep, remove and quarantine; management and use of red tags</p> <p>Future actions: redeployment; disposal / storage of equipment; carry out red tag auctions; follow up audits for activity; select items for future audits and continued improvement; SOP's at point of use; KPI's displayed; regular discussion and meetings; check sheets /audit and monitoring; team focused on improvement activity to prevent slippage</p>

Learning outcome
The learner will: 3. Be able to contribute to effective teamwork
Assessment criteria
The learner can: 3.1 Create and maintain working relationships with different personnel 3.2 Describe different types of working relationships 3.3 Identify actions to maintain effective teamwork 3.4 Communicate information about improvement plans and activities to individuals and groups 3.5 Explain the importance of sharing data and information with others 3.6 Identify methods used to share data and information with others

Range
<p>Create and maintain working relationships: skills matrix; team strengths and weaknesses; team roles and characteristics (facilitator, timekeeper, scribe and information handler); responsibility; subject experts; team member selection</p> <p>Different types of working relationships: positive; negative; values and behaviours; leading by example</p> <p>Actions: challenging behaviours and fixed ideas; dealing with conflict; importance of language and dress; establishing ground rules; training; being polite and courteous; seeking permission and authority</p> <p>Improvement plans and activities: KPI's/company measures and targets; action plans; team boards; team meetings; shadow boards or cupboards; labelling; identification of max/min stock levels, colour coding; graphical evidence; skills and training matrix</p> <p>Sharing data and information: sharing knowledge; fact versus opinion; use of data; trials; specialist support; requesting support when needed</p> <p>Methods: brainstorming; visual displays; team meetings; appropriate verbal and non-verbal communication</p>

Unit 202 Contribute to workplace organisation techniques

Supporting information

Assessment guidance

The purpose of this unit is for learners to use the skills and knowledge needed to carry out a systemic approach to continuously make improvements to workplace organisation.

Task A i)

Learners should use a workplace organisation document to establish a baseline score of their work area. Learners working in employment may use an organisations existing workplace audit, develop their own or be provided with a generic example of an audit by the centre. The area to be audited could be physical or IT based. If learners are not able to complete the task within their own place of work they may use another work process, or a process provided by the centre where the training is provided eg a work experience placement, college, public library. This must be agreed with the assessor prior to the start of the analysis and permission gained from the organisation involved. The workplace organisation document will form part of a report which will explain all actions undertaken and the methods to be used for the control of quarantined items and the methods to be used to communicate all activities to the rest of the organisation. The review can be in any format eg written, word-processed, flip-chart, storyboard.

Task A ii)

The action plan can take the form of a PowerPoint presentation. A written report, Gantt or other suitable planning method and must include improvement recommendations and actions, how tracking will be carried out and how the project will reviewed. The method for a copy of this document must be retained by the centre for verification.

Task A iii)

The report can take the form of a PowerPoint presentation or written. It will include descriptions of activities undertaken and methods used and the successes and failures of those methods, focusing on how those failures were dealt with or overcome. A copy of this document must be retained by the centre for verification.

Task B

Two versions of the short-answer question paper (A and B) are provided; assessor should alternate the use of versions ensuring that re-sit candidates do not sit the same version twice.

The short-answer questions should be taken under supervised conditions as closed-book tests. All activities will be completed with the assessor, or other designated supervisor, present. Strict exam regulations do not apply; it is envisaged that most candidates will take the short-answer questions in their normal learning environment with their own tutor present or under full invigilated conditions. Alternatively, assessors may prefer to ask the questions orally and record individual candidates' responses.

Unit 203

Understand continuous improvement techniques

UAN:	D/503/6149
Level:	Level 2
Credit value:	2
GLH:	5
Relationship to NOS:	This unit is linked to SEMBIT2-04, which outlines the competence required to carry out continuous improvement techniques on all business activities.
Endorsement by a sector or regulatory body:	This unit is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.
Aim:	The aim of this unit is to provide learners with the understanding needed in applying continuous improvement techniques to work activities by identifying objectives and targets, analysing all types of waste and establishing where improvements can be made by prioritising opportunities against business requirements and key performance indicators (KPI's).

Learning outcome
The learner will: 1. Understand the principles of Continuous Improvement
Assessment criteria
The learner can: 1.1 Explain why improving the business is important to organisations 1.2 Describe ways of setting objectives and targets to improve the business metrics 1.3 Describe how the sustainment of continuous improvement can be assured

Range
<p>Importance of improving business: survival; efficiency; profit; growth; customer satisfaction; legislation; teamwork and employee involvement in suggestions and improving the business</p> <p>Setting objectives and targets: lean/waste reduction/Efficiency; variability reduction; benchmarking; sector legislation audits; metrics: cost, quality and delivery.</p> <p>Sustainment of continuous improvement: culture, teamwork and management; encouraging contribution and involvement; disciplinary structures and procedures; documenting and continuous improvement of visual management; appropriate sector KPI's and SOP's; Kaizen board</p>

Learning outcome
<p>The learner will:</p> <p>2. Know how to identify improvements within the workplace</p>
Assessment criteria
<p>The learner can:</p> <p>2.1 State the types of wastes</p> <p>2.2 Describe techniques used to analyse an area or process</p> <p>2.3 Identify different waste examples in the appropriate business sector</p> <p>2.4 Describe the process delivery cycle time and how to effectively balance workload to achieve the customer demand</p>

Range
<p>Types: 8 wastes; sector specific wastes</p> <p>Techniques: Data collection and analysis; customer feedback (internal and external); waste walk; 'fresh eyes' approach; brainstorm/thought shower; typical graphs used</p> <p>Process delivery cycle time: elimination of typical motion; transportation; waiting time wastes; line/work process balance chart; Takt-time; cross skill and flexibility training</p>

Learning outcome
The learner will: 3. Understand processes for reduction or elimination of wastes to improve business processes
Assessment criteria
The learner can: 3.1 Explain Plan Do Check Act in carrying out Continuous Improvement activities 3.2 Describe suitable methods for establishing potential improvements 3.3 Describe how to establish the costs and payback benefits to define priorities

Range
Plan Do Check Act: Kaizen/Continuous Improvement; baseline and tracking thereafter; culture; Deming cycle; action planning; SOPs Suitable methods: Fishbone; brainstorming; uses of data and graphs; waste walks; safety walks; seeking management direction Establishing costs and payback benefits: data collection and calculation; priority grid; decision matrix; financial investment versus payback matrix; analysis of quick wins; ranking potential; attributing scoring

Unit 203 Understand continuous improvement techniques

Supporting information

Unit range

When delivering this unit, the following could be used to expand the range information provided in the learning outcomes.

Learning Outcome 1

- **Understanding the principles:** Learners should be given contextual examples so that the need to understand the reasons and benefits of continuous improvement, and the importance and methods for setting objectives and targets are expanded.
- **Business benefits** should include: reduced output cost, increased capacity or output and greater flexibility, improved safety standards, improved or ease of achievement of regulatory compliance, improved quality or assurance of quality standards, improved customer service, reductions in output lead times. Information and examples should be provided to cover the importance of cultural and practical elements of sustaining a continuous improvement strategy.

Learning Outcome 3

- **Understand processes:** To include use of plan, do, check, act cycle to the application of action planning to deliver improvements, and the analysis of suitable information and data to apply appropriate prioritising methods. There should be a focus on achieving suitable business impact benefits from the suggested improvements, and how achieving these motivate a culture for continuous improvement.

Additional guidance

The learner could be given an activity where they apply the skills of identifying all the types of waste and collecting information and data relevant to them. This should then lead to an analysis of process output cycle time and an analysis of workload, skill and job flexibility to achieve an effective workload balance.

Learners could be provided with a suitable learning strategy that replicates the relevant business environment to establish typical wastes and the application of continuous improvement to reduce or eliminate them.

Unit 204

Contribute to solving problems in a flow process

UAN:	R/503/6150
Level:	Level 2
Credit value:	7
GLH:	50
Relationship to NOS:	This unit is linked to SEMBIT 2.10, 2.11, 2.12 which outline the competencies required for contributing to the application of problem solving techniques and flow process analysis and the creation of standard operating procedures for workplace activities.
Endorsement by a sector or regulatory body:	This unit is endorsed by SEMTA, the Sector Skills Council for Science, Engineering and Manufacturing Technologies.
Aim:	The aim of this unit is to provide learners with the understanding needed to recognise and solve problems in flow process' by using tools and techniques to identify and plan for improvements in the workplace.

Learning outcome

The learner will:

1. Understand the importance of gathering data and information

Assessment criteria

The learner can:

- 1.1 State differences between data and information
- 1.2 Explain the **purpose** of gathering data and information
- 1.3 Use **different methods** to gather data and information

Range

Purpose: barriers; trends; value-added and non-value added activities

Different methods: time line graphing; takt time calculator; questionnaires; interviews; focus groups; observations; testing

Learning outcome
The learner will: 2. Be able to use problem solving tools and techniques
Assessment criteria
The learner can: 2.1 Describe benefits of using formalised approaches to problem solving 2.2 Describe tools used to verify the root cause of flow process problems 2.3 Use problem solving techniques to identify opportunities for improvements to flow processes

Range
Formal approaches: methodical; structured; systematic; standardised Tools: Brainstorming; 5 Whys?; Ishikawa diagrams, testing decisions; verification techniques; root cause paths.

Learning outcome
The learner will: 3. Be able to map flow processes to identify problems in the workplace
Assessment criteria
The learner can: 3.1 Explain the business need for solving problems in the workplace 3.2 Map flow processes using symbols and abbreviations 3.3 Identify problems in flow processes

Range
Business need: 8 wastes Map to include: operation, inspection, transport, waiting and storage Problems: value streams; takt time; skills; workplace layout; capacity and equipment

Learning outcome
The learner will: 4. Be able to plan for improvement in workplace flow processes
Assessment criteria
The learner can: 4.1 Describe the purpose of an action plan 4.2 Explain containment action planning 4.3 Identify corrective actions to remove the problem 4.4 Create action plans to implement corrective actions 4.5 Recommend how to prevent recurrences of problems

Range
<p>Purpose: establish and formalise objectives, tasks, timescales, resources and methods of evaluation; payback matrix</p> <p>Containment action: Process risk; action planning; testing decisions; determining timescales; protecting the customer</p> <p>Prevent recurrences of problems: changes to management systems; operating systems and procedures; opportunities for improvement</p>

Learning outcome
<p>The learner will:</p> <p>5. Be able to create Standard Operating Procedures (SOP)</p>
Assessment criteria
<p>The learner can:</p> <p>5.1 Identify documents used to create a SOP</p> <p>5.2 State sources of information used to create SOPs</p> <p>5.3 Explain the link between a SOP and quality and continuous improvement</p> <p>5.4 Create SOPs to include stages in a flow process</p>

Range
<p>Documents used: existing SOP; job descriptions; customer records; job cards; process or deployment flowcharts; supplier instructions</p> <p>Sources: personnel records; quality records; document control file; customer files; work stations; supplier files</p> <p>Link: reduction in 8 wastes through decrease in variation</p>

Unit 204 **Contribute to solving problems in a flow process**

Supporting information

Unit range

When delivering this unit the following examples could be used in extension to the range provided in the learning outcomes.

Learning outcome 1

- **Barriers** can include: lack of systems, poor quality systems, constraints (time, skills, resources)
- **Trends** can be short, medium and long term and include variances and down time
- **Non-value added activity** should be identified as one of the 8 wastes. Link to unit 203 'understanding continuous improvement techniques'

Learning outcome 2

- **Formal approaches** can include: describe and analyse problems; identify causes of problems; generate a range of possible solutions and decide which will work best; implement chosen solutions and evaluate the effectiveness. Learners can be supplied with case study scenarios to practice the application

Learning outcome 3

- **Business need** can include; customer requirements and business improvement map; should use recognised symbols such as ASME. Example flow maps and a list of symbols and abbreviations should be provided to learners
- **Problems** can include; people, resources, equipment

Learning outcome 4

- **Purpose:** Learners can be provided with action plan templates and exemplars or examples from their own workplace
- **Containment action:** Learners should be provided with case study events and either organisation containment plans or exemplars
- **Prevent recurrences of problems:** Link to SOPs and action plans

Learning outcome 5

- **Documents:** Learners can be provided with examples from their workplace or exemplars
- **Sources:** can include electronic and hard copy documents



Appendix 1 Relationships to other qualifications

Literacy, language, numeracy and ICT skills development

This qualification can develop skills that can be used in the following qualifications:

- Functional Skills (England) – see www.cityandguilds.com/functionalskills
- Essential Skills (Northern Ireland) – see www.cityandguilds.com/essentialskillsni
- Essential Skills Wales – see www.cityandguilds.com/esw



Appendix 2 Sources of general information

The following documents contain essential information for centres delivering City & Guilds qualifications. They should be referred to in conjunction with this handbook. To download the documents and to find other useful documents, go to the **Centres and Training Providers homepage** on www.cityandguilds.com.

Centre Manual - Supporting Customer Excellence contains detailed information about the processes which must be followed and requirements which must be met for a centre to achieve 'approved centre' status, or to offer a particular qualification, as well as updates and good practice exemplars for City & Guilds assessment and policy issues. Specifically, the document includes sections on:

- The centre and qualification approval process
- Assessment, internal quality assurance and examination roles at the centre
- Registration and certification of candidates
- Non-compliance
- Complaints and appeals
- Equal opportunities
- Data protection
- Management systems
- Maintaining records
- Assessment
- Internal quality assurance
- External quality assurance.

Our Quality Assurance Requirements encompasses all of the relevant requirements of key regulatory documents such as:

- Regulatory Arrangements for the Qualifications and Credit Framework (2008)
- SQA Awarding Body Criteria (2007)
- NVQ Code of Practice (2006)

and sets out the criteria that centres should adhere to pre and post centre and qualification approval.

Access to Assessment & Qualifications provides full details of the arrangements that may be made to facilitate access to assessments and qualifications for candidates who are eligible for adjustments in assessment.

The **centre homepage** section of the City & Guilds website also contains useful information such on such things as:

- **Walled Garden:** how to register and certificate candidates on line
- **Events:** dates and information on the latest Centre events
- **Online assessment:** how to register for GOLA/e-volve assessments.

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Useful contacts

UK learners General qualification information	T: +44 (0)844 543 0033 E: learnersupport@cityandguilds.com
International learners General qualification information	T: +44 (0)844 543 0033 F: +44 (0)20 7294 2413 E: intcg@cityandguilds.com
Centres Exam entries, Certificates, Registrations/enrolment, Invoices, Missing or late exam materials, Nominal roll reports, Results	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: centresupport@cityandguilds.com
Single subject qualifications Exam entries, Results, Certification, Missing or late exam materials, Incorrect exam papers, Forms request (BB, results entry), Exam date and time change	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 F: +44 (0)20 7294 2404 (BB forms) E: singlesubjects@cityandguilds.com
International awards Results, Entries, Enrolments, Invoices, Missing or late exam materials, Nominal roll reports	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: intops@cityandguilds.com
Walled Garden Re-issue of password or username, Technical problems, Entries, Results, e-assessment, Navigation, User/menu option, Problems	T: +44 (0)844 543 0000 F: +44 (0)20 7294 2413 E: walledgarden@cityandguilds.com
Employer Employer solutions, Mapping, Accreditation, Development Skills, Consultancy	T: +44 (0)121 503 8993 E: business@cityandguilds.com
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City & Guilds Group

The City & Guilds Group operates from three major hubs: London (servicing Europe, the Caribbean and Americas), Johannesburg (servicing Africa), and Singapore (servicing Asia, Australia and New Zealand). The Group also includes the Institute of Leadership & Management (management and leadership qualifications), City & Guilds Land Based Services (land-based qualifications), the Centre for Skills Development (CSD works to improve the policy and practice of vocational education and training worldwide) and Learning Assistant (an online e-portfolio).

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