



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 7 Qualifications in Strategic Leadership of Performance and Productivity

NOCN Level 7 Certificate in Strategic Leadership of Performance and Productivity

Qualification No: 603/5108/1

NOCN Level 7 Diploma in Strategic Leadership of Performance and Productivity

Qualification No: 603/5109/3

NOCN Level 7 Extended Diploma in Strategic Leadership of Performance and Productivity

Qualification No: 603/5110/X

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To know more about NOCN:

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

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, Access to Higher Education, endorsed and assured short courses, Smart job cards, assessment services, consultancy, and research.

NOCN Group shares a joint purpose to offer learners, training providers, employers and FE colleges a fully integrated range of learning and skills development products and services.

Additional Resources

E-Learning and Assessment Package

NOCN offers an option for learners to complete these qualifications online via e-learning. Marking of assessments is also included in this package.

Marking Service

NOCN offers a marking service for these qualifications where assessments will be marked by an NOCN Assessor.

For more details on the Additional Resources available from NOCN, please see our website or contact: business-enquiries@nocn.org.uk

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1. Overview of Qualifications

This suite of qualifications is vocationally based and as such offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge in leadership of productivity and performance. Learners will be assessed on their ability to apply knowledge in relation to key concepts, theories and strategies in promoting productivity and performance through strategic leadership and management.

The UK Government has identified that the productivity of the UK workforce is key to stimulating and developing the British economy. In 2016 the Government announced the creation of a UK Productivity Council to encourage and support businesses to boost management skills and productivity. These qualifications have been designed by NOCN to support the achievement of these aims. We have worked with the Institute of Productivity to ensure that they are fit for purpose.

The qualifications will develop learners' knowledge, understanding and skills in relation to the strategic leadership and management of performance and productivity improvement.

The qualifications are for:

Directors and Senior Managers who wish to develop their leadership and management knowledge and skills, particularly in relation to developing the productivity and performance of their organisation. They are also suitable for those aspiring to senior leadership positions

1.1. Entry Requirements

These qualifications are available to learners aged **18** years or over.

There are no other formal entry requirements for learners undertaking these qualifications however they will need to have a good standard of literacy and numeracy equivalent to level 3 (A Level Grade A-C). In addition, it is recommended that learners are either working in a senior leadership role or seeking to progress in to such a role.

Learners must be in a position to demonstrate the requirements of the qualifications 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 that the chosen qualification is appropriate and they are capable of achieving the level they will be studying before enrolling them onto a programme of learning.

1.2. Progression Routes

Achievement of these qualifications confirms the learner has gained the knowledge and skills required to:

- gain employment in senior leadership positions (with appropriate occupational experience)
- progress to Higher Education programmes such as MBAs

2. Qualification Details

2.1. Qualification Structures

Certificate

The NOCN **Level 7 Certificate in Strategic Leadership of Performance and Productivity** is a **28** credit qualification with a Total Qualification Time (TQT) of **280**, including **84** Guided Learning Hours (GLH).

Learners **must** achieve **28** credits from the **3** mandatory components.

Diploma

The NOCN **Level 7 Diploma in Strategic Leadership of Performance and Productivity** is a **38** credit qualification with a Total Qualification Time (TQT) of **380**, including **114** Guided Learning Hours (GLH).

Learners **must** achieve **28** credits from the **3** mandatory components and a minimum of **10** credits from the optional components.

Extended Diploma

The NOCN **Level 7 Extended Diploma in Strategic Leadership of Performance and Productivity** is a **66** credit qualification with a Total Qualification Time (TQT) of **660**, including **198** Guided Learning Hours (GLH).

Learners **must** achieve **28** credits from the **3** mandatory components and a minimum of **38** credits from the optional components.

Component Title	Level	Credit Value	GLH	Mandatory or Optional	Ofqual Reference Number
Critical Thinking ¹	7	8	24	Mandatory	R/617/7679
Strategic Leadership of Productivity and Performance Development	7	10	30	Mandatory	J/617/7680
Team-Led Productivity Improvement (The Kaizen Approach)	7	10	30	Mandatory	L/617/7681
Building a Creative and Innovative Organisation	7	10	30	Optional	R/617/7682

¹ NOCN does not prescribe the order in which learners should study, however it is recommended that learners study Critical Thinking first as this unit is a core skill that is required for study at Level 7.

Innovations in Skills Development and Talent Management (The Toyota Kata Method)	7	10	30	Optional	L/617/7759
Corporate Social Responsibility as a Key Strategic Issue	7	6	18	Optional	D/617/7684
Global Leadership Challenges – Managing Risks & Responsibilities	7	8	24	Optional	H/617/7685
Communication and Relationship-Building	7	6	18	Optional	K/617/7686
Leadership of Quality and Brand Value Throughout the Supply Chain	7	8	24	Optional	M/617/7687
Personal Leadership Development	7	6	18	Optional	T/617/7688
Keeping Sight of Key Issues in Developing Visual Management Systems	7	6	18	Optional	A/617/7689
Managing and Improving Operations	7	8	24	Optional	M/617/7690
Leaning the Value Chain – Developing Lean Thinking	7	8	24	Optional	T/617/7691
Leading Improvement in Organisational, Team and Individual Performance	7	10	30	Optional	A/617/7692
Customer Relationship Management and Digital Analytics	7	6	18	Optional	F/617/7693

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 each of the qualifications.

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 each qualification’s Credit Value.

2.3. Assessment and Evidence

Assessments for these qualifications are **externally** set and **internally** assessed. Assessment activity must ensure evidence of achievement against **all** of the assessment criteria specified within each component.

Centres must ensure that knowledge based learning is at the correct level for the qualification, and relevant to the work or events likely to be encountered in the course of a **Strategic Leader** job role.

Assessment activities will 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. NOCN Recognised Centres will be responsible for verifying the authenticity of learner work which is submitted. NOCN may undertake further verification activity as part of its external quality assurance process.

The qualifications are graded at Pass/Fail.

2.4. Fair and Equitable Assessment

Assessment will be designed by NOCN to be accessible and inclusive and the assessment methodology will 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 (RPL) 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

Knowledge Criteria will be assessed by:

- Assignments
- Professional Discussion

Competence Criteria will be assessed by:

- Assignments
- Professional Discussion

Assignments are set by NOCN for each component of the qualifications. Centres are responsible for ensuring that the evidence presented by the learner is their own work. Where Centres choose to mark learner assignments they will also be responsible for marking in accordance with NOCNs guidance for assessors².

In order to ensure the authenticity of learner work Centres are responsible for holding a **professional discussion** with each learner. The professional discussion should confirm work as authentic and individual to the learner. Centres may use electronic means to conduct the professional discussion, but, where this is the case, must be able to verify the identity of the learner. All professional discussions must be recorded for the purposes of internal and external quality assurance.

Professional discussion should focus on the learners' assignment or a number of their assignments and should be used to ensure that they fully understand the content of the work they have submitted.

Assessment materials are only available to centres approved to deliver the qualifications.

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.

² In order to gain approval to mark learner work: Centres must provide evidence that they have appropriately trained staff and robust quality assurance processes in place to ensure the standardisation of marking decisions.

3. Centre Information

3.1. Required Resources for Delivering the Qualifications

As part of the requirement to deliver these qualifications there is an expectation that staff undertaking roles as part of the delivery and assessment of the qualifications have a demonstrable level of expertise.

NOCN expects that Tutors and Assessors are able to demonstrate the following competencies:

3.1.1. Tutor Requirements

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

3.1.2. Assessor Requirements

- Be technically competent/subject matter experts, 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 and occupational knowledge of management theory and practice. 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 qualifications

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering these qualifications, please contact:
business-enquiries@nocn.org.uk.

Use Horizon to add these qualifications to your centre.

New Centres

If you are interested in offering these qualifications, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering these qualifications 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

The qualifications consist of **3 mandatory** components and **12 optional** components.

To achieve the qualifications a learner must successfully complete the assessment for each component in line with the qualification structure (See section 2).

A copy of each of the components follows:

4.1 Mandatory Components

Unit Title	Critical Thinking
Ofqual unit reference number (code)	R/617/7679
Unit Level	Level 7
GLH	24
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand why critical thinking is important in the workplace, and its process that is underpinned by eight key skills.</p>	<p>1.1 Identify a range of critical thinking approaches and techniques commonly used within standard business activities.</p> <p>1.2 Explain the role of critical thinking in decision-making, communicating with employees, and in strategy formulation.</p> <p>1.3 Apply the RAMD model to a specific scenario.</p>	<ul style="list-style-type: none"> • What is Critical Thinking? • The RAMD Model • 8 key skills: <ul style="list-style-type: none"> - curiosity, creativity, observation, interpretation, analysis, reflection, evaluation, and inference
<p>2. Understand the barriers and obstacles to logical and critical thinking, and the construction of an effective argument.</p>	<p>2.1 Critically analyse arguments made in support of business proposals and business decisions, identifying the types of deliberate and accidental 'mis-</p>	<ul style="list-style-type: none"> • Confirmation Bias • Availability Heuristic • Time-Saving Bias • The Framing Effect • Fallacies • Ambiguity • Assumptions • Evidence

	<p>thinking' that destroys the validity of the argument proposed.</p> <p>2.2 Critically analyse a business argument, identifying its constituent elements and evaluating its validity.</p>	<ul style="list-style-type: none"> Analysing Arguments
<p>3. Understand ways in which a knowledge of the principles of critical thinking can resolve conflict in the workplace.</p>	<p>3.1 Explain possible reasons for individuals and groups holding the views they do.</p> <p>3.2 Critically examine how individual and group views might be modified and influenced (and potential conflict avoided or minimised) by appropriate managerial and leadership behaviours.</p>	<ul style="list-style-type: none"> Effective Communication Mental Models Personality Analogies Hypothetical Reasoning Principle of Charity
<p>4. Understand how critical thinking allows diverse information and views to be brought together to arrive at a logical conclusion.</p>	<p>4.1 Explain the basics of logic as it applies to the construction of a valid argument.</p> <p>4.2 Critically analyse the merits of using deductive and non-deductive arguments when building a business case to support a proposed course of action.</p> <p>4.3 Explain how performance improvement can be supported by critical thinking.</p>	<ul style="list-style-type: none"> Deductive & Non-Deductive Reasoning Validity & Strengths of Arguments

Unit Title	Strategic Leadership of Productivity and Performance Development
Ofqual unit reference number (code)	J/617/7680
Unit Level	Level 7
GLH	30
Unit Credit Value	10

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the theoretical basis of thinking strategically to enhance the competitiveness of an organisation.	1.1 Explain the need for strategic planning in a competitive business environment. 1.2 Explain the components of a business strategy and the links/overlaps between them.	<ul style="list-style-type: none"> • The concept of organisational strategy. • Strategy as the basis of competitive action. • Key elements of strategy – mission, vision & values. • Corporate Social Responsibility • Corporate Culture
2. Understand the steps required to identify a desired future state for an organisation, determining the critical issues of an organisation.	2.1 Critically analyse a business situation and propose a process for determining and evaluating strategic options, using established strategic planning tools.	<ul style="list-style-type: none"> • Organisational drivers of competition and change • Analysing an industry/sector • The need for stakeholder analysis • Strategic questioning/strategic options
3. Understand the factors involved in establishing a	3.1 Apply a change management	<ul style="list-style-type: none"> • Defining the Future State at various organisational levels

<p>change management programme.</p>	<p>model to a given situation.</p>	<ul style="list-style-type: none"> • Socio Technical Systems Theory • Change Management vs Operations Management vs Project Management • Change Management Models
<p>4. Be able to establish and maintain the Changed State.</p>	<p>4.1 For a given situation, synthesise a change process which recognises the 'human factors' inherent in change activity and includes activities/steps to minimise or ameliorate resistance to the change.</p>	<ul style="list-style-type: none"> • Management Systems • Managing Resistance to Change • Establishing a supportive culture • Understanding Group Behaviour
<p>5. Understand the role of Continuous Improvement in Business Development.</p>	<p>5.1 Explain the relationship between strategic change and continuous improvement, identifying the role of each in business development.</p> <p>5.2 Explain ways in which learning can be facilitated and encouraged to develop individual and group abilities to contribute to continuous improvement activity.</p>	<ul style="list-style-type: none"> • Continuous Improvement and Business Development

Unit Title	Team-Led Productivity Improvement (The Kaizen Approach)
Ofqual unit reference number (code)	L/617/7681
Unit Level	Level 7
GLH	30
Unit Credit Value	10

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the role of Kaizen productivity improvement.	1.1 Explain the features of Kaizen which make it useful as a device for engaging a workforce in improvement activity.	<ul style="list-style-type: none"> • Continuous Improvement for Productivity Development • Introduction to Kaizen • Alternative Improvement Theories • Kaizen and Deming Methodology • The Application of Toyota Kata for Productivity • Developing Kaizen in the Workplace
2. Understand the Kaizen process when identifying and solving the problem.	2.1 Identify symptoms of the existence of a problem or opportunity for performance improvement. 2.2 Construct a Kaizen event chart. 2.3 Explain the importance of performance data to the Kaizen approach.	<ul style="list-style-type: none"> • Identifying Problems and Opportunities for Improvement • Kaizen Event Charter • The Application of Data

<p>3. Be able to apply Kaizen analysis techniques.</p>	<p>3.1 Develop a process map.</p> <p>3.2 Define 'value' as used in the lean philosophy.</p> <p>3.3 Conduct a lean analysis to establish value-adding and non-value adding steps within a process.</p>	<ul style="list-style-type: none"> • Analysis Techniques for Understanding a Business • Applying Lean Concepts • Using Process Mapping • Evaluating and Selecting Solutions • Implementing Solutions • Constructing a Monitoring Plan
<p>4. Be able to evaluate problem solutions and process improvements.</p>	<p>4.1 Apply 'idea generation' tools to generate problem solutions and process improvements.</p> <p>4.2 Construct a Solution Selection Matrix.</p>	<ul style="list-style-type: none"> • Alternative Approaches (TRIZ, etc) • Evaluating Ideas and Solutions
<p>5. Understand the application of continuous improvement philosophies in successful change.</p>	<p>5.1 Explain how resistance to change can be effectively managed.</p> <p>5.2 Construct a Solution Monitoring Plan.</p> <p>5.3 Explain the importance of creating a culture of innovation and productivity for continuous improvement.</p>	<ul style="list-style-type: none"> • Stakeholder Involvement for Team-Led Productivity Development • Workplace Culture for Productivity • Continuously Striving for Productivity

4.2 Optional Components

<p>Unit Title</p>	<p>Building a Creative and Innovative Organisation</p>
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Ofqual unit reference number (code)	R/617/7682
Unit Level	Level 7
GLH	30
Unit Credit Value	10

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Be able to conceptualise the importance of innovation and the range of concepts and associated terminology that covers the creativity-innovation spectrum.</p>	<p>1.1 Explain a range of creative processes within business activities, and their connection with innovative products and business processes.</p> <p>1.2 Explain the role of innovation in business development and continuous improvement, differentiating between radical and incremental innovation.</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Ideation • Design Thinking • Disruptive Innovation • Research & Development • Collaborative, Open, & Distributed Innovation
<p>2. Be able to critically evaluate the importance of identifying, evaluating and using the Voice of Customer (VOC) to drive product/service innovation.</p>	<p>2.1 Evaluate the necessity of exploring and analysing customer perceptions of value.</p> <p>2.2 Critically compare methods of exploring and analysing customer perceptions of value.</p>	<ul style="list-style-type: none"> • Meeting vs Creating a Need • Customer Perceptions of Value • Methods of Listening to the VOC

<p>3. Understand the processes of, and components of, 'innovation systems' within business organisations.</p>	<p>3.1 Synthesise a structured process for promoting and facilitating innovation in a business setting, particularly in moving from ideas to changed products or processes.</p> <p>3.2 Explain the components of an innovation system and any supporting infrastructure.</p> <p>3.3 Apply a number of creative thinking tools or techniques to initiate ideas for new products and services or to provide potential answers to identified problems.</p>	<ul style="list-style-type: none"> • The Generic Process of Creativity and Innovation and its Relation to Change Management • The Elements of an Innovation System • Idea Generation: <ul style="list-style-type: none"> - Idea Screening and Evaluation - Development, Design, Prototyping • Implementation
<p>4. Be able to critically evaluate theories relating to leadership styles and organisational culture.</p>	<p>4.1 Differentiate between styles of leadership identifying those mostly likely to be supportive of creative activity.</p> <p>4.2 Evaluate the impact on creativity and 'intrapreneurship' of:</p> <p>(1) organisation values and culture; (2) employee engagement and motivation.</p>	<ul style="list-style-type: none"> • Leadership Styles • Creating a Culture of Innovation • Innovation via Engagement and Exploration
<p>5. Understand the role an innovation policy and strategy at a national level and an organisational level can have.</p>	<p>5.1 Critically analyse a number of approaches to innovation that might form the basis of an organisational strategy for innovation.</p>	<ul style="list-style-type: none"> • Approaches and Systems of Innovation – Design Thinking, TRIZ, etc. • Mission, Vision, Values • Organizational Strategy and Sub-Strategies

	<p>5.2 Contextualise a potential innovation strategy within an overarching organisational mission and strategic plan.</p>	
<p>6. Be able to critically evaluate approaches to acquiring and managing creative talent to maximise the potential for innovation.</p>	<p>6.1 Critically compare approaches to 'talent acquisition and management' that increase the potential for creativity and innovation.</p>	<ul style="list-style-type: none"> • The Role of Collaboration in Innovation – across functions and across levels • Tapping the talent pipeline to build a talented and motivated team • Learning from failure • The leader as a facilitator • Removing barriers

Unit Title	Innovations in Skills Development and Talent Management (The Toyota Kata Method)
Ofqual unit reference number (code)	L/617/7759
Unit Level	Level 7
GLH	30
Unit Credit Value	10

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
<p>1. Understand the factors that affect the competitiveness of an organisation within a specific industry sector, especially the innovation capacity of the organisation.</p>	<p>1.1 Explain the need for strategic planning in a competitive business environment.</p> <p>1.2 Use a suitable model to assess the competitive position of an organisation.</p>	<ul style="list-style-type: none"> • The Need for Strategic Thinking • Forces Driving Industry Competition and Innovation • Porter's Five Competitive Forces • Industry Analysis for Innovation • Evaluating an Organisation's Innovative Position • Determining the Critical Issues in an Organisation • Hall's Competitive Model • Skills, Skills Gaps, & Analysis
<p>2. Understand the role of continuous improvement approaches in developing organisational performance.</p>	<p>2.1 Demonstrate an understanding of the importance of continuous improvement for business and performance development.</p>	<ul style="list-style-type: none"> • The Importance of Continuous Improvement • The Toyota Production System • Kata Principles • Improvement and Coaching Kata (including assessing the current performance of an organisation and driving

	2.2 Explain the principles and components of Toyota Kata as a means of facilitating continuous improvement.	activity to secure performance improvement)
3. Understand the steps required to move an organisation or a process towards its desired future state, via the application of the Plan Do Check Act (PDCA) model and process metrics.	<p>3.1 Undertake a process analysis to assess the current condition of the organisation described.</p> <p>3.2 Explain the application of the PDCA cycle and process metrics to a problem or improvement opportunity.</p>	<ul style="list-style-type: none"> • Process Analysis • Process Variation & Control Charts • The Creative-Problem Solving Process • Improvement Kata: PDCA Model • Motivating Individuals and Teams • Process Metrics in the PDCA Cycle
4. Understand the role of Coaching Kata in skills development as part of talent management and culture change, underpinning an organisation-wide approach to continuous improvement.	4.1 Critically analyse the relationship of talent management and culture change in developing Improvement Kata behaviour.	<ul style="list-style-type: none"> • Coaching Kata • Coach/Learner Relationship • Effective Communication Techniques • Applying Talent Management • Developing a Culture of Innovation, Improvement, and Experimentation • Understanding how People Think to Guide Development
5. Be able to synthesise knowledge of various organisational improvement concepts and approaches to inform future practice in continuously striving for innovation, productivity, and performance improvement.	5.1 Synthesise an approach to continuous improvement, informed by principles and practices, to ensure an organisational continuous improvement strategy.	<ul style="list-style-type: none"> • The Psychology of Skills Development • Changing Organisational Culture • Developing Improvement Kata Behaviour • Understanding Group Behaviour • Training via Coaching Kata • Training for Innovation, Skills Development, and Relationship-building

Unit Title	Corporate Social Responsibility as a Key Strategic Issue
Ofqual unit reference number (code)	D/617/7684
Unit Level	Level 7
GLH	18
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the importance of Corporate Social Responsibility (CSR) in improving performance and industry competitiveness.	1.1 Describe the importance of CSR, both in business and for globalisation.	<ul style="list-style-type: none"> • The importance of CSR • Strategic thinking • Forces driving industry and development • Key CSR issues • CSR in the developing world • Competing globally • Globalisation & CSR
2. Understand the “outside” forces involved in CSR.	2.1 Explain the role of suppliers in effectively implementing CSR initiatives. 2.2 Analyse the necessity of regulatory compliance in CSR initiatives.	<ul style="list-style-type: none"> • Compliance and beyond • CSR in global supply chains • Corporate social governance and CSR • CSR and corporate social performance
3. Understand the role CSR can have in creating sustainability.	3.1 Evaluate the role of concepts such as SEE productivity and the Triple Bottom Line in supporting a CSR strategy. 3.2 Explain the principles that should underpin	<ul style="list-style-type: none"> • Social Economic and Environmental (SEE) productivity • Elkington’s Triple Bottom Line • CSR policies

	the governance of CSR activities.	
4. Be able to assess the impact of CSR initiatives.	<p>4.1 Explain the role Key Performance Indicators can play in a CSR strategy.</p> <p>4.2 Analyse the importance of social impact assessment when implementing a CSR initiative.</p> <p>4.3 Critically evaluate a development programme using Donor Committee for Enterprise Development (DCED) Standards.</p>	<ul style="list-style-type: none"> • Social responsibility KPIs • Social impact assessment • Developing a CSR results chain • DCED's Universal Impact Indicators

Unit Title	Global Leadership Challenges – Managing Risks and Responsibilities
Ofqual unit reference number (code)	H/617/7685
Unit Level	Level 7
GLH	24
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the different types of risks an organisation could potentially encounter.	1.1 Describe the importance of managing risk within an organisation. 1.2 Describe the risks an organisation could potentially encounter.	<ul style="list-style-type: none"> World Economic Forum’s global risks and trends Economical risks International Monetary Fund Currency and trade markets Environmental risks Paris Agreement Climate models
2. Understand risk evaluation and mitigation.	2.1 Conduct a risk register and describe which risks need to be more urgently managed. 2.2 Describe the Ideal Outcome.	<ul style="list-style-type: none"> A register for risk management Increasing Ideality to reduce risk The Ideal Outcome for managing risk
3. Understand the importance of the value chain in managing risk.	3.1 Analyse a value chain. 3.2 Describe the application of value chain development methods.	<ul style="list-style-type: none"> Value chain Value chain analysis Trimming for risk management and low-cost solutions Value chain development via pro-poor initiatives Value chain risks

<p>4. Understand the function of risk mitigation for continuous improvement.</p>	<p>4.1 Critically evaluate the risk mitigation methods to ensure such risks are proactively managed and minimised.</p>	<ul style="list-style-type: none">• The importance of leadership in a global business• Risk management
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Unit Title	Communication and Relationship-Building
Ofqual unit reference number (code)	K/617/7686
Unit Level	Level 7
GLH	18
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand techniques for effectively communicating with customers.	1.1 Critically evaluate different methods of branding and marketing. 1.2 Critically evaluate different approaches to managing customer conflict.	<ul style="list-style-type: none"> • Branding and marketing • The power of Social Media • Marketing Communications Strategy • Voice of Customer • Managing customer conflict effectively • Customer Relationship Management
2. Understand techniques for establishing and maintaining positive workplace relationships.	2.1 Critically evaluate different approaches to establishing and maintaining a positive workplace. 2.2 Critically evaluate different approaches to managing workplace conflict.	<ul style="list-style-type: none"> • Managing workplace conflict • Grievance • Using visual management to align with organisational culture
3. Be able to engage with different methods of communication.	3.1 Describe the importance of effective communication.	<ul style="list-style-type: none"> • The importance of effective communication • Visual methods of communication • Barcoding systems

	<p>3.2 Critically evaluate different methods of communication.</p> <p>3.3 Create a technology-based communication strategy.</p>	<ul style="list-style-type: none">• Radio Frequency Identification• Artificial intelligence• Interactive Voice Response technology• Conversational AI machines• Smartphones and tablets in the workplace
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Unit Title	Leadership of Quality and Brand Value Throughout the Supply Chain
Ofqual unit reference number (code)	M/617/7687
Unit Level	Level 7
GLH	24
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the theoretical basis of design quality and brand value for continuous productivity improvement.	1.1 Explain the components of Quality Function Deployment and their role in productivity improvement. 1.2 Explain the need for Quality Function Deployment in strategic planning to achieve competitive brand development.	<ul style="list-style-type: none"> • The Importance of Quality and Brand Value • Leadership, Quality, and Brand Value • Thinking Strategically for Quality Improvement • Brand Value • Quality Function Deployment for Quality Improvement • Quality Management • International Organization for Standardisation
2. Be able to engage with the methodology found within Quality Function Deployment.	2.1 Apply appropriate methodology within House of Quality to assist in optimizing new product development. 2.2 Analyse symptoms or the existence of a problem or opportunity for quality and brand improvement.	Project Scoping: Plan the Phase (1) <ul style="list-style-type: none"> • Affinity Diagram • VOC & Gemba Visits • Kano Types Project Scoping: Product Design (2) <ul style="list-style-type: none"> • House of Quality • Product Development

		<p>Project Scoping: Process Development (3)</p> <ul style="list-style-type: none"> Developing the Process <p>Project Scoping: Production Planning (4)</p> <ul style="list-style-type: none"> Developing a Production Plan
<p>3. Understand Quality Function Deployment and alternative systems of quality control and assurance.</p>	<p>3.1 Evaluate the Quality Function Deployment approach.</p> <p>3.2 Analyse the Quality Function Deployment approach and its ability to strategically improve quality and brand value throughout the supply chain.</p>	<ul style="list-style-type: none"> Brand Value Quality Management Quality Leadership Philosophies Plan-Do-Check-Act Supply Chain

Unit Title	Personal Leadership Development
Ofqual unit reference number (code)	T/617/7688
Unit Level	Level 7
GLH	18
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the need for personal leadership development in improving workplace performance and productivity.	1.1 Analyse the different leadership styles for the disadvantages and merits of each. 1.2 Critically evaluate different personal leadership development approaches in improving workplace performance and productivity.	<ul style="list-style-type: none"> • The importance of personal leadership development in productivity • The Full-Range Leadership Theory • Goleman's Six Styles of Leadership • Personal development • Ethical leadership and its impact on productivity • The Self-Leadership Development Model to enhance performance
2. Understand the impact of interpersonal relationships on workplace performance and productivity.	2.1 Describe and apply a personal leadership development plan. 2.2 Critically evaluate different interpersonal relationship approaches in improving workplace performance and productivity.	<ul style="list-style-type: none"> • Personal Leadership Development Plans • The importance of interpersonal relationships on productivity • Emotionally intelligent leadership • Welch's Communication and Employee Engagement Model • Leary's Circumplex of Interpersonal Behaviour

<p>3. Understand the role of individuals and teams in improving organisational performance and productivity.</p>	<p>3.1 Conduct a Return on Investment (ROI) analysis and describe possible implications of the results.</p> <p>3.2 Critically evaluate different leadership approaches in improving organisational and individual performance and productivity.</p>	<ul style="list-style-type: none"> • Kirkpatrick’s Four Levels of Evaluation • The Phillips ROI Methodology • Belbin’s Team Roles for High-Performing Teams • Team Building for performance and productivity improvement • Visual leadership for performance improvement • Leading the team to think visually and enhance performance • Improving waste reduction and productivity • Driving organisational productivity and performance improvement • Kolb’s Learning Style Inventory • Bailey’s AMO Frameworks • Competence-Based Employability
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Unit Title	Keeping Sight of Key Issues in Developing Visual Management System
Ofqual unit reference number (code)	A/617/7689
Unit Level	Level 7
GLH	18
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand why visual management systems are important in the workplace to improve productivity.	1.1 Critically evaluate a number of approaches to the development of lean thinking using visual techniques. 1.2 Describe the impact of visual management on organisational productivity.	<ul style="list-style-type: none"> • I-Driven • Making Standards Visible • The 6 core questions • High visibility and transparency • Information deficits • Waste
2. Understand how approaches to visibility can help bring about a planned future state of a process or an organisation.	2.1 Explain how visual management tools and approaches expose key issues and areas for improvement within an organisation. 2.2 Explain how targets set for key performance indicators expose gaps between current and future states.	<ul style="list-style-type: none"> • Planning a future state • Key performance indicators • Mistake proofing the future state • Zero quality control • Poka Yoke • Culture change

	2.3 Understand the role of mistake proofing the future state in improving quality and reaching agreed performance targets.	
3. Be able to plan the deployment of a visual management system including the selection of specific visual techniques to address specific organisational issues.	3.1 Plan the deployment of a set of visual management tools that collectively form a visual management system.	<ul style="list-style-type: none"> • Strategic deployment of visual management systems • Future state • Value chain analysis • Value stream mapping • Spaghetti diagrams • X- chart • Visual Management Boards • Visual order and 5S

Unit Title	Managing and Improving Operations
Ofqual unit reference number (code)	M/617/7690
Unit Level	Level 7
GLH	24
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Know the procedure involved when analysing process operations.	1.1 Describe the importance of operations management, and why each analysis technique benefits an organisation looking to improve. 1.2 Analyse a process operation.	<ul style="list-style-type: none"> • The importance of operations management • Diversity of processes • Takt time, cycle time, lead time • Identifying sources and types of waste • Overall equipment effectiveness and waste • Assessing performance • Measuring operations • Achieving balanced process flow with a V-graph
2. Understand the evaluation of operations to identify areas for performance improvement.	2.1 Evaluate a process operation. 2.2 Describe areas for performance improvement in a process.	<ul style="list-style-type: none"> • Efficiency and risk management • Common challenges in operations management • The defining and evaluation of processes • Planning operations • Objectives oriented improvement of processes • Bottleneck management • Reconsidering the 6 big losses • Operations management and maintenance

		<ul style="list-style-type: none"> • Process line design and bottleneck management • Ensuring quality when improving operations
<p>3. Understand the impact of measuring Key Performance Indicators (KPIs) for performance improvement.</p>	<p>3.1 Evaluate the different KPIs available to an organisation looking to improve productivity and performance in the workplace.</p>	<ul style="list-style-type: none"> • Sectors within operations management • Performance measures and strategic thinking • Understanding operations • Performance measures in operations management • Key performance indicators • Monitoring key performance indicators • Overall equipment effectiveness • Rework level

Unit Title	Leaning the Value Chain – Developing Lean Thinking
Ofqual unit reference number (code)	T/617/7691
Unit Level	Level 7
GLH	24
Unit Credit Value	8

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Be able to undertake a value chain analysis.	1.1 Assess options for development and upgrading using a PEST analysis. 1.2 Conduct a value chain analysis. 1.3 Evaluate practical and realistic solutions for improvement.	<ul style="list-style-type: none"> • The importance of value/value-added • Value chain approach • Value chain methodology • Building a diagnostic tool • Identifying and prioritising value chains • Mapping actors and product flows • Analysing cost, margins, and competitiveness • Analysing governance • Analysing options for development, innovation, and upgrading
2. Be able to use Lean as a means of implementing solutions within a value chain.	2.1 Evaluate the value chain using lean methodology.	<ul style="list-style-type: none"> • The importance of lean thinking • Using analysis to improve performance • Eliminating waste via muda, mura, & muri • Understanding the customer • Voice of customer • Governance and standardisation • 5S methodology

<p>3. Know how to construct a comprehensive value chain process to enable development and upgrading strategies to be monitored.</p>	<p>3.1 Critically analyse how comprehensive value chain processes can be used to drive improvements.</p>	<ul style="list-style-type: none"> • In-house standards, operating procedures, and manuals • Constructing sound value chain processes • Analysing value chain technical capacities • The plan to payment process via traceability • Establishing sound data architecture • Analysing performance and benchmarking competitiveness • Implementing & monitoring improvement strategies
<p>4. Understand the different approaches available when conducting a value chain analysis.</p>	<p>4.1 Critically evaluate the commercial value chain approach with that of the pro-poor value chain approach.</p>	<ul style="list-style-type: none"> • Types of value chains • Differentiating between value chain approaches • Building Effective Value Chains (Tom McGuffog)

Unit Title	Leading Improvement in Organisational, Team and Individual Performance
Ofqual unit reference number (code)	A/617/7692
Unit Level	Level 7
GLH	30
Unit Credit Value	10

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the importance of planning for building the foundations of improvement.	1.1 Establish the place of quality in productivity and performance improvement. 1.2 Evaluate the role of planning and preparation in a structured improvement process.	<ul style="list-style-type: none"> • A system of leading for continuous improvement • Competing globally • Total quality management for leading improvement • Quality, competitiveness, and customers • Quality and customer requirements • Leading for quality and commitment • Leading policies and strategies • Partnering and supply chain management • Just-in-time management • Automation in manufacturing
2. Understand and differentiate between, alternative approaches to process performance improvement.	2.1 Identify and prioritise activities and areas for improvement based on performance data. 2.2 Apply measurement factors/performance indicators appropriate to specific	<ul style="list-style-type: none"> • Designing improvements for slight defects in manufacturing • Failure Mode, Effect and Criticality Analysis (FMECA) • Performance measurement and improvement

	<p>manufacturing processes and contexts.</p>	<ul style="list-style-type: none"> • Evaluating equipment performance and assessing minor stoppages • Measurement criteria for evaluating equipment-reliant operations and minor stoppages • MTBF in automated lines operations • Capacity utilisation rate for equipment • The need for improving minor stoppages • Finding solutions for minor stoppages • Process redesign and re-engineering • Eliminating minor stoppages
<p>3. Be able to evaluate approaches to performance improvement at the level of the organisation, the team, and the individual.</p>	<p>3.1 Critically compare the Total Quality Management approach with alternative approaches to performance improvement.</p> <p>3.2 Suggest tools and techniques of improvement relevant to different organisational levels.</p>	<ul style="list-style-type: none"> • Total quality management for leading improvement • Quality, competitiveness, and customers • Quality and customer requirements • Understanding and improving the customer-supplier chain • The EFQM Excellence Model • Globalisation and human resource development • Human resource management for improvement • Organising people and teams for quality

Unit Title	Customer Relationship Management and Digital Analytics
Ofqual unit reference number (code)	F/617/7693
Unit Level	Level 7
GLH	18
Unit Credit Value	6

LEARNING OUTCOMES	ASSESSMENT CRITERIA	INDICATIVE CONTENT
The learner will:	The learner can:	
1. Understand the role of customer relationship management for organisational improvement.	1.1 Describe the importance of customer relationship management. 1.2 Assess current customer relationship management techniques to make suggestions for business improvement.	<ul style="list-style-type: none"> • The importance of customer relationship management • Components of customer relationship management • Measuring CRM • CRM data collection and analysis • Understanding the customer via CRM • CRM and the customer experience
2. Understand the effectiveness of digital marketing analytics on business performance.	2.1 Describe the importance and practical application of digital marketing analytics. 2.2 Assess current digital marketing performance to make suggestions for business improvement.	<ul style="list-style-type: none"> • The importance of digital marketing • Search engine optimisation • Google Analytics • Online relationships • Digital display advertising • Data dashboard and report designing • Key performance indicators for digital analytics • Digital tools for marketing and sales

<p>3. Be able to evaluate the influence of social media platforms for organisational success.</p>	<p>3.1 Describe the importance and practical application of social media marketing.</p> <p>3.2 Evaluate the social media marketing approach.</p> <p>3.3 Critically compare the social media marketing approach with alternative approaches.</p>	<ul style="list-style-type: none"> • The importance of customer relationship management • The importance of digital marketing • The influence of visual design • Social media platforms: Facebook • Social media platforms: Twitter • Social media platforms: Instagram
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