



2020 APPRENTICESHIP PROSPECTUS



**SHAPING
FUTURES**



OUR CENTRES OF EXCELLENCE



WE ARE OUTSTANDING.

Rated by Ofsted as 'Outstanding', In-Comm is one of the UK's leading training providers, working across more than 10 sectors and with over 450 different companies.

We have developed a simple, but effective employer-led approach to bridging the country's skills gap. This focuses on building strong relationships with companies, listening to their challenges and opportunities and then giving them the opportunity to shape learning opportunities that meet their specific requirements.

In short, our programmes deliver the right type of learner, the right upskilling opportunities and the specialist assistance they need to improve quality, business systems or achieve compliance with new Health and Safety legislation.

Over £7m has been spent in creating world class training academies in Aldridge and, through the Marches Centre of Manufacturing & Technology (MCMT) banner, in Bridgnorth and Shrewsbury.

All three house state-of-the-art equipment, the latest technology, dedicated learning spaces, with all of the apprenticeships and courses delivered by industry-leading trainers and experienced professionals.

If you are thinking of upskilling/developing your workforce of the future or simply looking for a partner to manage all of your training requirements, we can help.

Don't take our word for it, even Ofsted think we are outstanding.

THE TRAINING PROVISION

In-Comm trains more than 600 apprentices every year at its academies in Aldridge, Bridgnorth and Shrewsbury, providing vocational training opportunities that match the specific needs of the employer.

We currently offer 25 different Trailblazer Standards and Framework Apprenticeships covering every discipline of Engineering and Manufacturing imaginable, including machining, mechatronics, leadership & management, business support and supply chain management.

In response to growing employer demand, the last twelve months have seen us add Metrology, Business Process Leader and Heritage Engineering designed to grow the next generation of engineers who can work on historical cars, boats and planes.

All of the apprenticeships and upskilling courses are delivered by trainers with more than 300 years' collective industrial experience in equipping young people and older workers with the skills and competency they require to be successful and have a positive impact with employers.

Rated 'Outstanding' by Ofsted, we are one of the approved training providers on the Government's Apprenticeship Levy register and are working closely with employers to create some of the trailblazer pathways and to offer them a total managed service offer.

In-Comm Training also has a proven track record of working with young people to identify their potential and match them with the right employers and apprenticeships that will lead to lifelong professionals.

UPSKILLING COURSES

Continued learning is vital to the competitiveness of UK industry and we have over 300 courses currently available for your staff. These include:

- Continuous Improvement
- Health & Safety
- Leadership & Management
- Sales & Marketing
- Six Sigma
- Securing Quality Accreditations, such as ISO 9001, ISO 14001, AS9100, NADCAP and TS16949
- Technical Development, such as Fluid Power, Wire Eroding EDM, Electrical and Machining to name just a few

INTRODUCING HNC HIGHER APPRENTICESHIPS

Budding engineers can take a vocational route all the way to a Degree thanks to our new partnership with the University of Wolverhampton.

We have launched HNC Higher Apprenticeships in the West Midlands for people who are looking for a more practical route to gaining the highest possible competences and qualifications.

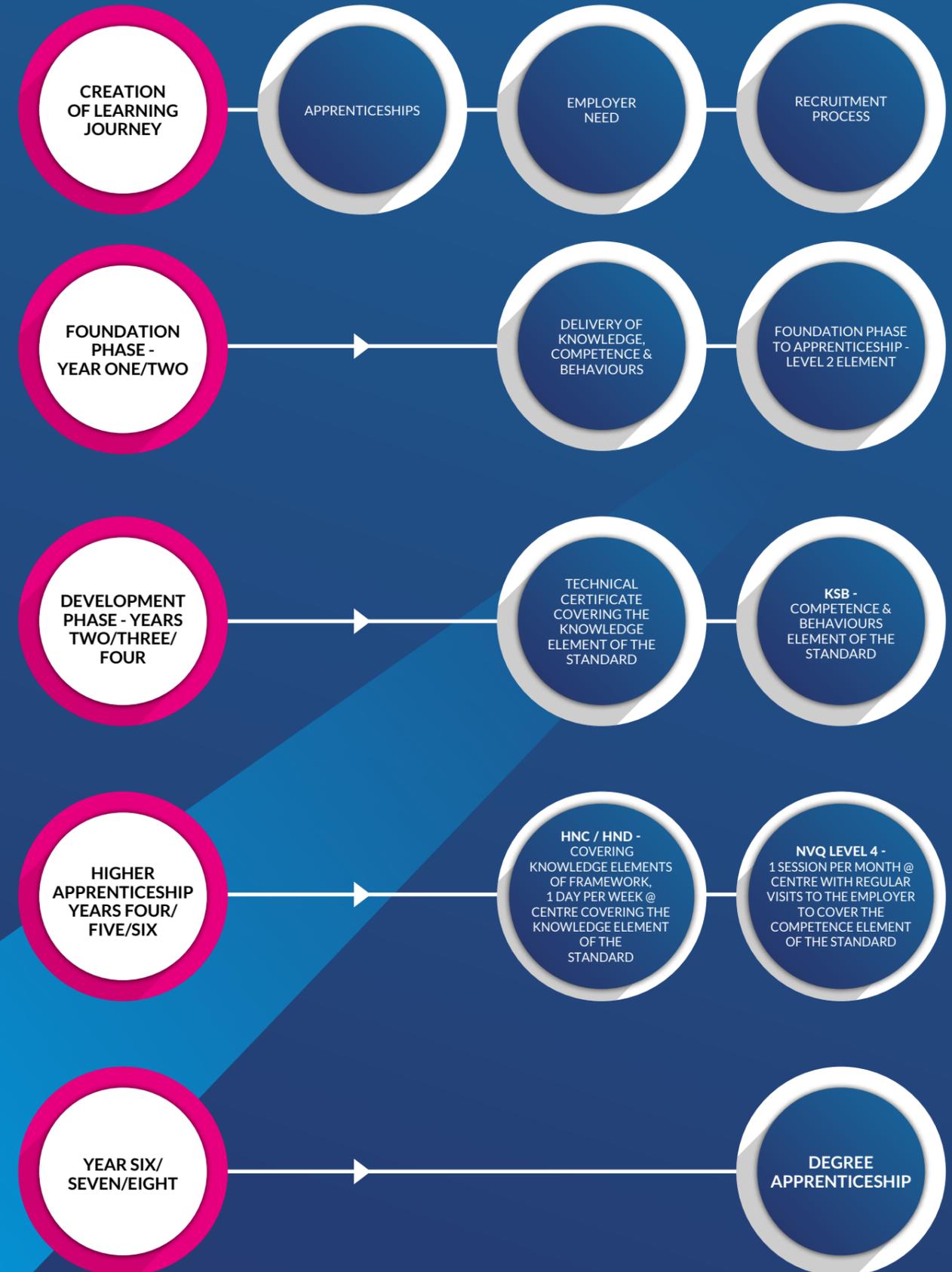
The HNC element of the programme is an intensive year-long course, which can be funded by the Apprenticeship Levy and features 12 technical modules with the learning being delivered at In-Comm's

state-of-the-art technical academy in Aldridge and the University's dedicated engineering campus in Telford.

The competence element of the programme runs alongside, with the learner producing a portfolio of evidence and project work complementing the knowledge undertaken in the HNC.

This ultimately means that from starting an apprenticeship at 16 you could have the equivalent of a degree by the time you are 22 - better still you have six years of on-the-job training and experience and no tuition fees to pay.

THE PROCESS FLOW.



TECHNICAL ACADEMY

A WORLD CLASS TECHNICAL ACADEMY

Over £3m has been channelled into In-Comm Training's Technical Academy in the heart of the West Midlands.

The additional 24,000 sq ft training space at its HQ has been a true employer-led collaboration, with no fewer than 11 manufacturers contributing investment, expertise and input into its creation, layout and the training provision on offer.

Backed by Black Country LEP Growth Deal funding and the capabilities of the Engineering Technology Group, Hexagon Metrology, Mitsubishi Wire EDM and IMI Precision Engineering, the state-of-the-art centre is equipped with world class CNC machine tools, automation, a robotics line, metrology, fluid power stations and a dedicated electrical and electronics section.

It also houses material testing, material handling and grinding

capabilities, as well as a 16-seater Mastercam and CIMCO CAD/CAM studio to help students develop their design skills.

In-Comm has also attracted the Elite Centre for Manufacturing Skills' new National Power Press and Tooling Centre to its Aldridge academy and this will focus on delivering toolmaking apprenticeships and technical courses.

Over £1.4m of additional money has been invested in creating a modern toolroom that features a host of new equipment, a full transfer press line incorporating two 110 tonne C frame presses, robot transfer and the latest servo feed technology and de-coiling equipment.

Talk to one of our advisors to find out how our world-class Technical Academy can help your business.



 Rebecca Phillips
Managing Director

We have to give our young people access to the latest equipment so they are learning on technology that will future-proof industry for years to come.



INSPIRING ENGINEERS FOR A CHANGING WORLD

The Marches Centre of Manufacturing and Technology [MCMT] operate two state-of-the-art manufacturing training facilities in Bridgnorth and Shrewsbury, providing learners and employers with access to world class apprenticeships and commercial courses.

Led by a consortium of Classic Motor Cars, Grainger & Worrall, In-Comm Training and Salop Design & Engineering, MCMT covers more than 40,000 sq ft of dedicated space, designed with one vision in mind... to 'Inspire Engineers for a Changing World'.

We are achieving this by combining industry-trained assessors with the best equipment, traditional engineering expertise and the latest technology, with more than £5m spent on creating learning environments that will challenge individuals to fulfil their potential.

This includes access to a dedicated CNC Zone, advanced fluid and

power controls and the latest robotics and metrology, not to mention dedicated electrical, heritage, vehicle trim and finish sections.

An Engineering Club has also been launched at MCMT Bridgnorth, which gives SMEs access to technology and production equipment that would usually be out of their financial reach.

A number of manufacturers are already taking advantage of these capabilities to develop prototypes, explore new processes and overcome production bottlenecks.





ENGINEERING & MANUFACTURING TECHNOLOGIES COURSES



ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation
Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation
Level 2 over 3 days per week



Engineering Technicians in the Aerospace, Aviation, Automotive, Maritime Defence and wider Advanced Manufacturing and Engineering Sector are predominantly involved in highly skilled, complex work and must, as a minimum be able to:

- Apply safe systems of working
- Make a technical contribution to either the design, development, quality assurance, manufacture, installation, commissioning, decommissioning, operation or maintenance of products, equipment, systems, processes or services
- Apply proven techniques and procedures to solve engineering/manufacturing problems
- Demonstrate effective interpersonal skills in communicating both technical and non-technical information
- Have a commitment to continued professional development

Engineering Technicians take responsibility for the quality and accuracy of the work they undertake within the limits of their personal authority. They also need to be able to demonstrate a core set of behaviours in order to be competent in their job role, complement wider business strategy and development. This will enable them to support their long term career development.

Engineered and manufactured products and systems that Engineering Technicians work on could involve mechanical, electrical, electronic, electromechanical and fluid power components/systems.

KNOWLEDGE:

Understanding the importance of complying with statutory, quality, organisational and health and safety regulations

Understanding of general engineering/manufacturing mathematical and scientific principles, methods, techniques, graphical expressions, symbols formulae and calculations used by engineering technicians

Understanding the structure, properties and characteristics of common materials used in the sector

Understanding the typical problems that may arise within their normal work activities/environment

Understanding approved diagnostic methods and techniques used to help solve engineering/manufacturing problems

Understanding the importance of only using current approved processes, procedures, documentation and the potential implications for the organisation if this is not adhered to

Understanding and interpreting relevant engineering/manufacturing data and documentation in order to complete their job role

Understanding the different roles and functions in the organisation and how they interact

Understanding why it is important for an organisation to continually review their processes and procedures

Obtaining, checking and using the appropriate documentation (such as job instructions, drawings, quality control documentation)

Undertaking the work activity using the correct processes, procedures and equipment

KNOWLEDGE:

Working safely at all times, complying with health, safety and environmental legislation, regulations and organisational requirements planning and where applicable obtaining all the resources required to undertake the work activity

Carrying out the required checks (such as quality, compliance or testing) using the correct procedures, processes and/or equipment

Dealing promptly and effectively with engineering/manufacturing problems within the limits of their responsibility using approved diagnostic methods and techniques and report those which cannot be resolved to the appropriate personnel

Completing any required documentation using the defined recording systems at the appropriate stages of the work activity

Restoring the work area on completion of the activity and where applicable return any resources and consumables to the appropriate location

BEHAVIOURS:

Personal responsibility, resilience and ethics. Comply with health and safety guidance and procedures, be disciplined and have a responsible approach to risk, work diligently at all times, accept responsibility for managing time and workload and stay motivated and committed when facing challenges. Comply with any organisational policies/codes of conduct in relation to ethical compliance

Work effectively in teams. Integrate with the team, support other people, consider implications of their actions on other people and the business

Effective communication and interpersonal skills. Open and honest communicator, communicating clearly using appropriate methods, listening to others and have a positive and respectful attitude

Carrying out the required checks (such as quality, compliance or testing) using the correct procedures, processes and/or equipment

Dealing promptly and effectively with engineering/manufacturing problems within the limits of their responsibility using approved diagnostic methods and techniques and report those which cannot be resolved to the appropriate personnel

Focus on quality and problem solving. Follow instructions and guidance, demonstrates attention to detail, follow a logical approach to problem solving and seek opportunities to improve quality, speed and efficiency

Continuous personal development. Reflect on skills, knowledge and behaviours and seeks opportunities to develop, adapt to different situations, environments or technologies and have a positive attitude to feedback and advice

Pathways that can be seen in more depth over the next few pages that we deliver under this standard are:

- Technical Support Technician
- Product Design & Development Technician
- Mechatronics Maintenance Technician
- Toolmaker and Tool & Die Maintenance Technician
- Machinist – Advanced Manufacturing Engineering Technician



MACHINIST – ADVANCED MANUFACTURING ENGINEERING – ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation
Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation
Level 2 over 3 days per week

KNOWLEDGE:

Machinists in the Advanced Manufacturing Engineering sector are predominantly involved in highly skilled, complex and precision work, machining components from specialist materials using conventional and/or CNC machine tools such as centre lathes, vertical and horizontal milling machines, horizontal and cylindrical grinding machines, electro discharge machines, single and multi-axis CNC machine tool centres.

They will be expected to be able to be set up, operate and adjust/edit equipment settings as applicable to the machine tool being used. When using CNC equipment they will be expected to be able to produce, prove and/or edit programmes. During and on completion of the machining operations they will be expected to measure and check the components being produced and make adjustments to the equipment/programme to ensure components meet the required specification.

TOPICS COVERED:

All the learners will begin with a 2 week induction covering the principles of the apprenticeship, Induction to Programme and additional courses such as:

- IOSH Working Safely
- Manual Handling
- Abrasive Wheels
- Slings
- Diary keeping & continuous professional log
- Equality & Diversity
- Prevent Agenda
- Safeguarding
- Employment Rights & Responsibilities
- Introduction to Lean

To begin their journey through to becoming an Engineering Technician all learners start with off the job training covering 3 or 5 days dependent upon whether they are undertaking a full time or part time course. During this time learners will work towards achieving a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) and a Diploma in Machining (Foundation Knowledge).

Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths to a minimum Level 2.

TOPICS COVERED ARE:

- | | | |
|---|--|---|
| ■ Complying with Statutory Regulations & Org Safety Req. | ■ Preparing & Using Lathes for Turning Operations | ■ Working in an Engineering Environment |
| ■ Working Efficiently & Effectively in Engineering Environment | ■ Preparing & Using Milling Machines | ■ Engineering Techniques – Advanced Manufacturing Engineering |
| ■ Using & Communicating Technical Information | ■ General Welding Applications | ■ Engineering Maths & Science Principles |
| ■ Conducting Business Improvement Techniques (Covered in Induction) | ■ Producing CAD Models (drawings) using a CAD system | ■ Fitting & Assembly Techniques – Advanced Manuf. Engineering |
| ■ Producing Components using Hand Fitting Techniques | ■ Assembling & Testing Fluid Power Systems | ■ Business Improvement Techniques |
| | ■ Preparing & Using CNC Machining Centres | ■ Principles of Turning & Milling |
| | | ■ Principles of CNC Machining/ Fabrication |

MACHINIST – ADVANCED MANUFACTURING ENGINEERING – ENGINEERING TECHNICIAN STANDARD

CONTINUED...



Once the foundation element has been completed the apprentices will move onto Development Skills And Knowledge where they will continue with topics within the Diploma in Machining (Development Knowledge) one day per week at the training academy and the Level 3 Diploma in Advanced Manufacturing Engineering (Development Competence) within their place of work with monthly visits across a 30 month period. Both qualifications covering the following:

Diploma in Advanced Manufacturing Engineering – Machinist (Development Competence)

Mandatory Units:

- Complying with Statutory Regulations and Organisational Safety Requirements
- Using & Interpreting Engineering Data & Documentation
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering

Optional units are then available to be selected dependent upon the learners specific job role requirements from units such as (Further units are available):

- Machining Components using Centre Lathes or Milling Machines or Electro-Discharge Machines
- Carrying out CNC Machine Tool Programming
- Loading & Proving CNC Machine Tool Programmes

Diploma in Machining (Development Knowledge)

- Advanced Manufacturing Techniques
- Engineering & Environmental Health & Safety
- Engineering Communications
- Engineering Design Process
- Engineering Inspection & Quality Control
- Engineering Mathematics
- Properties & Applications of Engineering Materials

Assessment

All elements are under Awarding Body accreditations with final end point assessment being conducted by:

- Achievement of all qualifications within the level 2 & 3 elements of the training producing portfolios of evidence assessed against Awarding Body Standards.
- Continuous Professional Development Log & Diary – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their role.
- Employer Occupational Competence Validation Interview reviewing learner portfolio, log book and diary evidence and knowledge whereby a grade of Pass or Fail is given. Professional Engineering Institute (PEI) will quality assure provider's documentation for this.
- The PEI will confirm whether the apprentice has met the criteria for EngTech & Qualifications of Standard.
- Employer does final sign off of the apprenticeship and the PEI applies for apprenticeship certificate

SPECIFIC SPECIALIST KNOWLEDGE:

Understand mathematical techniques, formula and calculation involved in the machining processes such as speeds and feeds, calculating angles/tapers, material removal.

Understand the practical and theoretical uses of the machines used, and their applications.

Understand the work-holding devices, cutting tools, and setting up procedures, in adequate depth to provide a sound basis for carrying out the activities, correcting faults and ensuring the work output is to the required specification.

SPECIFIC SPECIALIST SKILLS

Read and interpret relevant data and documentation used to produce machined components.

Determine the most efficient and effective approach to machine the component using a range of tools, machining processes and techniques.

Select and set up the correct tooling and workholding devices.

Set and adjust the machine operating parameters to produce the work pieces to the required specification. This will involve settings feeds and speeds for roughing and finishing operations.

Select and use a range of measuring and testing equipment to check components are to the required quality and accuracy.

Produce complex and specialist components as a one off test and trial work piece and/or producing components in small or large batches.

Contribute to the business by identifying possible opportunities for improving work practices, processes and/or procedures.



MECHATRONICS MAINTENANCE TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation
Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation
Level 2 over 3 days per week

ROLE PROFILE:

Mechatronics Maintenance Technicians ensure that plant and equipment perform to the required standard to facilitate production targets regarding Safety, Quality, Delivery and Cost within High Value Manufacturing environments. Typically the work would cover a broad range of activities including; installation, testing, fault finding and the ongoing planned maintenance of complex automated equipment. This requires the application of a complex blend of skills, knowledge and occupational behaviours across the electrical, electronic, mechanical, fluid power and control systems disciplines.

TOPICS COVERED:

All the learners will begin with a 2 week induction covering the principles of the apprenticeship, Induction to Programme and additional courses such as:

- IOSH Working Safely
- Manual Handling
- Abrasive Wheels
- Slings
- Diary keeping & continuous professional log
- Equality & Diversity
- Prevent Agenda
- Safeguarding
- Employment Rights & Responsibilities
- Introduction to Lean

To begin their journey through to becoming an Engineering Technician all learners start with off the job training covering 3 or 5 days dependent upon whether they are undertaking a full time or part time course. During this time learners will work towards achieving a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) and a begin their Level 3 Diploma in Advanced Manufacturing Engineering (Development Knowledge) this knowledge element spans the whole of the programme.

Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths to a minimum Level 2.

TOPICS COVERED ARE:

- | | |
|---|---|
| ■ Complying with Statutory Regulations & Org Safety Req. | ■ Producing CAD Models (drawings) using a CAD system |
| ■ Working Efficiently & Effectively in Engineering Environment | ■ Assembling & Testing Fluid Power Systems |
| ■ Using & Communicating Technical Information | ■ Wiring & Testing Electrical Equipment Circuits |
| ■ Conducting Business Improvement Techniques (Covered in Induction) | ■ Maintaining Electrical Equipment & Systems |
| ■ Producing Components using Hand Fitting Techniques | ■ Health & Safety in the Engineering Workplace |
| ■ Preparing & Using Lathes for Turning Operations | ■ Communications for Engineering Technicians |
| ■ Preparing & Using Milling Machines | ■ Mathematics for Engineering Technicians |
| ■ General Welding Applications | ■ Mechanical Principles of Engineering Systems |
| | ■ Engineering Organisational Efficiency & Improvement |

At the end of the Foundation Stage learners undertaking this qualification have to complete and pass the criteria for an Award for Foundation Phase Gateway Assessment (Foundation Behaviours) covering a mid-point assessment against the following units for which they undertaken and will not be allowed to move forward until this has been achieved:

- Producing Components using Hand Fitting Techniques
- Maintaining Electrical Equipment & Systems
- Wiring & Testing Electrical Equipment & Circuits

MECHATRONICS MAINTENANCE TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

CONTINUED...



Once the foundation element has been completed the apprentices will move onto Development Skills And Knowledge where they will continue with topics within the Diploma in Advanced Manufacturing Engineering (Development Knowledge) one day per week at the training academy and the Level 3 Diploma in Advanced Manufacturing Engineering – Mechatronics Maintenance (Development Competence) within their place of work with monthly visits across a 30 month period. Both qualifications covering the following:

Diploma in Advanced Manufacturing Engineering – Mechatronics Maintenance (Development Competence)

Mandatory Units:

- Complying with Statutory Regulations and Organisational Safety Requirements
- Using & Interpreting Engineering Data and Documentation
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering
- Handing Over & Confirming Completion of Maintenance Activities
- Carry out Fault Diagnosis on Engineered Systems
- Carrying Out Preventative Planned Maintenance on Engineered Systems
- Maintaining Mechanical Equipment
- Maintaining Electrical Equipment

Optional units are then available to be selected dependent upon the learners specific job role requirements from units such as (Further units are available):

- Maintaining Fluid Power Equipment
- Modifying or Rewiring Electrical Circuits
- Carrying Out Condition Monitoring of Plant & Equipment
- Producing Programs for Industrial Robots

Diploma in Advanced Manufacturing Engineering (Development Knowledge)

- Engineering Project
- Properties & Applications of Engineering Principles
- Further Mechanical Principles of Engineering Systems
- Maintenance of Fluid Power Systems and Components
- Computer Aided Design Techniques
- Engineering Maintenance Procedures & Techniques
- Maintenance of Mechanical Systems
- Three Phase Motors and Drives

Assessment

All elements are under Awarding Body accreditations with final end point assessment being conducted by:

- Achievement of all qualifications within the level 2 & 3 elements of the training producing portfolios of evidence assessed against Awarding Body Standards.
- Continuous Professional Development Log & Diary – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their role.
- Employer Occupational Competence Validation Interview reviewing learner portfolio, log book and diary evidence and knowledge whereby a grade of Pass or Fail is given. Professional Engineering Institute (PEI) will quality assure provider's documentation for this.
- Engineering Technician application and evidence needs to be met for learner to register & apply to gain “EngTech” status
- The PEI will confirm whether the apprentice has met the criteria for EngTech & Qualifications of Standard.
- Employer does final sign off of the apprenticeship and the PEI applies for apprenticeship certificate

SPECIFIC SPECIALIST KNOWLEDGE

Understand mathematical techniques, formula and calculation in a mechatronics maintenance environment and the type of equipment being maintained.

Understand mechanical, electrical, electronic, fluid power and process control principles in a mechatronics maintenance environment.

Understand how equipment being maintained functions and operating parameters in individual components and how they interact.

Understand fault diagnosis methods, techniques and equipment used when maintaining equipment and systems.

Understand condition monitoring methods and equipment used and understand how the information gained supports the planning of maintenance activities.

Understand how to minimise machinery downtime by implementing planned preventative maintenance programmes.

SPECIFIC SPECIALIST SKILLS

Read and interpret relevant data and documentation used to maintain components, equipment and systems.

Carry out condition monitoring of plant and equipment.

Carry out planned maintenance activities on plant and equipment.

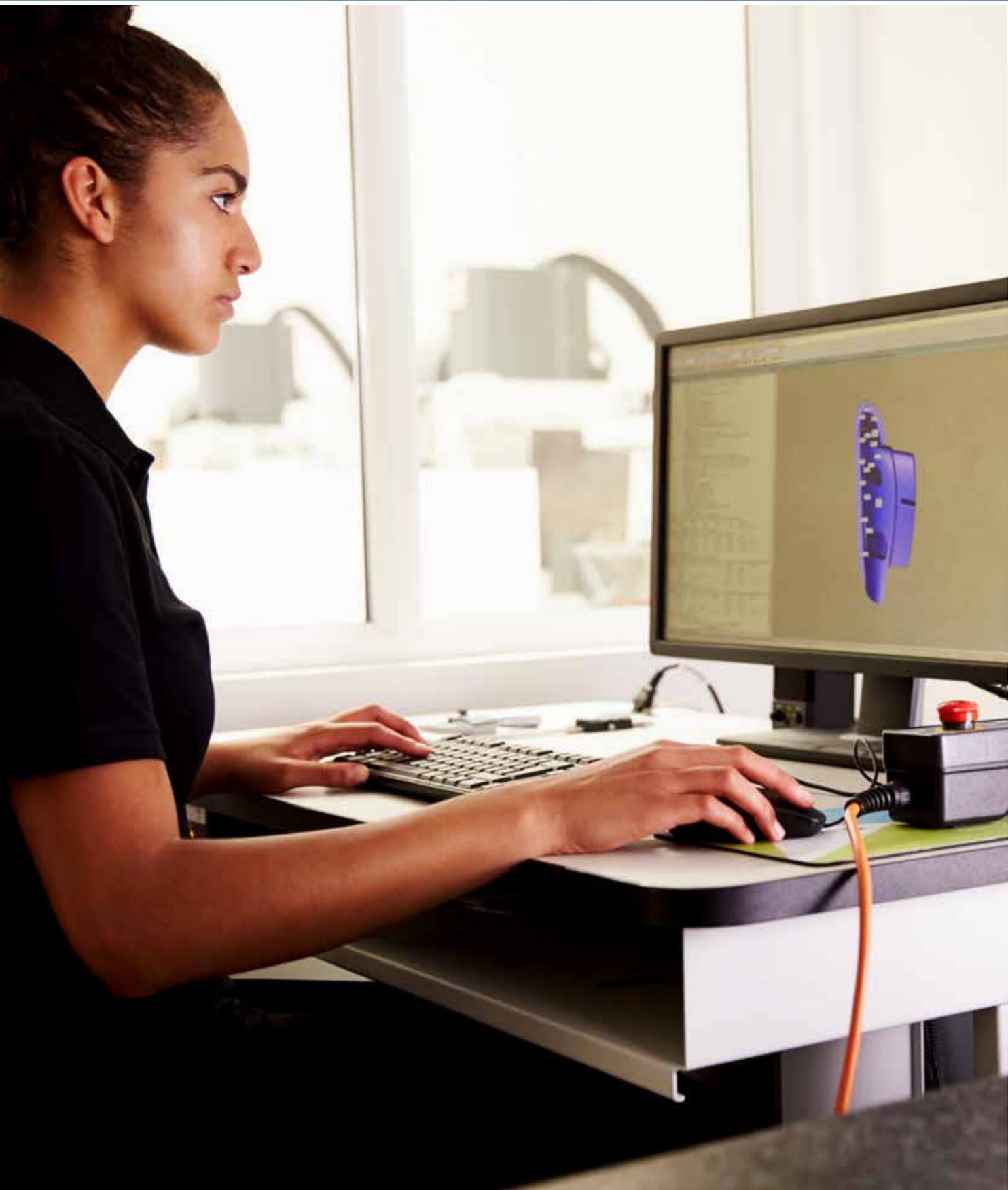
Carrying out complex fault diagnosis and repair activities on high technology engineered systems such as:

1. Maintaining Mechanical Equipment
2. Maintaining Fluid & Pneumatic Power Equipment
3. Maintaining Electrical & Electronic Equipment
4. Maintaining Process Control Equipment

Carrying out confirmation testing and subsequent smooth hand over of equipment & plant.

Support the installation, testing and commissioning of equipment (where applicable)

Contribute to the business by identifying possible opportunities for improving working practices process and/or procedures.



PRODUCT DESIGN & DEVELOPMENT TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation Level 2 over 3 days per week

ROLE PROFILE:

Product Design & Development Technicians primarily work on all stages of product creation and modification. They support activities ranging from early concept feasibility, design and development stages right through to final preparation for launch and customers. This includes working in concept studios, rapid prototyping, assembly, testing, validating and analysing performance. Typically they work closely with engineers in bringing new concepts to life or supporting redesigns of existing products.

TOPICS COVERED:

All the learners will begin with a 2 week induction covering the principles of the apprenticeship, Induction to Programme and additional courses such as:

- IOSH Working Safely
- Manual Handling
- Abrasive Wheels
- Slings
- Diary keeping & continuous professional log
- Equality & Diversity
- Prevent Agenda
- Safeguarding
- Employment Rights & Responsibilities
- Introduction to Lean

To begin their journey through to becoming an Engineering Technician all learners start with off the job training covering 3 or 5 days dependent upon whether they are undertaking a full time or part time course. During this time learners will work towards achieving a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) and a begin their Level 3 Diploma in Advanced Manufacturing Engineering (Development Knowledge) this knowledge element spans the whole of the programme.

Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths to a minimum Level 2.

TOPICS COVERED ARE:

For the Foundation Skills and Technical Knowledge apprentices will be required to achieve a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) along with the Level 2 Award for Foundation Phase Gateway Assessment and begin their learning journey on the Level 3 Diploma in Advanced Manufacturing Engineering (Development Knowledge) covering the following topics:

- | | |
|---|---|
| ■ Complying with Statutory Regulations & Org Safety Req. | ■ Assembling & Testing Fluid Power Systems |
| ■ Working Efficiently & Effectively in Engineering Environment | ■ Wiring & Testing Electrical Equipment Circuits |
| ■ Using & Communicating Technical Information | ■ Maintaining Electrical Equipment & Systems |
| ■ Conducting Business Improvement Techniques (Covered in Induction) | ■ Health & Safety in the Engineering Workplace |
| ■ Producing Components using Hand Fitting Techniques | ■ Communications for Engineering Technicians |
| ■ Preparing & Using Lathes for Turning Operations | ■ Mathematics for Engineering Technicians |
| ■ Preparing & Using Milling Machines | ■ Mechanical Principles of Engineering Systems |
| ■ General Welding Applications | ■ Engineering Organisational Efficiency & Improvement |
| ■ Producing CAD Models (drawings) using a CAD system | |

PRODUCT DESIGN & DEVELOPMENT TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

CONTINUED...



At the end of the Foundation Stage learners undertaking this qualification have to complete and pass the criteria for an Award for Foundation Phase Gateway Assessment (Foundation Behaviours) covering a mid-point assessment against the following units for which they undertaken and will not be allowed to move forward until this has been achieved:

- Producing Components using Hand Fitting Techniques
- Maintaining Electrical Equipment & Systems
- Wiring & Testing Electrical Equipment & Circuits

Once the foundation element has been completed the apprentices will move onto Development Skills And Knowledge where they will continue with topics within the Diploma in Advanced Manufacturing Engineering (Development Knowledge) one day per week at the training academy and the Level 3 Diploma in Advanced Manufacturing Engineering – Product Design & Development (Development Competence) within their place of work with monthly visits across a 30 month period. Both qualifications covering the following:

Diploma in Advanced Manufacturing Engineering – Product Design & Development (Development Competence)

Mandatory Units:

- Complying with Statutory Regulations and Organisational Safety Requirements
- Using & Interpreting Engineering Data & Documentation
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering

Optional units are then available to be selected dependent upon the learners specific job role requirements from units such as (Further units are available):

- Carrying Out Condition Monitoring of Plant & Equipment
- Producing Engineering Drawings/Models using 3D Computer Aided Techniques
- Inspecting Mechanical Products
- Producing Off-line Programs for CNC Machines
- Obtaining & Controlling Materials for Engineering Activities

Diploma in Advanced Manufacturing Engineering (Development Knowledge)

- Engineering Project
- Properties & Applications of Engineering Principles
- Further Mechanical Principles of Engineering Systems
- Maintenance of Fluid Power Systems and Components
- Computer Aided Design Techniques
- Engineering Maintenance Procedures & Techniques
- Maintenance of Mechanical Systems
- Three Phase Motors and Drives

Assessment

All elements are under Awarding Body accreditations with final end point assessment being conducted by:

- Achievement of all qualifications within the level 2 & 3 elements of the training producing portfolios of evidence assessed against Awarding Body Standards.
- Continuous Professional Development Log & Diary – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their role.
- Employer Occupational Competence Validation Interview reviewing learner portfolio, log book and diary evidence and knowledge whereby a grade of Pass or Fail is given. Professional Engineering Institute (PEI) will quality assure provider's documentation for this.
- Engineering Technician application and evidence needs to be met for learner to register & apply to gain “EngTech” status
- The PEI will confirm whether the apprentice has met the criteria for EngTech & Qualifications of Standard.
- Employer does final sign off of the apprenticeship and the PEI applies for apprenticeship certificate

SPECIFIC SPECIALIST KNOWLEDGE

Understand mathematical techniques, formula and calculation in a technical support environment.

Understand material applications and methods of testing (destructive and non-destructive).

Understand Computer Aided Design (CAD) methods and applications.

Understand material joining applications and systems.

Understand mechanical, electrical, electronic and process control systems.

Understand measurement, monitoring, testing and diagnostic methods and techniques.

SPECIFIC SPECIALIST SKILLS

Read and interpret relevant data and documentation used in the design and development of components, equipment and systems.

Produce components and prototypes using a wide range of hand fitting techniques.

Produce assemblies and rigs using a range of materials and techniques.

Use mechanical, electrical and electronic testing devices and equipment.

Prepare and use lathes, milling machines, as well as other general or specialist high technology equipment such as 3D printing/additive manufacturing techniques.

Apply mechanical principles and joining techniques to develop products, devices and equipment.

Apply electrical and electronic principles to develop product devices and equipment.

Identify, diagnose and rectify design problems through the whole creation process including design studio, workshops, test environments or under laboratory conditions.

Contribute to the business by identifying possible opportunities for improving working practices, processes and/or procedures.



TECHNICAL SUPPORT TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation
Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation
Level 2 over 3 days per week

ROLE PROFILE:

Technical Support Technicians work as part of a team to provide technical support and expertise for all areas of the Engineering and Manufacturing function, including communications software, test, analysis tools, measurement, off line programming, process control, performance and continuous improvement solutions, capacity planning, production scheduling/planning, product technical applications and capability, technical sales and marketing support, product development and innovation, engineering drawing, purchasing and/or supply of goods and services for engineering activities, quality control, inspection and e-commerce technologies as required. The requirements are designed to stretch the individual and enhance their progression. They will be able to work with minimum supervision, taking responsibility for the quality, accuracy and timely delivery of the work they undertake. They will be proactive in finding solutions to problems and identifying areas for improving the business.

TOPICS COVERED:

All the learners will begin with a 2 week induction covering the principles of the apprenticeship, Induction to Programme and additional courses such as:

- IOSH Working Safely
- Manual Handling
- Abrasive Wheels
- Slings
- Diary keeping & continuous professional log
- Equality & Diversity
- Prevent Agenda
- Safeguarding
- Employment Rights & Responsibilities
- Introduction to Lean

To begin their journey through to becoming an Engineering Technician all learners start with off the job training covering 3 or 5 days dependent upon whether they are undertaking a full time or part time course. During this time learners will work towards achieving a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) and a begin their Level 3 Diploma in Advanced Manufacturing Engineering (Development Knowledge) this knowledge element spans the whole of the programme.

Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths to a minimum Level 2.

TOPICS COVERED ARE:

- | | |
|---|---|
| ■ Complying with Statutory Regulations & Org Safety Req. | ■ General Welding Applications |
| ■ Working Efficiently & Effectively in Engineering Environment | ■ Producing CAD Models (drawings) using a CAD system |
| ■ Using & Communicating Technical Information | ■ Assembling & Testing Fluid Power Systems |
| ■ Conducting Business Improvement Techniques (Covered in Induction) | ■ Health & Safety in the Engineering Workplace |
| ■ Producing Components using Hand Fitting Techniques | ■ Communications for Engineering Technicians |
| ■ Preparing & Using Lathes for Turning Operations | ■ Mathematics for Engineering Technicians |
| ■ Preparing & Using Milling Machines | ■ Mechanical Principles of Engineering Systems |
| | ■ Engineering Organisational Efficiency & Improvement |

TECHNICAL SUPPORT TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

CONTINUED...



Once the foundation element has been completed the apprentices will move onto Development Skills And Knowledge where they will continue with topics within the Diploma in Advanced Manufacturing Engineering (Development Knowledge) one day per week at the training academy and the Level 3 Diploma in Advanced Manufacturing Engineering – Technical Support (Development Competence) within their place of work with monthly visits across a 30 month period. Both qualifications covering the following:

Diploma in Advanced Manufacturing Engineering – Technical Support (Development Competence)

Mandatory Units:

- Complying with Statutory Regulations and Organisational Safety Requirements
- Using & Interpreting Engineering Data & Documentation
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering

Optional units are then available to be selected dependent upon the learners specific job role requirements from units such as (Further units are available):

- Producing Mechanical Engineering Drawings using Computer Aided Techniques
- Inspecting Components using Co-ordinate Measuring Machines (CMM)
- Inspecting & Testing Products
- Loading & Proving Computer Control Programs
- Producing Off-line programs for CNC machines
- Planning or Monitoring Engineering Activities

Diploma in Advanced Manufacturing Engineering (Development Knowledge)

Mandatory Units:

- Engineering Project
- Properties & Applications of Engineering Principles
- Further Mechanical Principles of Engineering Systems
- Maintenance of Fluid Power Systems and Components
- Computer Aided Design Techniques
- Engineering Maintenance Procedures & Techniques
- Maintenance of Mechanical Systems

Assessment

All elements are under Awarding Body accreditations with final end point assessment being conducted by:

- Achievement of all qualifications within the level 2 & 3 elements of the training producing portfolios of evidence assessed against Awarding Body Standards.
- Continuous Professional Development Log & Diary – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their role.
- Employer Occupational Competence Validation Interview reviewing learner portfolio, log book and diary evidence and knowledge whereby a grade of Pass or Fail is given. Professional Engineering Institute (PEI) will quality assure provider's documentation for this.
- The PEI will confirm whether the apprentice has met the criteria for EngTech & Qualifications of Standard.
- Employer does final sign off of the apprenticeship and the PEI applies for apprenticeship certificate

SPECIFIC SPECIALIST KNOWLEDGE

Understand mathematical techniques, formula and calculation in a technical support environment.

Understand the methods and techniques used to evaluate technical data and documentation.

Understand how to identify that the data and documentation being used is current and up to date.

Understand the procedure to be used for making changes to issued documentation.

Understand where and how to source other areas of technical expertise/information to help solve technical issues.

Understand the requirements of the customer (internal/external) and support using the appropriate tools, equipment and processes.

SPECIFIC SPECIALIST SKILLS

Produce technical documentation that contains all the relevant and necessary data and information required for the technical support activity being carried out.

Present technical documentation in the required format.

Ensure that codes, symbols and other references used in the technical documentation follows agreed UK/International Conventions.

Save and store technical documentation in the correct format, location in accordance with organisational and/or customer requirements.

Develop effective business and/or customer relationships.

Provide technical advice and guidance to others.

Contribute to the business by identifying possible opportunities for improving working practices, processes and/or procedures.

Plus One of the Following:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Produce engineering/manufacturing production plans 2. Obtain resources for engineering/manufacturing activities 3. Obtain and control materials used in engineering/manufacturing environments 4. Implement quality control/assurance systems and procedures in an engineering/manufacturing environment. 5. Provide technical support services on products or services to internal and/or external customers 6. Produce documentation to supply or procure goods or services 7. Produce offline programs for computer numerical controlled systems. | <ol style="list-style-type: none"> 8. Produce programs for scanning/digitalizing or co-ordinate measuring machines 9. Produce programs for logic control systems. 10. Produce programs for industrial robot applications 11. Produce engineering software tools/programs for analysis, quality, configuration management, safety assessments, system security applications 12. Produce engineering drawings/models using computer aided design techniques (such as mechanical, electrical, fabrication, fluid power, integrated systems or services) |
|---|---|



TOOLMAKER AND TOOL & DIE MAINTENANCE TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

3 YEAR PROGRAMME –
Full Time Learners completing Foundation Level 2 over 5 days per week

4 YEAR PROGRAMME –
Part Time Learners completing Foundation Level 2 over 3 days per week

ROLE PROFILE:

Toolmakers and Tool & Die Maintenance Technicians are predominantly involved in the highly skilled, complex and specialist detailed work of manufacturing and maintaining the engineering tooling used to produce components, products and assemblies. These products, assemblies and systems affect all of our daily lives, whether it be for travel such as cars, planes, boats and rail energy, defence, food, clothing, packaging and health including medical equipment, devices and implants such as joint replacements. This requires the application of a broad range of activities including the interpretation of engineering drawings and technical instructions and the use of hand, machine and automated computer controlled machine tools and measuring equipment. Technicians must comply with applicable legislation and organisational safety requirements and be expected to work both individually and as part of a manufacturing team, working with minimum supervision, taking responsibility for the quality and accuracy of the work they undertake. They will be proactive in finding solutions to problems and identifying ways to improve the business. They will be expected to test and adjust the systems they have built or maintained ensuring tooling, jigs, fixtures and assemblies meet the required specification. This requires the application of a broad range of skills, knowledge and occupational behaviours across a range of engineering disciplines.

TOPICS COVERED:

All the learners will begin with a 2 week induction covering the principles of the apprenticeship, Induction to Programme and additional courses such as:

- IOSH Working Safely
- Manual Handling
- Abrasive Wheels
- Slings
- Diary keeping & continuous professional log
- Equality & Diversity
- Prevent Agenda
- Safeguarding
- Employment Rights & Responsibilities
- Introduction to Lean

To begin their journey through to becoming an Engineering Technician all learners start with off the job training covering 3 or 5 days dependent upon whether they are undertaking a full time or part time course. During this time learners will work towards achieving a Level 2 Diploma in Advanced Manufacturing Engineering (Foundation Competence) and a begin their Level 3 Diploma in Advanced Manufacturing Engineering (Development Knowledge) this knowledge element spans the whole of the programme.

Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths to a minimum Level 2.

TOPICS COVERED ARE:

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Complying with Statutory Regulations & Org Safety Req. ■ Working Efficiently & Effectively in Engineering Environment ■ Using & Communicating Technical Information ■ Conducting Business Improvement Techniques (Covered in Induction) ■ Producing Components using Hand Fitting Techniques ■ Preparing & Using Lathes for Turning Operations ■ Preparing & Using Milling Machines ■ General Welding Applications | <ul style="list-style-type: none"> ■ Producing CAD Models (drawings) using a CAD system ■ Assembling & Testing Fluid Power Systems ■ Preparing & Using CNC Machining Centres ■ Health & Safety in the Engineering Workplace ■ Communications for Engineering Technicians ■ Mathematics for Engineering Technicians ■ Mechanical Principles of Engineering Systems ■ Engineering Organisational Efficiency & Improvement |
|---|---|

TOOLMAKER AND TOOL & DIE MAINTENANCE TECHNICIAN – ENGINEERING TECHNICIAN STANDARD

CONTINUED...



Once the foundation element has been completed the apprentices will move onto Development Skills And Knowledge where they will continue with topics within the Diploma in Advanced Manufacturing Engineering (Development Knowledge) one day per week at the training academy and the Level 3 Diploma in Advanced Manufacturing Engineering – Tool Maker and Tool & Die Maintenance (Development Competence) within their place of work with monthly visits across a 30 month period. Both qualifications covering the following:

Diploma in Advanced Manufacturing Engineering – Tool Maker and Tool & Die Maintenance (Development Competence)

Mandatory Units:

- Complying with Statutory Regulations and Organisational Safety Requirements
- Using & Interpreting Engineering Data & Documentation
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering

Optional units are then available to be selected dependent upon the learners specific job role requirements from units such as (Further units are available):

- Assembling; Press Tools or Injection Mould Tools or Blow Mould Tools or Vacuum Forming Tools or Dies
- Preparing & Setting Power Presses
- Trying Out & Proving
- Setting a Range of Machines to Produce Tool Room Components
- Carrying Out Planned Maintenance

Diploma in Advanced Manufacturing Engineering (Development Knowledge)

- Engineering Project
- Properties & Applications of Engineering Principles
- Further Mechanical Principles of Engineering Systems
- Maintenance of Fluid Power Systems and Components
- Computer Aided Design Techniques
- Engineering Maintenance Procedures & Techniques
- Maintenance of Mechanical Systems

Assessment

All elements are under Awarding Body accreditations with final end point assessment being conducted by:

- Achievement of all qualifications within the level 2 & 3 elements of the training producing portfolios of evidence assessed against Awarding Body Standards.
- Employer Occupational Competence Validation Interview reviewing learner portfolio, log book and diary evidence and knowledge whereby a grade of Pass or Fail is given. Professional Engineering Institute (PEI) will quality assure provider's documentation for this.
- The PEI will confirm whether the apprentice has met the criteria for EngTech & Qualifications of Standard.
- Employer does final sign off of the apprenticeship and the PEI applies for apprenticeship certificate
- Continuous Professional Development Log & Diary – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their role.

SPECIFIC SPECIALIST KNOWLEDGE

Understand mathematical techniques, formula and calculation in a toolmaking environment.

Understand structure, properties and characteristics of common materials used for the manufacture and repair of tooling, moulds, dies, jigs and fixtures.

Understand the safe operation, correct selection and the application of a range of hand tools used for toolmaking and die maintenance, including grinders, drills, stones etc.

Understand the safe operation and operating principles of a range of complex and often state-of-the-art workshop machinery (such as CNC lathes, milling, grinding and erosion machining centres, drilling and welding equipment).

Understand how to set up and operate the machinery/equipment efficiently and effectively.

Understand the principles of how the relevant tools, dies, jigs and fixtures being manufactured/maintained function, the operating sequences, the purpose of the individual components/systems and how they interact.

Understand the application of pneumatics, hydraulics, electrical and electronic systems as applied to various moulding, injection, pressing and similar associated machinery.

SPECIFIC SPECIALIST SKILLS

Read and interpret relevant data and documentation used to produce and/or maintain tool and die components, assemblies and systems.

Apply methods and techniques to produce, assemble, disassemble repair and/or maintain tools, dies, jigs and fixtures as applicable to the employer requirements.

Manufacture components (such as tooling, dies, jigs and fixtures).

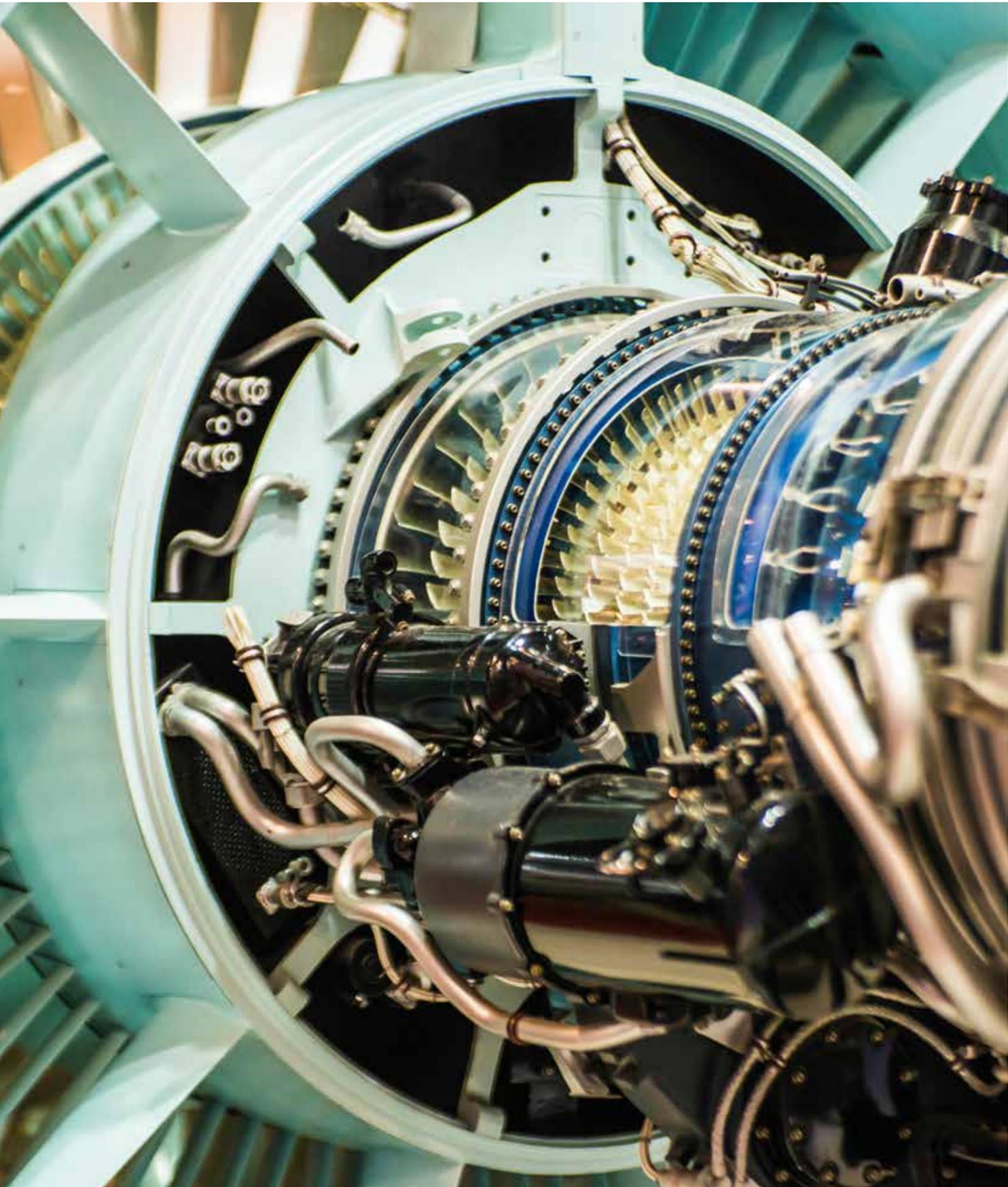
Undertake testing to confirm correct operation, and of the effectiveness of repairs and maintenance activities carried out.

Undertake equipment/asset care and/or preventative planned maintenance processes and procedures.

Carrying out complex fault diagnosis and repair activities covering the following technologies as applicable to tool, die, jig and fixture environment:

1. Maintaining Mechanical Equipment
2. Maintaining Fluid & Pneumatic Power Equipment
3. Maintaining Electrical & Electronic Equipment
4. Maintaining Process Control Equipment

Contribute to the business by identifying possible opportunities for improving working practices, processes and/or procedures.



INSTALLATION & MAINTENANCE ELECTRICIAN LEVEL 3 STANDARD

3 YEAR PROGRAMME -
Foundation Level 2 over 3 days per week

ROLE PROFILE:

Electricians install, maintain and repair electrical systems in industrial, commercial and domestic environments. Electricians might work in both indoor and outdoor settings. Electrical equipment and systems may include switchboards, motors, cables, fuses, thermal relays, fault current protection switches, heating, lighting, air conditioning and metering equipment as well as crime and fire alarm systems and renewable energy technologies. They are able to work on their own proficiently and work without immediate supervision in the most efficient and economical manner. They may contribute to the design of electrical systems. They are able to set out jobs from drawings and specifications and requisition the necessary installation materials. Electrical safety is an important area of Electricians' work. On completion of their work the electrical systems must be safe to use. They must adhere to safe working practices without endangering themselves or others. Installation Electricians work on the installation, testing, commissioning and maintenance of low voltage (less than 1000v) electrical and electronic devices and appliances. Maintenance Electricians work on the maintenance of electrical and electronic installations including automated production systems. Duties include the supervision of the equipment, its maintenance and necessary repairs.

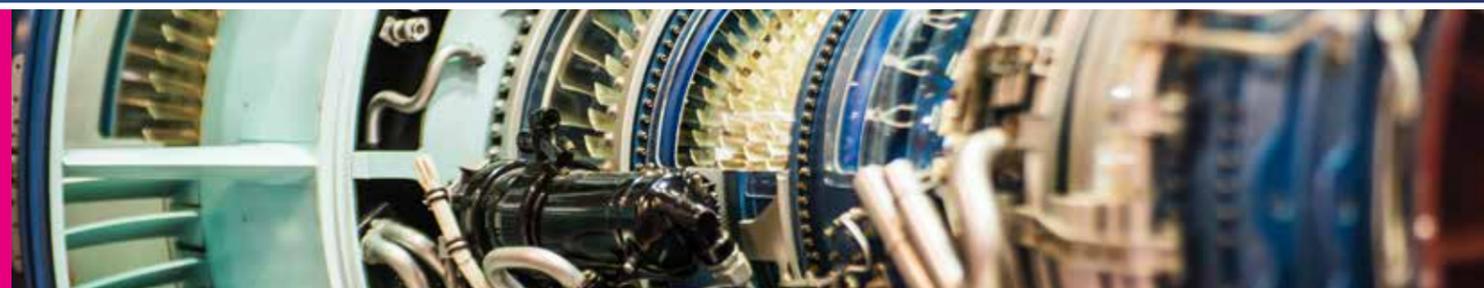
Electricians will use engineering knowledge and understanding to apply their technical and practical skills. They will contribute to the design, development, manufacture, construction, commissioning, operation or maintenance of products, equipment, processes, systems or services.

Electricians must:

- Understand and apply the principles, practices and legislation for the termination and connection of conductors, cables and cords in electrical systems
- Understand and apply the practices and procedures for the preparation and installation of wiring systems and electro technical equipment in buildings, structures and the environment
- Understand and apply the principles, practices and legislation for the inspection, testing, commissioning and certification of electro technical systems and equipment in buildings, structures and the environment
- Understand and apply the principles, practices and legislation for diagnosing and correcting electrical faults in electro technical systems and equipment in buildings, structures and the environment
- Understand and apply the electrical principles associated with the design, building, installation and maintenance of electrical equipment and systems
- Oversee and organise the work environment
- Installation Electricians must understand and apply the principles of planning and selection for the installation of electro technical equipment and systems in buildings, structures and the environment.
- Maintenance Electricians must understand and apply the practices and procedures for planning and preparing to maintain electro technical systems and equipment.

INSTALLATION & MAINTENANCE ELECTRICIAN LEVEL 3 STANDARD

CONTINUED...



INDUCTION:

All learners will receive a 5 day induction into their programme at our technical academy covering:

- Induction to In-Comm
- Induction to Qualification
- Diary Keeping & Continuous Professional Development Log
- Equality & Diversity
- Safeguarding
- Prevent Agenda
- IOSH Working Safely
- Manual Handling
- Abrasive Wheels

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard. Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 2.

- Understand & Apply Health, Safety & Environmental Considerations
- Electrical Scientific principles and Technologies
- Understand Design & Installation Practices and Procedures
- Understand how to plan and oversee Electrical Work Activities
- Organise and Oversee the Electrical Work Environment
- Understand Terminations and Connections of Conductors
- Terminate and Connect Conductors
- Understand Inspection, Testing and Commissioning
- Inspect, Test and Commission Electrical Systems
- Understand & Apply Fault Diagnosis & Rectification
- Understand the Requirements for Electrical Installations BS 7671:2008 2015
- Apply Design and Installation Practices and Procedures
- Apply Practices and Procedures for Maintenance

BEHAVIOURS ELECTRICIANS WILL BE EXPECTED TO:

Use oral, written and electronic methods for the communication of technical and other information

Work effectively with colleagues, other trades, clients, suppliers and the public

Undertake work in a way that contributes to sustainable development

Maintain and enhance competence in own area

Work reliably and effectively without close supervision

Accept responsibility for the work of themselves and others

Accept allocate and supervise technical and other tasks

BEHAVIOURS ELECTRICIANS WILL BE EXPECTED TO:

Understand & Apply Health, Safety & Environmental Considerations

Electrical Scientific principles and Technologies

Understand Design & Installation Practices and Procedures

Understand how to plan and oversee Electrical Work Activities

Organise and Oversee the Electrical Work Environment

Understand Terminations and Connections of Conductors

Understand Inspection, Testing and Commissioning

Terminate and Connect Conductors

Inspect, Test and Commission Electrical Systems

Understand & Apply Fault Diagnosis & Rectification

Understand the Requirements for Electrical Installations BS 7671:2008 2015

Apply Design and Installation Practices and Procedures

Apply Practices and Procedures for Maintenance

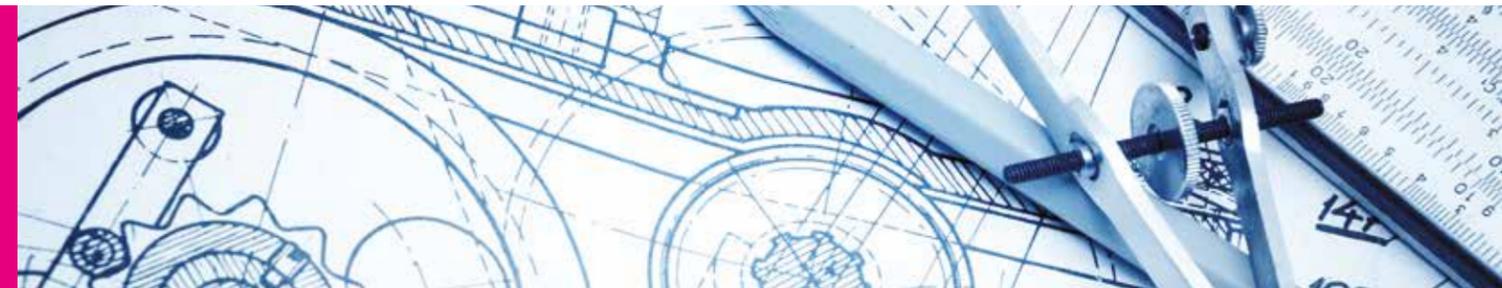
ASSESSMENT:

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Mandatory Qualifications – Completion of Level 3 Electro Technical Qualification in either Installation or Maintenance
- Portfolio – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Log Book & Diary Evidence of Continuous Professional Development
- Practical Skills Assessment – AM2 assessment is a robust, timed practical and theory assessment, in sections requiring candidates to perform a set of common tasks and procedures that a full scope electrical operative might face when working in a commercial or industrial premises

METROLOGY TECHNICIAN LEVEL 3 STANDARD

36 MONTH PROGRAMME –
Block off the Job Training Delivery and
Monthly Assessor visits to company.



JOB ROLES MAY INCLUDE:

All Technicians associated with Measurement Research; Instrument & Equipment Use, Calibration, Test, Inspection & Type approval; Measurement Application in field, Laboratory or Manufacturing; and Quality and Process Support.

ROLE PROFILE:

Metrology is the science of measurement and includes all theoretical and practical aspects of measurement. Measurement underpins the UK economy and international trade. Each year in the UK over £600 billion worth of goods and utilities are sold based on the measurement of their quantity and quality. Metrology takes place across a wide range of industries as diverse as advanced manufacturing, aerospace, automotive, construction, energy, environment, pharma and healthcare and space and within all sizes of organisation. Important measurement activities can range from measuring galaxies to graphene, molecules, chemical pollutants, hip joints, aircraft, industrial emissions, etc.

This important work is carried out by skilled Metrology Technicians who understand core measurement principles and practices and whose role is to interpret and apply these whilst carrying out measurement activities in whichever industry they work. They are also able to identify measurement needs and plan and perform measurement tasks using tools, equipment, instrumentation and software programs. Metrology is vital to improve the quality and throughput of goods and utilities, which in turn is essential to increasing productivity and customer satisfaction.

Metrology Technicians must comply with statutory regulations and health and safety requirements. They will be able to carry out work with minimal supervision, take responsibility for the quality and accuracy of the work they undertake, and will have a high level of attention to detail. The successful apprentice will become a valuable measurement specialist, within their organisation, significantly contributing to the future of the Metrology industry and the UK economy.

INDUCTION:

If a learner is progressing onto this programme with us from a previous qualification then induction will be completed on a one to one basis within their place of work but if the learner is embarking on the Level 3 as a first time entrant then they will receive a 5 day induction into their programme at our training centre covering:

- Induction to In-Comm
- Induction to the qualification
- Working Safely H&S Qualification
- Employment Rights & Responsibilities
- Diary keeping & Continuous Professional Development Log
- Introduction to Lean
- Manual Handling
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will gain a Metrology Technician Level 3 Apprenticeship. Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 2.

- Metrologists Health & Safety
- Fundamentals of Uncertainty and calibration
- Physics principles for metrologists
- Principles of electrical measurement
- Linear measurement
- Angular Measurement
- Optical
- Mass and Weight
- Torque
- Pressure
- Vacuum
- Flow
- Temperature & Humidity principles
- Advanced Principles of electrical measurement
- Electrical Measurement Standards
- Frequency and Waveform
- Microwave

KNOWLEDGE – THE UNDERSTANDING OF:

The principles of metrology and their application within industry, law, business, science and society, including; measurement units, capability, traceability and uncertainty

Safe working practices and legislation, regulation, industry and organisational policies, procedures and requirements relating to health and safety

The commercial environment in which the organisation operates, the national and international regulations and standards, industry and organisational procedures and requirements relating to metrology codes of conduct and the importance of their application

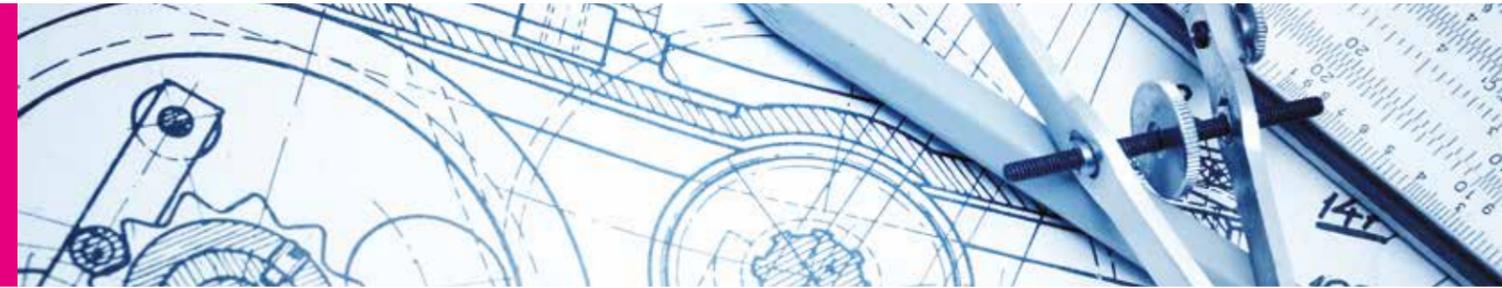
Quality requirements, assurance, verification, inspection, accreditation, audit systems and processes, why these are important and their role in Metrology

The measuring environment, the potential sources of uncertainty, the impact on data collection, analysis, interpretation and result

The appropriate mathematical techniques including; statistics, process control methodologies, measurement systems analysis, data analysis, trend analysis, algebraic expressions, formulae and calculations required to perform measurement task

METROLOGY TECHNICIAN LEVEL 3 STANDARD

CONTINUED...



SKILLS – THE ABILITY TO:

Identify measurement needs and make informed decisions about the measurement process and timescales required, including selection of; tools, equipment, instrumentation and software programs

Access and interpret information and documentation to support the measurement process including; data, manuals, specifications, catalogues, calibration certificates and computer-generated information

Prepare the work environment and perform tests and checks on measurement tools, equipment, instrumentation and software programs and determine suitability for use

Take action when non-conforming tools, equipment, instrumentation, materials and software programs have been identified

Plan and perform measurement tasks to ensure verifiable results, using measurement tools, equipment, instrumentation and software programs, following specified procedures and methodologies

Retrieve, analyse, interpret, validate and record measurement results and data in line with specification

Contribute to the production of records, reports and other measurement documentation

Communicate relevant and specific information through various channels to meet customer requirements

Comply with statutory regulations, national and international standards, industry and organisational procedures and requirements relating to codes of conduct when carrying out measurement tasks

Comply with relevant Health and Safety legislation, regulation, standards, industry and organisational policies and procedures and requirements relating to safe working practice

Comply with policies and procedures relating to the preparation, storage, standards, control and handling of samples, tools, equipment, instrumentation and software programs

BEHAVIOURS:

Focus on quality and maintain concentration with a high level of attention to detail and accuracy

Take an analytical approach to solving problems through systematic monitoring and checking of information to meet industry standard

Be self-motivated and inquisitive, being confident to speak up and challenge when appropriate

Be committed to learning and continuous improvement

Work with and respect others by working flexibly and collaboratively, maintaining effective professional relationships with clear organisational and personal benefits and showing commitment to equality and diversity

Act professionally, ethically and conscientiously by adhering to relevant legislation, regulation, standards, organisational procedures and demonstrate accountability and reliability

Plan and manage time effectively and prioritise workloads to meet deadlines and customer requirements

Be commercially aware and recognise the relevance of efficiency and the need for change to processes and procedures to meet business and customer requirements

ASSESSMENT:

To achieve this qualification learners must go through an End Point Assessment, this consists of four elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the standard. The elements are:

- Knowledge Test – The learner will be given a multiple choice test comprising of 50 questions with four answer choices per question with 90 minutes to complete.
- Portfolio - Although the portfolio is not directly assessed for end point assessment, it is used indicate that the learner is ready for end point assessment.
- Practical Observation – A 2.5 hour observation of the apprentice in the workplace giving the learner the opportunity to demonstrate knowledge, skills and behaviours.
- A Competency Based Interview is held between the learner and the Independent End Point Assessment Organisation. The discussion explores the period of learning and development and will assess technical knowledge as well as evidence of the apprentice's skills and behaviours.

LEAN MANUFACTURING OPERATIVE STANDARD LEVEL 2

12 MONTH PROGRAMME –
1 day per week off the job training
Monthly assessor visits to company



ROLE PROFILE:

The Manufacturing Industry offers an exciting and varied career both in the UK & abroad providing a broad spectrum of opportunities for people to work in a technically advanced and innovative environment.

Businesses within the sector range from small family run manufacturing operations to large multi-national companies driving the countries growth & wealth.

The UK's Manufacturing Industry is highly regarded worldwide for its innovation and manufacturing excellence and requires a high degree of skill & knowledge across all levels of their organisations.

A Lean Manufacturing Operative will be expected to carry out their work safely and meet the exacting quality standards demanded in a fast paced and efficient processing environment and develop into a multi-skilled operator through process ownership. A lean manufacturing operative can be required to carry out manufacturing activities on multiple products with different specifications consecutively e.g. automotive manufacturing – Multi models manufacturing results in the manufacturing of different models of vehicle with different specification variants within a high volume environment.

They will be required to prepare, control, contribute to and complete manufacturing operations, and follow manufacturing processes and standard operating procedures (SOPs) whilst adhering to specific safe working policies & procedures. A Lean Manufacturing Operative will be responsible for maintaining Health and Safety requirements at all times e.g. wearing correct Personal Protective Equipment (P.P.E.) correct use of equipment and tooling, safe stopping and resetting of machinery, maintain an organised work area e.g. 5s (Sifting, Sorting, Sweeping, Spick & Span and Sustain) ensuring the safe disposal of waste in line with environmental systems and regulatory requirements (ISO 14001). They will be required to contribute, develop and support improvement in the manufacturing operation using continuous improvement methods, kaizen tools, process visualisation using lean principles and problem solving tools and techniques. They will be responsible for carrying out quality checks throughout the manufacturing operations to ensure quality is built in and that any defects or concerns are highlighted and dealt with in line with relevant quality standards (ISO 9002).

They will work closely with stakeholders and will have clear reporting lines to ensure appropriate escalation e.g. team leader, line leader, process leader, supervisor etc. should problems occur within the process.

Examples of the job titles from across the manufacturing sector that would be covered within this standard are:

- Team Member Production
- Manufacturing Production Operative
- Manufacturing Assembly Operative
- Manufacturing Inspection/Quality Assurance Operative
- Manufacturing Logistics Operative
- Manufacturing Material Handling Operative
- Manufacturing Process/Finishing Operative.

A Lean Manufacturing Operative must have the core requirements below and demonstrate the specialist requirements in ONE job specific role.

CORE KNOWLEDGE:

A Lean Manufacturing Operative will have the following knowledge and understanding of:

- Health & Safety: Relevant statutory, organisational and health and safety regulations relating to lean manufacturing operations and safe practices
- Environmental: Compliance procedures/systems in line with regulatory requirements e.g. ISO 14001 or other relevant environmental standards
- Production: Their individual roles and responsibilities within the organisation and the flexibility required to deliver products to meet customers costs/delivery targets/requirements e.g. Just in time (JIT)
- Lean Manufacturing Operations: Manufacturing standard operation procedures (SOPs) adherence and development of lean processes
- Quality Control: Process equipment monitoring, data collection, error proofing and operating procedures e.g. ISO 9002 or other relevant quality standards
- Problem Solving: The tools and methods of effective problem solving using data, reports and documents to resolve production related issues e.g. A3 report, graphs, matrices and escalate concerns
- Continuous Improvement: How to study and identify ways to improve the safety, quality, cost or process efficiency using lean manufacturing tools e.g. kaizen
- Communication: How to share information using a range of methods within the manufacturing environment e.g. oral, written, electronic, information boards, visual displays
- Work Place Organisation: How to maintain a safe and efficient work site through work place organisation e.g. 5s and process ownership

CORE SKILLS:

A Lean Manufacturing Operative will have the skill and understanding to:

- Health & Safety: Work safely at all times, complying with health and safety legislation, regulations, and other relevant guidelines. Identifying risks within their processes and support/carry out countermeasure activities to improve safe working. Manage tooling, equipment and materials daily in-line with supplier standards e.g. COSHH (Control of Substances Hazardous to Health).
- Environmental: Comply with environmental procedures and systems and contribute to the achievement of specific standards e.g. ISO 14001 or other relevant environmental standards and use the 4R's (Reduce, Re-use, Recycle, Recover) where possible.
- Production: Demonstrate their ability to carry out their role effectively, efficiently and flexibly maintaining lean manufacturing principles to meet customer's demands e.g. JIT
- Lean Manufacturing Operations: Demonstrate their skill and knowledge following SOPs and building their versatility across a number of processes and process areas. Select and use appropriate tools, equipment and materials to carry out the manufacturing operation
- Quality Control: Demonstrate appropriate process documentation control. Accurately completing check sheets, monitoring process and equipment data efficiently and legibly using the correct terminology required to meet the quality standard e.g. ISO 9002

LEAN MANUFACTURING OPERATIVE STANDARD LEVEL 2

CONTINUED...



CORE SKILLS:

A Lean Manufacturing Operative will have the skill and understanding to:

- **Problem Solving:** Demonstrate their ability to identify and resolve problems within the lean manufacturing environment using effective problem solving tools and techniques. Manage problems that may occur during the manufacturing process within the limits of their responsibility and escalate as appropriate
- **Continuous Improvement:** Generate ideas and contribute to process improvement activities individually or as part of a team through fact finding and analysis to improve the safety, environment, quality, cost or production process. Identifying and eliminating the 7 wastes (defects, over production, transportation, waiting, inventory, motion and processing)
- **Communication:** Demonstrate communication skills which include oral, written, electronic (PC), information boards or visual displays to effectively share information
- **Work Place Organisation:** Maintains and monitors the work site efficiently and effectively at all times using the elements of sifting, sorting, sweeping, spick & span (5's) within the lean manufacturing environment

CORE BEHAVIOURS REQUIREMENTS:

A Lean Manufacturing Operative requires the behaviours that will ensure they are:

- Punctual, reliable and takes responsibility for their own actions.
- Show respect for others, having regard for diversity and equality.
- Respond positively to change in the working environment.
- Integrates within the team and supports others.
- Can work independently and effectively in challenging situations.
- Maintains quality of work under pressure.
- An open and honest communicator.
- Listens to other people's opinions.
- A positive and respectful attitude.
- Follows instructions and guidance and demonstrates attention to detail.
- Seeks opportunities to develop and adapt to different situations, environments or technologies.

Specialist job roles:

JOB ROLE 1:

Lean Manufacturing Operatives working within a Production/Assembly role will be able to meet the requirements of two different production/assembly processes or assignments:

Knowledge of:

- The importance of following the specified assembly sequence and procedure at all times
- How to check the quality of the assembly, against the required quality standards and what tools and equipment are used
- The procedure for positioning, aligning and securing component parts during the assembly operations
- Where to obtain the necessary job instructions, operating procedures and assembly specifications that are used, and how to interpret them
- How to Identify and resolve current and potential production/assembly problems within the limits of their responsibility

Skills that will require them to:

- Check components for damage and that they are in a usable condition
- Correctly position, align and secure the components
- Secure the components in position using the specified fastening device/method
- Obtain and follow the correct Job instructions/Standard operating procedures production/assembly specifications in accordance with time constraints and the roles and responsibilities identified for the production/assembly activity
- Produce components which comply with the specification and quality requirements
- Carryout quality checks on component parts and completed assemblies and deal with quality concerns and defects in line with their responsibility

LEAN MANUFACTURING OPERATIVE STANDARD LEVEL 2

CONTINUED...



Specialist job roles:

JOB ROLE 2:

Manufacturing Operatives working within an Inspection/Quality assurance role will have:

Knowledge of:

- The correct methods of handling and storing the samples
- Where to obtain the necessary job instructions, inspection/quality procedures and product specifications that are used, and how to interpret them
- How to identify which samples, products and materials do not meet the quality requirements
- Procedures for the handling and segregation of defect components
- Specific safe working practices and environmental regulations that need to be observed

Skills that will require them to:

- Obtain and follow the correct Job instructions, inspection/quality procedures and product specifications in accordance with time constraints and the roles and responsibilities identified for the inspection/quality assurance activity
- Collect production samples at the required frequency in accordance with inspection specification and operating procedures
- Carryout inspection and testing activities using the specified methods and equipment
- Prepare, Handle, transfer and store samples safely and correctly in accordance with quality control procedures
- Accurately interpret the data/results gained from the inspection and testing procedures being used
- Record and report inspection findings to relevant person

Specialist job roles:

JOB ROLE 3:

Manufacturing Operatives working within a Logistics/Material handling role will be required to:

Knowledge of:

- The procedures and documentation required to allow the transfer of materials to take place
- Where to obtain the necessary job instructions, specification details and specific transfer/handling procedures that are used, and how to interpret them
- The procedures for the movement and transferring of materials to the correct location within given timelines
- What tools and equipment are used for the material movement operations undertaken and how to check that they are in a safe and usable condition
- The lifting and handling procedures, and load bearing capacities of the equipment being used

Skills that will require them to:

- Safely move materials to the correct location using the relevant equipment
- Obtain and follow the correct Job instructions, specification details and specific transfer/handling procedures in accordance with time constraints and the roles and responsibilities identified for the logistic/material handling activity
- Move materials using the appropriate procedures, ensuring the materials are correct, safely loaded and secure.
- Check materials selected to be moved are in line with job requirements
- Carryout quality checks on materials that are to be moved and deal with quality concerns and damage in line with their responsibility
- Return equipment to its correct location on completion of the activities and leave it in a safe and usable condition

LEAN MANUFACTURING OPERATIVE STANDARD LEVEL 2

CONTINUED...



Specialist job roles:

JOB ROLE 4:

Manufacturing Operatives working within a Production processing/finishing role will have:

Knowledge of:

- What tools and equipment are used for the processing/finishing operations undertaken and how to check that they are in a safe and usable condition
- Where to obtain the necessary job instructions, processing/finishing procedures and equipment operating procedures that are used, and how to interpret them
- Specific safe working practices, processing/finishing procedures and environmental regulations that need to be observed
- The procedure for the recovery or restart of manufacturing due to quality or process concern
- The importance of following the pre-determined sequence of events in the processing/finishing operation and the consequences of not following them

Skills that will require them to:

- Perform one processing/finishing operation method e.g. hand processing, manually operated machine processing, fully automated machine processing, combined processing
- Obtain and follow the correct Job instructions, processing/finishing procedures and equipment operating procedures in accordance with time constraints and the roles and responsibilities identified for the processing/finishing activity
- Perform the processing/finishing operation according to instructions and safe operating procedures
- Monitor and control the processing/finishing operation
- Carryout quality checks on component parts and completed assemblies and deal with quality concerns and defects in line with their responsibility
- Produce processed/finished products which comply with processing specification

ENTRY REQUIREMENTS:

Induction - All learners will receive a 5 day induction into their programme at our technical academy covering:

- Induction to In-Comm
- Induction to Qualification
- Diary Keeping & Continuous Professional Development Log
- Equality & Diversity
- Safeguarding
- Prevent Agenda
- IOSH Working Safely
- Manual Handling
- Abrasive Wheels

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Lean Manufacturing Operative Level 2 Apprenticeship but will also gain qualifications at Level 2 Diploma in Manufacturing (Knowledge & Skills). Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 1 and have taken the tests for Level 2.

Off the Job Training Subjects Include:

- Health & Safety within a Manufacturing Environment
- Communicating and Working effectively within a Manufacturing Environment
- Working Relationships and Individual Rights & Responsibilities within a Manufacturing Environment
- Application of Workplace Organisation
- Work Related Problem Solving Techniques

For the On the Job training learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Preparing, Controlling or Concluding Manufacturing Operations
- Transferring or Receiving & Checking Materials for Manufacturing Operations
- Producing Products by Assembly or Processing Operations
- Finishing Operations
- Analysing the Results of Inspection and Confirming Quality of Production
- Carrying Out Inspection and Testing Activities
- Recording & Reporting Inspection and Test Results

Assessment

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Mandatory Qualification – Completion of Level 2 Diploma in Manufacturing (Knowledge & Skills)
- Portfolio – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Practical Skills Observation – To assess the apprentices application of skills with a Question & Answer Session to check underpinning Knowledge.
- Professional Discussion – To holistically assess Knowledge, Skills & Behaviours across the standard which will be informed by the reflective portfolio.



ENGINEERING OPERATIVE STANDARD LEVEL 2

15 MONTH PROGRAMME -
1 day per week off the job training



ROLE PROFILE:

Engineering Operatives are predominantly involved in engineering operations which are key to the success of the Manufacturing and Engineering sector allowing employers to grow their business while developing a work force with the relevant skills and knowledge to enhance the sustain the sector.

The role covers a wide range of common and job specific skills sets that can be transferred across the manufacturing engineering industry sectors during the course of their careers. Dependent on the sector that they are employed in there may be subtle differences in terms of composition and application of the job role specific skills and knowledge they will require, however the core skills and knowledge will be the same regardless of the sector/area they work in.

Engineering Operatives will have clear reporting lines with anything outside their role and responsibility. They will work individually or as part of a team to carry out a range of engineering operations which could include ensuring machines and equipment used are maintained and serviceable, dealing with breakdowns, restoring components and systems to serviceable condition by repair and replacement; operating a variety of machines (CNC or Conventional); assembling and repairing machine and press tools, dies, jigs, fixtures and other tools; fabrication/installation of a wide variety of other sheet fabrications and equipment and; fabrication and assembly of metal parts joining techniques; preparing materials and equipment for engineering processes, providing technical support including communications software, test tools, performance, capacity planning, and e-commerce technology as required.

Engineering Operatives must comply with statutory regulations and organisation safety requirements including any environmental compliance procedures and systems; Identify hazards and hazardous situations; Prepare the work area and equipment; Obtain and follow the appropriate job documentation and work instructions; Extract the necessary data and information from specifications and related documentation; Carryout the engineering activities in line with their job role; Carry quality checks as required; working with minimum supervision either individually or as part of a team and will be responsible for their own actions and for the quality and accuracy and timely delivery of the work they undertake.

Examples of the occupational roles from across the engineering and manufacturing sector that would be covered within this standard are: Servicing and maintenance operative; Machine setter/operative; Mechanical engineering operative; Fabricator; Engineering fitter; Multi-disciplined engineering operative; Materials, processing and finishing operative, Technical Support operative, founding/casting operative.

Engineering Operatives working within a mechanical manufacturing engineering role will have:

Knowledge of:

- Specific equipment operating parameters
- Mechanical manufacturing techniques
- Specific quality specifications for mechanical manufacturing operations

Skills:

- Plan the mechanical manufacturing operation before they start
- Mount and set the required workholding devices
- Produce individual components, sub-assemblies or completed assemblies using mechanical manufacturing techniques
- Carryout quality checks during and after mechanical manufacturing operations

Engineering Operatives working within an electrical and electronic engineering role will have:

Knowledge of:

- Cable types and where they should be used
- Electrical and electronic assembly and testing techniques
- Specific safe working practices, isolation procedures and safe reinstating of equipment/system that need to be observed

Skills:

- Wire and terminate different types of cabling e.g. single core, multi core, screened, fire resistant, armoured, etc.
- Assemble and test a range of electrical components e.g. component panels, isolator switches, fuses, circuit breakers, contactors, relays, rail mounted terminal blocks, etc.
- Assemble and test a range of electronic components e.g. resistors, capacitors, diodes, transistors, etc.
- Follow appropriate completion activities and restore equipment/system to service after the assembly and testing has been completed

CORE BEHAVIOURS REQUIREMENTS:

Manufacturing and Engineering organisations require their apprentices to have a set of behaviours that will ensure success both in their role and in the overall company objectives. The required behaviours are:

Personal responsibility and resilience – Comply with the health and safety guidance and procedures, be disciplined and have a responsible approach to risk, work diligently regardless of how much they are being supervised, accept responsibility for managing time and workload and stay motivated and committed when facing challenges.

Work effectively in teams – Integrate with the team, support other people, consider implications of their own actions on other people and the business whilst working effectively to get the task completed.

Effective communication and interpersonal skills – An open and honest communicator, communicates clearly using appropriate methods, listen well to others and have a positive and respectful attitude.

Focus on quality and problem solving – Follow instructions and guidance, demonstrate attention to detail, follow a logical approach to problem solving and seek opportunities to improve quality, speed and efficiency.

Continuous personal development – Reflect on skills, knowledge and behaviours and seek opportunities to develop, adapt to different situations, environments or technologies and have a positive attitude to feedback and advice.

INDUCTION:

All learners will receive a 5 day induction into their programme at our technical academy covering:

- | | | |
|---|------------------------|-----------------------|
| ■ Induction to In-Comm | ■ Equality & Diversity | ■ IOSH Working Safely |
| ■ Induction to Qualification | ■ Safeguarding | ■ Manual Handling |
| ■ Diary Keeping & Continuous Professional Development Log | ■ Prevent Agenda | ■ Abrasive Wheels |

ENGINEERING OPERATIVE STANDARD LEVEL 2

CONTINUED...



MECHANICAL MANUFACTURING PATHWAY

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Engineering Operative Level 2 Apprenticeship but will also gain qualifications at Level 2 in Engineering Operations. Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 1.

Off the Job Training Subjects Include:

- Engineering Environmental Awareness
- Engineering Techniques
- Engineering Maths & Science Principles
- Engineering Material Processes
- Complying with Statutory Regulations & Organisational Safety Requirements
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering
- Using & Interpreting Engineering Data & Documentation
- Conduct Business Improvement Activities
- Producing Components using Hand Fitting Techniques
- Preparing & Using Lathes for Turning Operations
- Preparing & Using Milling Machines

ASSESSMENT:

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Mandatory Qualifications – Completion of Level 2 Diploma in Engineering Operations (Competence) & Level 2 Certificate in Engineering Operations (Knowledge)
- Portfolio – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Practical Skills Observation – To assess the apprentices application of skills
- Professional Discussion – To holistically assess Knowledge, Skills & Behaviours across the standard which will be informed by the reflective portfolio.

ELECTRICAL & ELECTRONIC ENGINEERING PATHWAY

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Engineering Operative Level 2 Apprenticeship but will also gain qualifications at Level 2 in Engineering Operations. Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 1.

Off the Job Training Subjects Include:

- Engineering Environmental Awareness
- Engineering Maths & Science Principles
- Electrical & Electronic Principles
- Electrical & Electronic Systems & Devices
- Complying with Statutory Regulations & Organisational Safety Requirements
- Working Efficiently & Effectively in Advanced Manufacturing & Engineering
- Using & Interpreting Engineering Data & Documentation
- Wiring & Testing Electrical Equipment and Circuits
- Assembling & Testing Electronic Circuits
- Maintaining Electronic Equipment & Systems
- General Electrical & electronic Engineering Applications

ASSESSMENT:

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Mandatory Qualifications – Completion of Level 2 Diploma in Engineering Operations (Competence) & Level 2 Certificate in Engineering Operations (Knowledge)
- Portfolio – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Practical Skills Observation – To assess the apprentices application of skills
- Professional Discussion – To holistically assess Knowledge, Skills & Behaviours across the standard which will be informed by the reflective portfolio



GENERAL WELDER (ARC PROCESSES) LEVEL 2 – STANDARD

15 MONTH PROGRAMME –
2 Days Per Week in Centre

ROLE PROFILE:

Welding is a way to make high strength joints between two or more parts. General Welders use high electrical energy to form an arc. Manual dexterity is essential in controlling the arc, which is used to melt metals, allowing them to fuse together to form a structurally sound weld. Welding is used extensively and in almost every sector of industry. There is a high demand for skilled General Welders in areas, such as automotive, marine, transport, general fabrication, construction and many more.

General Welders produce items like components for cars, ships; rail vehicles; simple metallic containers; and steelwork for bridges, buildings and gantries. Welding is a safety critical occupation and every welder takes responsibility for the quality and accuracy of their work. General Welders are required to produce joints that satisfy basic quality standards in order to ensure that the finished products function correctly, contributing to the safety of all and the global quality of life.

Skilled, qualified, professionally certified General Welders can work anywhere in the world and provide services in harshest of environments. For these accomplished professionals, the monetary rewards can be significant. There is a highly complex range of welding skills: the different arc welding processes require different levels of manual dexterity, knowledge and skill to avoid making defective welds. There are a wide range of metallic materials that can be welded, each with different properties and behaviours.

GENERAL WELDERS WILL HAVE THE SKILL TO:

Produce good quality welds using two welding process/material type combinations (TIG, MMA, MIG/MAG, FCAW) and (Carbon and Low Alloy steel, High Alloy Ferritic/Martensitic Steel, Austenitic Stainless Steel, Nickel and Nickel Alloys, Aluminium and Aluminium Alloys) in two welding positions (Downhand, Horizontal, Vertical, Overhead)

Attain a qualification in accordance with one of the following standards: ISO 9606 / ASME IX / BS4872 / AWS D1.1, determined by the employer. N.B. These qualifications are regarded as licences to practice in welding

Achieve a quality of work to meet international standards for dimensional and surface inspection (Visual, Magnetic Particle Inspection and Dye Penetrant Inspection)

Position, prepare and check the welding equipment

Receive, handle and maintain consumables

Prepare, check and protect materials and work area ready for welding

Complete and check the finished weld ready for inspection and report into the production control system

Ensure that health and safety requirements are fully accounted for in all the above

GENERAL WELDER (ARC PROCESSES) LEVEL 2 STANDARD

CONTINUED...



GENERAL WELDERS WILL HAVE THE KNOWLEDGE TO:

- Be aware of the basic mechanical properties and weldability of welded materials
- Understand the common arc welding processes, joint types (fillet, lap, butt, etc.) and positions
- Understand the major components of welding equipment and the essential parameters for welding
- Understand the terminology, operation and controls for the selected arc welding processes, joint types and welding positions
- Identify and understand the causes of typical welding defects and how their occurrence can be reduced, for the materials and welding processes selected
- Understand the functions of welding consumables and the requirements for correct storage and handling
- Be able to identify and select correct welding consumables for each application
- Understand and identify hazards and basic health, safety and quality requirements when welding
- Know how to interpret and work to a welding procedure specification
- Know the basics of welding quality documents and reporting systems

GENERAL WELDERS WILL DISPLAY THE FOLLOWING BEHAVIOURS:

- A questioning attitude, to understand the processes and associated industrial applications. Maintaining competence with a commitment to Continuing Professional Development
- Planning and preparation to ensure production and Continuing Professional Development goals are achieved
- Intervention, to challenge poor practices and channel feedback to the appropriate authorities to implement change
- Reliability and dependability to consistently deliver expectations in production, quality, work ethics and self-development
- Accountability, to follow the specified procedures and controls and be personally responsible for their production work and personal development

INDUCTION:

All learners will receive a 5 day induction into their programme at our training centre covering:

- Induction to In-Comm
- Induction to the qualification
- Working Safely H&S Qualification
- Employment Rights & Responsibilities
- Diary keeping & Continuous Professional Development Log
- Introduction to Lean
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete off the job training for this standard. Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths.

For the off the job training element, it is compulsory that learners attend centre to achieve knowledge, understanding and competence in the following subjects:

- General Theoretical Training covering:
 - Basic Welding Equipment & Processes
 - Making Welded Joints
- Welding Process Specific Theoretical Training
 - M.M.A Welding
 - MIG/MAG/FCAW Welding
- Materials Specific Theoretical Training
 - High Alloy Steel

ASSESSMENT:

To achieve this qualification learners must go through End Point Assessment consisting of:

- Knowledge Tests – The learner will be given a multiple choice test as part of checking their under pinning knowledge for competence elements.
- Portfolio - a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Practical Test & Associated Oral Examination – giving the learner the opportunity to demonstrate knowledge, skills and behaviours
- Professional Interview – covering application of knowledge learned, role of the welder in industry and professional behaviours prescribed in the standard.
- Log Book & Diary evidence of Continuous Professional Development

HIGHER APPRENTICESHIP IN ADVANCED MANUFACTURING ENGINEERING - FRAMEWORK

16 MONTH PROGRAMME -
1 day Per Month off the job NVQ Portfolio
Project Work

1 Day Per Week off the Job HNC Training
Bi-Monthly Assessor Visits



ROLE PROFILE:

The Higher Apprenticeship framework for Advanced Manufacturing Engineering at Level 4 has been designed to provide the manufacturing and engineering sector with high grade technicians and engineers who have practical skills, combined with a higher education qualification.

The manufacturing sector in England employs approximately 2.4 million people across nearly 120,000 establishments, with an estimated 1.27 million engineers, scientists and technologists working across the manufacturing sectors. Of these technical roles, around a third (458,000) are employed in higher-level technical roles made up of 67,000 technicians, 174,000 professional engineers and 217,000 engineering managers. The main sub-occupations within the higher-level technical occupations are:

- Technicians - engineering technicians, draftspersons, laboratory technicians, electrical and electronics technicians and quality assurance technicians
- Professionals – mechanical engineers, design and development engineers, production and process engineers and planning and quality control engineers
- Managers – production, works and maintenance managers, research and development Managers and quality assurance managers

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 4 Apprenticeship in Advanced Manufacturing Engineering learners will also gain a Level 4 Diploma in Engineering Manufacture and a Level 4 HNC Diploma in Mechanical Engineering. Due to the high level of Mathematics within this programme learners will be required to undertake an assessment to determine their needs within Mathematics, if the assessment shows that the learner needs to upskill their knowledge & understanding in Mathematics a Bridging course will be a compulsory prerequisite before embarking onto the programme. Costs for this bridging course will be in addition to the Apprenticeship Funding on a commercial bases.

For the Mathematics Bridging Course, it is compulsory that learners identified with a need must attend centre to achieve knowledge, understanding and competence in the following subjects:

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ Algebra <ul style="list-style-type: none"> ■ Significant figures and decimal places ■ Scientific notation ■ Indices ■ Order of operation "BIDMAS" ■ Transposition ■ Linear equations ■ Simultaneous equations ■ Quadratics ■ Conversion between logarithmic and exponential form ■ Laws of logarithms | <ul style="list-style-type: none"> ■ Trigonometry <ul style="list-style-type: none"> ■ Trigonometric ratios "SOHCAHTOA" ■ Sine rule ■ Cosine rule ■ Wave form theory ■ Calculus <ul style="list-style-type: none"> ■ Differentiation and Integration of algebraic terms ■ Differentiation/ Integration of standard functions (logarithmic, trigonometric etc) |
|--|---|

The assessment for the Bridging Course is via strategic tests placed throughout the course and a 60% minimum grade is required to progress onto the HNC.

For the Level 4 HNC Diploma in Mechanical Engineering, it is compulsory that learners attend centre to achieve knowledge, understanding and competence in the following subjects:

- Producing Components using Hand Fitting Techniques
- Maintaining Electrical Equipment & Systems
- Wiring & Testing Electrical Equipment & Circuits

For the Level 4 Diploma In Engineering Manufacture learners have the following subjects to select specific units from subject to their individual requirements, qualification requirements and correlation to their job role:

- Research
- New Product Development
- Design
- Engineering & Manufacture
- Council for Administration – Leadership & Team Skills
- Business Improvement Techniques

Assessment

To achieve this qualification learners must go through Assessment, this consists of four elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the standard. The elements are:

- Portfolio - The portfolio is the assessment method for the Level 4 Diploma in Engineering Manufacture and will be assessed by an awarding body to gain this qualification.
- Assignment & Project Work – The HNC is delivered via a number of different ways such as presentations, written reports, log books, online tests and practical tasks. Assessment activities have been carefully designed and will be graded with a Pass, Merit or Distinction against the awarding body standards requirements.
- Continuous Professional Development Log – Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their job role.

BUSINESS PROCESS LEADER LEVEL 4 STANDARD

24 MONTH PROGRAMME –
One day Per Week in Centre
Monthly assessor visits to company



ROLE PROFILE:

Process Leaders are found in organisations with high volume manufacturing or advanced manufacturing processes in which large volumes of products are made in assembly, moulding, metal processing, chemical processing, pharmaceutical, textiles, food and drink, or similar processes.

They are also found in organisations with engineering operations or low volume manufacturing processes in which lower volumes of products are made in a bespoke or workshop type environment. The core knowledge, skills and behaviours of this apprenticeship will be developed and demonstrated in a specific manufacturing context and are broadly transferable to other manufacturing sectors.

The broad purpose of this occupation is to undertake and direct production activities and operations and deliver against core production Key Performance Indicators (KPIs). Process Leaders effectively lead and manage large teams as well as providing technical/specialist input and direction to their own team and to others. Process Leader are responsible for determining and managing budgets and resources. They use core production KPIs as the basis of the continuous improvement cycle and undertake and manage quality resolutions. Process leaders manage health, safety and environment within their area of responsibility, ensuring staff are compliant with all requirements and driving improvements and use project management tools to plan, organise and manage resources, monitor progress, identify risks and mitigation. They develop, build and motivate team members as well as manage performance and industrial relations.

As well as providing clear direction and leadership to their own team and others, Process Leaders build and maintain strong relationships across different disciplines, to ensure that the activities of functions such as HR, Purchasing, Planning, Finance focus on core production KPIs. Effective communication is a core responsibility of the Process Leader role, whether this be communication corporate vision and strategy or using data and information to create compelling presentations and drive management decisions.

In their daily work, an employee in this occupation interacts with:

- Team leaders and their wider team
- Quality Managers
- Health and Safety Managers
- HR Managers
- Finance Managers
- Quality Improvement Manager
- Operational Directors
- Directors
- Managing Director/CEO

Process Leaders act autonomously as part of a wider production team and are responsible for the delivery of core production KPIs, people, budgets, equipment, materials, supplies, health, safety, environment and risk.

OCCUPATIONAL DUTIES:

DUTY 1	Work autonomously as part of a wider production team to undertake and direct production activities, plant operations, maintenance and performance against KPIs. Provide technical/specialist input and direction to own team and to others
DUTY 2	Manage resources effectively to ensure the efficient running of their department in line with organisational procedures and budgets
DUTY 3	Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume, using lean, operational excellence and production improvement techniques
DUTY 4	Undertake and manage quality resolutions as well as volume problem resolution
DUTY 5	Manage health, safety and environment within their area of responsibility, ensuring staff are compliant with all requirements and driving improvements
DUTY 6	Use project management tools to plan, organise and manage resources, monitor progress, identify risks and mitigation
DUTY 7	Develop, build and motivate team members as manage performance and industrial relations to achieve production, quality and cost targets
DUTY 8	Provide clear direction and leadership to own team and others, giving open and honest feedback
DUTY 9	Build and maintain strong relationships across different disciplines, to ensure that the activities of functions such as HR, Purchasing, Planning, Finance focus on core production KPI
DUTY 10	Lead the communication of corporate vision and strategy to own team. Use data/information to create compelling presentations and drive management decisions

BUSINESS PROCESS LEADER LEVEL 4 STANDARD

CONTINUED...



BUSINESS PROCESS LEADERS WILL HAVE THE KNOWLEDGE TO:

Principles of production/manufacturing techniques including: material handling systems, maintenance, production planning/scheduling, ergonomics, work place study, plant organisation, decommissioning, Statistical Process Control, process types such as flow and batch, product/raw material principles

How to identify and procure sufficient, suitable resources (e.g. finance, staff, equipment, supplies) including use of management tools such as the Internet of Things (IoT) and Industry 4.0

Budgeting, forecasting and control of direct and indirect costs, fixed and variable costs including actual, accrued and committed costs

Lean operational and quality improvement practices such as workplace organisation, visual management, waste reduction and shop floor problem solving

Delivery of quality management and assurance systems

Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not

Safe and professional working practices including health, safety, environment and legislative requirements relevant to the sector, the organisation and own role

Production procedures and regulations to meet legislative/organisational requirements

Planning and project management principles, problem solving, relationship building and leading through KPIs

Employment law, employee rights and responsibilities, organisation staff management policies/procedures for e.g. recruitment, performance, development, discipline, grievance, equality/diversity, industrial relations

Theories of performance management and their use and organisations tools and policies for managing teams

The theory of managing, motivating and developing people

The purpose of organisational vision and goals and how these apply to teams

Awareness of the differing strengths team members have and how these can be effectively applied in the workplace

Approaches to colleague, stakeholder/ supplier relationship management including collaboration, negotiation, influencing, managing conflict, and networking [K15]

How to communicate and cascade information effectively at all levels and to a diverse audience

How to identify the information required for decision making, how it should be gathered and reported

How to develop and present a case to management when requesting change including single page reporting

BUSINESS PROCESS LEADERS WILL HAVE THE SKILLS TO:

Undertake and direct production activities and operations

Propose, undertake, manage and coordinate changes to the product, production operations, processes and equipment, to improve productivity, efficiency and quality

Solve problems - predict and prevent failures through the analysis of data and information

Manage resources effectively to ensure their availability and the efficient running of department in line with organisational procedures

Deliver cost achievements against budget targets

Plan resources to support variations in production schedules

Use KPIs as the basis of the continuous improvement cycle for quality, cost and volume achievement using lean operational and product improvement techniques

Undertake and manage quality resolutions as well as volume problem resolution

Manage health, safety and the environment within area of responsibility, ensuring staff are compliant with all requirements and driving improvements

Conduct workplace risk assessments, manage near-miss or similar processes, conduct investigations as necessary

Use project management tools to plan, organise and manage resources, to monitor progress, identify risks and mitigation

Recruit the right people into the right job

Develop, build and motivate teams by identifying strengths and enabling training and development within the workplace

Recognise excellence, effectively manage performance, discipline, attendance, grievance

Manage industrial relations and equality and diversity

Support development through coaching and mentoring

Leading and communicating the management of change Provide clear direction and leadership, giving open and honest feedback. Apply and adapt own leadership style to different production situations and people

Delegate and enable delivery through others

Build and maintain strong relationships across different disciplines. Negotiate and influence. Manages conflict

Identify and share good practice, work collaboratively

Utilise specialist advice and support to deliver plans

Communicate effectively (verbal, non-verbal, written, digital) in manner relevant to the target audience

Chair meetings and present (formally and informally) using a range of media. Listen actively, challenge, give feedback

Analyse data/information to compellingly and succinctly present information to drive management decisions

BUSINESS PROCESS LEADER LEVEL 4 STANDARD

CONTINUED...



BUSINESS PROCESS LEADERS WILL DISPLAY THE FOLLOWING BEHAVIOURS:

Decision Making: Makes decisions based on personal initiative, technical knowledge, analysis and understanding of the different interests of stakeholders. Accepts responsibility for decisions and recognises limit to own authority

Agile: Flexible and adaptable to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and open to new ways of working, responds well to feedback and change

Inclusive: Open, approachable, authentic, and able to build trust with others. Promotes a respectful culture embracing diversity and inclusion. Seeks and provides feedback to manage continuous development of self, team and processes

Responsibility, Accountability and Resilience: Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities

Professionalism: Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values. Promote and instil the values of the organisation to all colleagues

Problem solver: Identifies issues quickly, enjoys solving complex problems and applies appropriate solutions. Has a strong desire to push to ensure the root cause of any problem is found and solutions identified which prevent recurrence

INDUCTION:

If a learner is progressing onto this programme with us from a previous qualification then induction will be completed on a one to one basis within their place of work but if the learner is embarking on the Level 4 as a first time entrant then they will receive a 3 day induction into their programme at our technical academy covering:

- Induction to In-Comm
- Induction to the qualification
- Diary keeping & Continuous Professional Development Log
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Business Process Leader Level 4 Apprenticeship but will also gain a Higher National in Manufacturing Operations Level 4. Dependent upon prior qualifications learners may also need to complete functional skills in Maths and English to a minimum of Level 2.

Off the Job Training Subjects Include:

- Manufacturing Processes
- Manufacturing Planning & Scheduling Principles
- Statistical Process Control
- Manufacturing Operations Mathematics
- Creating & Managing Projects in Manufacturing Operations
- Managing a Professional Engineering Project
- Introduction to Professional Engineering Management
- Business Improvement Techniques

ASSESSMENT

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Portfolio – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Workplace Observation and Question & Answer Session
- Project, Presentation & Question & Answer Session
- Professional Discussion



LEADERSHIP & MANAGEMENT COURSES



TEAM LEADING LEVEL 2 FRAMEWORK

15 MONTH PROGRAMME –
1 Day Per Month Off The Job Training
Monthly Assessor Visits



ROLE PROFILE:

Leadership skills have a major impact on the development, productivity and performance of organisations of all sizes and across all sectors of the economy. Across the UK there are approximately 4.9 million managers and senior officials, including 1.75 million working within small and medium enterprises. To keep pace with demand, around 400,000 new managers and leaders are needed each year. The first step to this is looking to develop the Team Leaders within our businesses which is where the Level 2 Team Leading Apprenticeship Framework has been developed to support those working as team leaders, section leaders, floor managers, help desk managers, trainee supervisors, team co-ordinators and those working in a range of other team leader positions. Tasks undertaken by apprentices will vary depending on the level and sector in which they are employed. Tasks may include planning, allocating and monitoring the work of the team, giving feedback, briefing teams, supporting team members, managing conflict, resolving problems, procuring supplies, project management, agreeing budgets and managing and improving customer service. Level 2 apprentices will be the first tier of management within any business and is where the fundamentals of management needs to be addressed.

INDUCTION:

All learners will receive a 3 day induction into their programme at our training centre covering:

- Induction to In-Comm
- Induction to the qualification
- Working Safely H&S Qualification
- Employment Rights & Responsibilities
- Diary keeping & Continuous Professional Development Log
- Introduction to Lean
- Manual Handling
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete both on and off the job training elements for this framework and at the end of their programme will not only complete their Level 2 Apprenticeship in Team Leading learners will also gain a Level 2 Diploma in Team Leading. Dependent upon prior qualifications learners may also need to complete functional skills in English, Mathematics and Information & Communications Technology.

- Developing Self as a Team Leader
- Improving the Performance of the Work Team
- Planning & Monitoring Work
- Developing the Work Team
- Induction & Coaching in the Work Place
- Understanding Change in the Work Place
- Using Resources Effectively and Efficiently
- Work Place Communication
- Leading Your Work Team
- Satisfying Customer Requirements
- Understanding Effective Team Working
- Developing Self as an Effective Team Member

TOPICS COVERED:

For the Level 2 Diploma in Team Leading learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Developing Self as a Team Leader
- Manage Personal Performance & Development
- Communicate Work Related Information
- Lead & Manage a Team
- Principles of Team Leading
- Understand Business
- Develop Working Relationships with Colleagues
- Contribute to Meetings in a Business Environment
- Principles of Equality & Diversity in the Workplace
- Health & Safety Procedures in the Workplace
- Store & Retrieve Information
- Handle Mail
- Employee Rights & Responsibilities
- Deliver Customer Service
- Understand Customers
- Resolve Customer Service Problems

ASSESSMENT:

- Portfolio – Throughout the programme the learner will build a portfolio of evidence towards the topics of delivery that hits the knowledge, skills and behaviours within the apprenticeship standard. Practical observations and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing. The portfolio is assessed through Internal and External Quality Assurance for achievement of the Level 2 Diploma in Team Leading by the awarding body.
- Workshop Attendance – The learner must attend each knowledge workshop to gain the level of underpinning knowledge required to pass the knowledge test.
- Knowledge Test – The learner undertakes workbooks covering each topic of the knowledge delivery to ensure that they understand each area of competence.

TEAM LEADER / SUPERVISOR LEVEL 3 STANDARD

18 MONTH PROGRAMME –
1 Day Per month in Centre
Monthly Assessor contact
(Monthly Assessor Visits
and online work delivery)



Roles/Occupations may include: Supervisor, Team Leader, Project Officer, Shift Supervisor, Foreperson and Shift Manager.

ROLE PROFILE:

A team leader/supervisor is a first line management role, with operational/project responsibilities or responsibility for managing a team to deliver a clearly defined outcome. They provide direction, instructions and guidance to ensure the achievement of set goals. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities will vary, but the knowledge, skills and behaviours needed will be the same whatever the role. Key responsibilities are likely to include supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

INDUCTION:

If a learner is progressing onto this programme with us from a previous qualification then induction will be completed on a one to one basis within their place of work but if the learner is embarking on the Level 3 as a first time entrant then they will receive a 3 day induction into their programme at our training centre covering:

- Induction to In-Comm
- Induction to the qualification
- Working Safely H&S Qualification
- Employment Rights & Responsibilities
- Diary keeping & Continuous Professional Development Log
- Introduction to Lean
- Manual Handling
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 3 Apprenticeship in Team Leader / Supervisor learners will also gain a Level 3 Diploma in Management. Dependent upon prior qualifications learners may also need to complete functional skills in English and Mathematics.

For the off the job training element, it is compulsory that learners attend centre to achieve knowledge, understanding and competence in the following subjects:

- Solving Problems & Making Decisions
- Understanding Innovation & Change
- Planning Change in the Workplace
- Planning & allocating Work
- Writing for Business
- Contributing to Innovation & Creativity
- Understanding Leadership
- Understanding how to Motivate to Improve Performance
- Developing Yourself and Others
- Understanding Stress Management
- Understanding Training & Coaching
- Managing Workplace Projects
- Understanding Marketing for Managers
- Work based Project and Group Presentation

TOPICS COVERED:

For the Level 3 Diploma in Management learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role (Other units are available):

- Manage personal and professional development
- Manage team performance
- Principles of leadership & management
- Principles of people management
- Principles of business
- Promote equality, diversity and inclusion in the workplace
- Chair and lead meetings
- Encourage innovation
- Manage conflict within a team
- Procure products and/or services
- Implement change
- Implement and maintain business continuity plans and processes

REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Interpersonal excellence – Managing people and developing relationships

Knowledge:	What is required (through formal learning and applied according to business environment)
Leading People	Understand different leadership styles and the benefits of coaching to support people and improve performance. Understand organisational cultures, equality, diversity and inclusion.
Managing People	Understand people and team management models, including team dynamics and motivation techniques. Understand HR systems and legal requirements, and performance management techniques including setting goals and objectives, conducting appraisals, reviewing performance, absence management, providing constructive feedback, and recognising achievement and good behaviour.
Building Relationships	Understand approaches to customer and stakeholder relationship management, including emotional intelligence and managing conflict. Know how to facilitate cross team working to support delivery of organisational objectives.
Communication	Understand different forms of communication and their application. Know how to chair meetings, hold challenging conversations, provide constructive feedback and understand how to raise concerns.

Organisational Performance - Delivering Results

Operational Management	Understand how organisational strategy is developed. Know how to implement operational/team plans and manage resources and approaches to managing change within the team. Understand data management, and the use of different technologies in business.
Project Management	Understand the project lifecycle and roles. Know how to deliver a project including: managing resources, identifying risks and issues, using relevant project management tools.
Finance	Understand organisational governance and compliance, and how to deliver Value for Money. Know how to monitor budgets to ensure efficiencies and that costs do not overrun.

TEAM LEADER / SUPERVISOR LEVEL 3 STANDARD

CONTINUED...



REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Personal Effectiveness – Managing Self

Knowledge:	What is required (through formal learning and applied according to business environment)
Awareness of Self	Know how to be self-aware and understand unconscious bias and inclusivity. Understand learning styles, feedback mechanisms and how to use emotional intelligence.
Management of Self	Understand time management techniques and tools, and how to prioritise activities and approaches to planning.
Decision Making	Understand problem solving and decision making techniques, and how to analyse data to support decision making.

REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Interpersonal Excellence – Managing People and Developing Relationships

Knowledge:	What is required (acquired and demonstrated through continuous professional development)
Leading People	Able to communicate organisation strategy and team purpose, and adapt style to suit the audience. Support the development of the team and people through coaching, role modelling values and behaviours, and managing change effectively.
Managing People	Able to build a high-performing team by supporting and developing individuals, and motivating them to achieve. Able to set operational and personal goals and objectives and monitor progress, providing clear guidance and feedback.
Building Relationships	Building trust with and across the team, using effective negotiation and influencing skills, and managing any conflicts. Able to input to discussions and provide feedback (to team and more widely), and identify and share good practice across teams. Building relationships with customers and managing these effectively.
Communication	Able to communicate effectively (verbal, written, digital), chair meetings and present to team and management. Use of active listening and provision of constructive feedback.

Organisational Performance - Delivering Results

Operational Management	Able to communicate organisational strategy and deliver against operational plans, translating goals into deliverable actions for the team, and monitoring outcomes. Able to adapt to change, identifying challenges and solutions. Ability to organise, prioritise and allocate work, and effectively use resources. Able to collate and analyse data, and create reports.
Project Management	Able to organise, manage resources and risk, and monitor progress to deliver against the project plan. Ability to use relevant project management tools, and take corrective action to ensure successful project delivery.
Finance	Applying organisational governance and compliance requirements to ensure effective budget controls.

Personal Effectiveness – Managing Self

Awareness of Self	Able to reflect on own performance, seek feedback, understand why things happen, and make timely changes by applying learning from feedback received.
Management of Self	Able to create an effective personal development plan, and use time management techniques to manage workload and pressure.
Decision Making	Use of effective problem solving techniques to make decisions relating to delivery using information from the team and others, and able to escalate issues when required.

Behaviours: What is required (developed and exhibited in the workplace)

Takes Responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks views of others.
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responds well to feedback and need for change.
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.

ASSESSMENT:

- Portfolio – Throughout the programme the learner will build a portfolio of evidence towards the topics of delivery that hits the knowledge, skills and behaviours within the apprenticeship standard. Practical observations and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing. The portfolio is assessed through Internal and External Quality Assurance for achievement of the Level 2 Diploma in Team Leading by the awarding body.
- Workshop Attendance – The learner must attend each knowledge workshop to gain the level of underpinning knowledge required to pass the knowledge test.
- Knowledge Test – The learner undertakes workbooks covering each topic of the knowledge delivery to ensure that they understand each area of competence.



OPERATIONS / DEPARTMENTAL MANAGER LEVEL 5 STANDARD

30 MONTH PROGRAMME –
Bi-Monthly in Centre Attendance
Monthly assessor visits



ROLE PROFILE:

An operations/departmental manager is someone who manages teams and/or projects, and achieving operational or departmental goals and objectives, as part of the delivery of the organisation's strategy. They are accountable to a more senior manager or business owner. Working in the private, public or third sector and in all sizes of organisation, specific responsibilities and job titles will vary, but the knowledge, skills and behaviours needed will be the same. Key responsibilities may include creating and delivering operational plans, managing projects, leading and managing teams, managing change, financial and resource management, talent management, coaching and mentoring.

Roles may include: Operations Manager, Regional Manager, Divisional Manager, Department Manager and specialist managers.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 5 Apprenticeship in Operations / Department Manager learners will also gain a Level 5 Diploma in Management. Dependent upon prior qualifications learners may also need to complete functional skills in English and Mathematics.

For the Level 5 Diploma in Management learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role (Other units are available):

- Solving Problems & Making Decision
- Contribute to the development of a strategic plan
- Design business processes
- Manage strategic change
- Provide leadership & management
- Establish business risk management processes
- Promote equality of opportunity, diversity & inclusion
- Develop and manage collaborative relationships with other organisations
- Optimise use of technology
- Manage product and/or service development
- Manage strategic marketing activities
- Develop and maintain professional networks
- Develop and implement an operational plan
- Encourage learning and development
- Discipline and grievance management
- Develop working relationships with stakeholders
- Manage a tendering process
- Manage physical resources
- Manage the impact of work activities on the environment
- Prepare for and support quality audits
- Manage a budget
- Manage a project
- Manage business risk
- Manage knowledge in an organisation
- Recruitment, Selection and induction practice
- Manage redundancy and redeployment
- Lead the development of a knowledge management strategy
- Lead the development of a quality strategy
- Lead the development of a continuous improvement strategy

REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Organisational Performance – Delivering Results

Knowledge:	What is required (through formal learning and applied according to business environment)
Operational Management	Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. Understand business development tools (eg SWOT), and approaches to continuous improvement. Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. Knowledge of management systems, processes and contingency planning. Understand how to initiate and manage change by identifying barriers and know how to overcome them. Understand data security and management, and the effective use of technology in an organisation.
Project Management	Know how to set up and manage a project using relevant tools and techniques, and understand process management. Understand approaches to risk management.
Finance	Understand business finance: how to manage budgets, and financial forecasting.

Interpersonal excellence – Managing People and Developing Relationships

Leading People	Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. Understand organisational cultures and diversity and their impact on leading and managing change. Know how to delegate effectively.
Managing People	Know how to manage multiple teams, and develop high performing teams. Understand performance management techniques, talent management models and how to recruit and develop people, providing clear guidance and feedback.
Building Relationships	Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. Know how to manage conflict at all levels.
Decision Making	Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately.

Personal Effectiveness – Managing Self

Awareness of Self	Understand own impact and emotional intelligence. Understand different learning and behaviour styles.
Management of Self	Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.
Decision Making	Understand problem solving and decision making techniques, including data analysis. Understand organisational values and ethics and their impact on decision making.

OPERATIONS / DEPARTMENTAL MANAGER LEVEL 5 STANDARD

CONTINUED...



REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Interpersonal excellence – Managing People and Developing Relationships

Knowledge:	What is required (acquired and demonstrated through continuous professional development)
Operational Management	Able to input into strategic planning and create plans in line with organisational objectives. Support, manage and communicate change by identifying barriers and overcoming them. Demonstrate commercial awareness, and able to identify and shape new opportunities. Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. Producing reports, providing management information based on the collation, analysis and interpretation of data.
Project Management	Plan, organise and manage resources to deliver required outcomes. Monitor progress, and identify risk and their mitigation. Able to use relevant project management tools.
Finance	Able to monitor budgets and provide reports, and consider financial implications of decisions and adjust approach/recommendations accordingly.

Interpersonal excellence – Managing People and Developing Relationships

Leading People	Able to communicate organisational vision and goals and how these apply to teams. Support development through coaching and mentoring, and enable and support high performance working. Able to support the management of change within the organisation.
Managing People	Able to manage talent and performance. Develop, build and motivate teams by identifying their strengths and enabling development within the workplace. Able to delegate and enable delivery through others.
Building Relationships	Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.
Decision Making	Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback.

Personal Effectiveness – Managing Self

Awareness of Self	Able to reflect on own performance, working style and its impact on others.
Management of Self	Able to create a personal development plan. Use of time management and prioritisation techniques.
Decision Making	Able to undertake critical analysis and evaluation to support decision making Use of effective problem solving techniques.

REQUIREMENTS: KNOWLEDGE, SKILLS AND BEHAVIOURS

Interpersonal excellence – Managing People and Developing Relationships

Knowledge:	What is required (developed and exhibited in the workplace)
Takes Responsibility	Drive to achieve in all aspects of work. Demonstrates resilience and accountability. Determination when managing difficult situations. Seeks new opportunities.
Inclusive	Open, approachable, authentic, and able to build trust with others. Seeks the views of others and values diversity.
Agile	Flexible to the needs of the organisation. Is creative, innovative and enterprising when seeking solutions to business needs. Positive and adaptable, responding well to feedback and need for change. Open to new ways of working.
Professionalism	Sets an example, and is fair, consistent and impartial. Open and honest. Operates within organisational values.

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment, this consists of five elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the standard. The elements are:

- Knowledge Test – The learner will be given a series of different scenarios and situations, with a series of questions requiring responses which will demonstrate the apprentice's knowledge.
- Portfolio – Throughout the programme the learner will build a portfolio of evidence towards the topics of delivery that hits the knowledge, skills and behaviours within the apprenticeship standard. Practical observations and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing. The portfolio will also be used to frame discussion at interview, where knowledge, skills and behaviours are demonstrated. In-Comm has incorporated the registration to the Level 3 Diploma in Management so the portfolio will be assessed by an awarding body to gain this qualification.
- A Competency Based Interview is held between the learner and the Independent End Point Assessment Organisation. The interview assesses understanding of the portfolio to validate competence shown by the learner. Discussions take place covering a structured series of questions to assess the apprentice's knowledge to ensure all aspects are given coverage.
- Project & Presentation – The learner delivers a presentation on a project that they have completed (developed through the off the job sessions). The presentation lasts approximately 15 minutes, with a further 15 minutes for a Q&A session. There will then be a professional discussion relating to all of the CPD activity undertaken during their qualification to reflect on outcome and how learning has been applied to their job role.
- Continuous Professional Development Log & Discussion – Learners are to keep a CPD log of what they have learnt and developed across their programme culminating in a professional discussion with the EPAO to ensure how learning gained has been applied to their job role.



BUSINESS SUPPORT COURSES



SUPPLY CHAIN WAREHOUSE OPERATIVE LEVEL 2 STANDARD

12 MONTH PROGRAMME -
1 Day Per month in Centre Monthly
Assessor Visits to Place of Work



ROLE PROFILE:

Warehouse Operatives work in a variety of warehouse environments. Work activities include taking deliveries, checking for damaged/missing items, storing goods, moving stock by various methods, picking/packing orders, loading goods for dispatch, maintaining stock records and documentation, and cleaning. They are required to safely use a range of equipment, machinery and vehicles, as relevant to their role and setting. This could include mechanical racking systems, materials handling equipment (MHE) or fork lift trucks. Warehouse Operatives communicate with a wide range of people and customers. They have a passion to meet customers' expectations by providing a quality service that encourages repeat business. Individuals in this role are highly competent in using industry-recognised systems and associated services (eg Traffic/Warehouse Management Systems) and will be able to work under pressure to tight deadlines.

INDUCTION:

All learners will receive a 5 day induction into their programme at our training centre covering:

- Induction to In-Comm
- Induction to the qualification
- Working Safely H&S Qualification
- Employment Rights & Responsibilities
- Diary keeping & Continuous Professional Development Log
- Introduction to Lean
- Manual Handling
- Equality & Diversity
- Safeguarding
- Prevent Agenda

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 2 Apprenticeship in Supply Chain Warehouse Operative learners will also gain a Level 2 Certificate in Warehouse & Storage. Dependent upon prior qualifications learners may also need to complete functional skills in English and Mathematics.

For the off the job training element, it is compulsory that learners attend centre to achieve knowledge, understanding and competence in the following subjects:

- Word Basic/Intermediate
- Excel Basic/Intermediate
- Using internet & email - internet security
- Customer service
- Communication skills - speaking and listening.
- Grammar, Spelling & Punctuation
- Organisation skills and prioritise workload - basic time management
- Stock takings and ordering
- Team Building
- Plus Fork Lift Truck License if applicable – Please Note – Additional Charges apply for registration & certification for this element over and above the apprenticeship.

For the Level 2 Certificate in Warehouse & Storage have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Health, safety and security at work
- Develop effective working relationships with colleagues
- Pick goods
- Wrap and pack goods
- Place goods in storage
- Process orders for customers
- Assemble orders for dispatch
- Maintain the cleanliness of equipment
- Keep work areas clean
- Maintain hygiene standards in handling and storing goods
- Moving and/or handling goods
- Use equipment to move goods
- Use a compact crane
- Use a forklift side-loader
- Use a hoist
- Use an industrial forklift truck
- Keep stock at required levels
- Check stock levels and stock records
- Operate equipment to perform work requirements
- Receive goods
- Process returned goods
- Sort goods and materials for recycling or disposal
- Contribute to the provision of customer care
- Principles of food safety
- Maintain the safety and security of hazardous goods and materials
- Supervise the receipt, storage or dispatch of goods

CORE KNOWLEDGE – ALL WAREHOUSE OPERATIVES WILL HAVE A GOOD UNDERSTANDING OF:

Safe driving and/or operating techniques to standard and as trained, relating to MHE (e.g. Counterbalance/Reach Trucks, Powered Pallet Trucks, Ride on Pallet Trucks, Order Pickers, Narrow Aisle Pickers, Mobile Elevated Work Platforms, Forklift Trucks) as relevant to their role and setting; adherence to safe practice when working at heights.

Steps to take to minimise the effect their work (and the wider industry) has on the environment; the need to maintain a high level of housekeeping and manage waste effectively; using packing materials efficiently to reduce waste and costs; the consequences of not using or disposing of these correctly.

Safe use of equipment and machinery (such as MHE, vehicle and delivery systems); where to find instructions/guidance; consequences of incorrect use.

Use of warehouse systems and processes relating to packaging, moving and receiving stock (eg Load Container Lists) within a warehouse environment to facilitate the safe handling of goods and an effective and efficient service to internal/external customers.

Basic IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems to ensure the safe and efficient processing of goods.

Relevant regulation and legislation (including international where relevant to role) governing the supply chain industry, their subsector and role in particular; consequences of not adhering to legal guidelines.

Effective communication with customers that store goods with the company/colleagues (including those working remotely, third party carriers, agencies and other organisations) in line with situation and organisational style/culture.

Structure of the industry; methods and modes of transport; roles available within the sector in general and in relation to their own career aspirations.

SUPPLY CHAIN WAREHOUSE OPERATIVE LEVEL 2 STANDARD

CONTINUED...



CORE KNOWLEDGE – ALL WAREHOUSE OPERATIVES WILL HAVE A GOOD UNDERSTANDING OF:

The importance of delivering excellent customer service to customers and colleagues, including identifying needs and responding appropriately in line with situation and organisational style/culture.

Proposed and actual changes to systems, processes and technology used in the industry, particularly relating to own role; how to keep up to date with any changes in the systems, processes and technology that affect their role.

How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.

CORE KNOWLEDGE – ALL WAREHOUSE OPERATIVES WILL HAVE A GOOD UNDERSTANDING OF:

Operate and handle equipment safely and efficiently as required for their role, such as Forklift Trucks, High Reach Trucks, Powered Pallet Trucks or Man Up Trucks; manoeuvre vehicles in restricted spaces; safely use and position vehicle fitted equipment such as mirror requirements.

Comply with appropriate rules, regulations and processes for safely and efficiently moving, handling, packing and unpacking different items, both manually and using relevant equipment (such as MHE, vehicle and delivery systems); understand consequences of incorrect use.

Work individually and as part of a team to safely move and handle objects; maintain a high level of housekeeping and manage waste effectively; know where to find instructions or guidance; check for damaged or missing items as appropriate; take responsibility for maintaining health, safety and security of people at all times.

Safely and efficiently load and unload items into and from vehicles, buildings, containers, lift vans, crates and/or boxes; use appropriate MHE or machinery where necessary; ensure items are safely and efficiently packed, assembled and/or disassembled as appropriate.

Select, prepare and use packaging materials appropriate to the job efficiently and in a way which reduces waste, costs and environmental impact; taking into consideration the item(s) to be moved, and their current and final destinations.

Use correct equipment and procedures to record receiving or stowing goods; produce relevant paperwork or labelling processes.

Promote the values of the organisation; communicate effectively with customers and colleagues to identify and meet their needs.

Work effectively in a warehousing team, including when under pressure, and to agreed deadlines; adapt to change in line with internal and external customer needs or circumstances.

Use IT applications and other relevant technology and systems, including warehousing management, data capture, radio and barcoding systems, to ensure the safe and efficient processing of goods.

How their role can affect their health and the need to maintain a level of fitness appropriate to the needs of their role.

BEHAVIOURS - WHAT IS REQUIRED (DEVELOPED AND EXHIBITED IN THE WORKPLACE)

Demonstrate integrity, credibility, honesty, positivity and personal drive in every aspect of their role; demonstrate a belief in the services that the organisation offers.

Take ownership for own performance and training, including demonstrating a keen interest in the industry; proactively drive own ongoing learning and development, and make recommendations for improvement where relevant.

Show personal commitment to minimising the effect of work activities on the environment.

Adapt to and embrace the use of relevant technology, systems and equipment; use it responsibly and take an interest in new developments that could support the organisation.

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment consisting of 3 elements:

- **Portfolio of Evidence**
Although the portfolio is not directly assessed for end point assessment, it is used to indicate that the learner is ready for end point assessment. In-Comm has however incorporated the registration to the Level 2 Certificate in warehousing & Storage so the portfolio will be assessed by an awarding body to gain this qualification.
- **Knowledge and behaviours test**, externally set and marked by the EPAO and will consist of structured short answer and scenario based questions held under exam conditions.
- **Practical assessment** – the independent assessor will observe the learner undertaking everyday tasks and will use an observation checklist and mark scheme to ensure all elements have been assessed.

BUSINESS ADMINISTRATION LEVEL 2 FRAMEWORK

15 MONTH PROGRAMME -
Monthly Assessor Visits



ROLE PROFILE:

Administrators need a broad range of skills to work efficiently and to help increase business productivity. Skills shortages identified by organisations include a lack of office and administration skills, customer-handling skills, technical and practical skills, oral communication skills and IT skills, all of which are covered within the Level 2 Business Administration Apprenticeship framework. It builds in softer-skills such as communication, team working, interpersonal skills and the ability to reflect on personal learning. Level 2 apprentices will be embarking on their first career choice and may work in roles such as administrators, office juniors, receptionists/medical receptionists, junior legal secretaries or junior medical secretaries. Tasks undertaken by apprentices will vary depending on the level and sector in which they are employed.

Tasks may include:

- Producing business documents
- Contributing to the organisation of events
- Developing and delivering presentations
- Providing reception services
- Using and maintaining office equipment
- Providing administrative support for meetings
- Using a variety of software packages
- Analysing and presenting business documents
- Managing projects

TOPICS COVERED:

All learners will complete both on and off the job training elements for this framework and at the end of their programme will not only complete their Level 2 Apprenticeship in Business Administration learners will also gain a Level 2 Diploma in Business Administration. Dependent upon prior qualifications learners may also need to complete functional skills in English, Mathematics and Information & Communications Technology.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 15 month programme covering the following subjects:

- Word Basic/Intermediate
- Excel Basic/Intermediate
- Using internet & email - internet security
- Greeting/Welcoming visitors- good housekeeping and personal professional image.
- Telephone Techniques
- Customer Service
- Communication skills - speaking and listening
- Grammar, Spelling & Punctuation
- Writing for business
- Manual Handling & VDU Risk Assessment
- Organisation skills and prioritise workload - basic time management
- Working Safely
- Basic Finance 1 day - Types of documents purchase ordering/delivery notes/invoices
- Team Building

For the Level 2 Diploma in Business Administration learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Communication in a business environment
- Providing administrative services
- Business document production and information management
- Understand employer organisations
- Manage personal performance and development
- Develop working relationships with colleagues
- Manage diary systems
- Produce business documents
- Collate and report data
- Store and retrieve information
- Produce minutes of meetings
- Handle mail
- Reception services
- Preparation text from notes, shorthand or recorded audio instruction
- Archive information
- Maintain and issue stationery and supplies
- Use and maintain office equipment
- Contribute to the organisation of an event
- Organise business travel or accommodation
- Provide administrative support for meetings
- Administer human resource records
- Administer the recruitment and selection process
- Administer parking dispensations
- Administer finance
- Employee rights and responsibilities
- Health and safety in a business environment
- Use a telephone and voicemail system
- Meet and welcome visitors in a business environment
- Using email
- Software such as word processing, website, spreadsheet, presentation & bespoke
- Data Management Software
- Deliver customer service
- Process information about customers
- Develop customer relationships
- Processing customers' financial transactions
- Payroll Processing
- Understand the use of research in business
- Customer relationships
- Principles of team leading
- Principles of equality and diversity in the workplace
- Principles of marketing theory
- Principles of digital marketing
- Understand working in a customer service environment
- Know how to publish, integrate and share using social media
- Exploring Social Media
- Understand the safe use of online and social media platforms

ASSESSMENT

All elements are under Awarding Body accreditation:

- Learner Portfolio
- Log Book and Diary evidence of Continuous Professional Development
- Attendance at underpinning knowledge off the job training sessions



BUSINESS ADMINISTRATOR LEVEL 3 STANDARD

15 MONTH PROGRAMME -
Block days per month in centre
and Monthly Assessor Visits to company

ROLE PROFILE:

Business administrators have a highly transferable set of knowledge, skills and behaviours that can be applied in all sectors. This includes small and large businesses alike; from the public sector, private sector and charitable sector. The role may involve working independently or as part of a team and will involve developing, implementing, maintaining and improving administrative services. Business administrators develop key skills and behaviours to support their own progression towards management responsibilities. The responsibilities of the role are to support and engage with different parts of the organisation and interact with internal or external customers. With a focus on adding value, the role of business administrator contributes to the efficiency of an organisation, through support of functional areas, working across teams and resolving issues as requested. The flexibility and responsiveness required allows the apprentice to develop a wide range of skills. The business administrator is expected to deliver their responsibilities efficiently and with integrity – showing a positive attitude. The role involves demonstrating strong communication skills (both written and verbal) and adopting a proactive approach to developing skills.

The business administrator is also expected to show initiative, managing priorities and own time, problem-solving skills, decision-making and the potential for people management responsibilities through mentoring or coaching others.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 3 Apprenticeship in Business Administration learners will also gain a Level 3 Diploma in Business Administration. Dependent upon prior qualifications learners may also need to complete functional skills in English and Mathematics.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 15 month programme covering the following subjects:

- Word Advanced
- Excel Advanced
- Power Point
- Presentation Skills
- Introduction to Customer Information Systems
- Use of Social Media in Business
- Introduction to Human Resources
- Introduction to Customer Service
- Managing Safety
- Work based Project and Group Presentation

For the Level 3 Diploma in Business Administration learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Communicate in a business environment
- Manage personal and professional development
- Principles of business communication and information
- Principles of administration
- Principles of business
- Contribute to the improvement of business performance
- Negotiate in a business environment
- Develop a presentation
- Deliver a presentation
- Create bespoke business documents
- Contribute to the development and implementation of an information system
- Monitor information systems
- Evaluate the provision of business travel or accommodation
- Administer legal files
- Build legal case files

BUSINESS ADMINISTRATOR LEVEL 3 STANDARD

CONTINUED...

For the Level 3 Diploma in Business Administration learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- Manage legal case files
- Manage an office facility
- Analyse and present business data
- Promote equality, diversity and inclusion in the workplace
- Manage team performance
- Manage individuals' performance
- Manage individuals' development in the workplace
- Chair and lead meetings
- Encourage innovation
- Procure products and/or services
- Implement change
- Implement and maintain business continuity plans and processes
- Participate in a project
- Organise and deliver customer service
- Resolve customers' complaints
- Using email
- Word Processing Software
- Website Software
- Spreadsheet Software
- Presentation Software
- Bespoke Software
- Database Software
- Principles of leadership and management
- Principles of market research
- Principles of marketing and evaluation
- Principles of digital marketing and research
- Principles of marketing stakeholder relationships
- Understand the customer service environment
- Understand the legal context of business
- Principles of Social Media within a Business

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment, this consists of four elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the standard. The elements are:

- Knowledge Test – The learner undertakes a multi-choice on-line test that lasts approximately 60 minutes and includes 50 equally weighted multi-choice questions with four possible answers each.
- Portfolio – Throughout the programme the learner will build a portfolio of evidence towards the topics of delivery that hits the knowledge, skills and behaviours within the apprenticeship standard. Practical observations and/or evaluation by the employer to be included, such as acknowledgement of a skill shown or evidencing. Although the portfolio is not directly assessed for end point assessment, it is used to frame discussion at interview, where knowledge, skills and behaviours are demonstrated. In-Comm has however incorporated the registration to the Level 3 Diploma in Business Administration so the portfolio will be assessed by an awarding body to gain this qualification.
- A Portfolio-based interview lasting 30-45 minutes is then held between the learner and the Independent End Point Assessment Organisation. The interview assesses understanding of the portfolio to validate competence shown by the learner. Discussions take place covering self-reflection by the learner of performance, demonstrating knowledge and how appropriate skills and behaviours have been applied. Learner's judgement and understanding is tested for explanation of appropriate examples.
- Project Presentation – The learner delivers a presentation on a project that they have completed (developed through the off the job sessions). The presentation lasts approximately 15 minutes, with a further 15 minutes for a Q&A session.

SKILLS

(ADVANCING KEY SKILLS TO SUPPORT PROGRESSION TO MANAGEMENT)

IT	Skilled in the use of multiple IT packages and systems relevant to the organisation in order to: write letters or emails, create proposals, perform financial processes, record and analyse data. Examples include MS Office or equivalent packages. Able to choose the most appropriate IT solution to suit the business problem. Able to update and review databases, record information and produce data analysis where required.
Record and document production	Produces accurate records and documents including: emails, letters, files, payments, reports and proposals. Makes recommendations for improvements and present solutions to management. Drafts correspondence, writes reports and able to review others' work. Maintains records and files, handles confidential information in compliance with the organisation's procedures. Coaches others in the processes required to complete these tasks.
Decision making	Exercises proactivity and good judgement. Makes effective decisions based on sound reasoning and is able to deal with challenges in a mature way. Seeks advice of more experienced team members when appropriate.
Interpersonal skills	Builds and maintains positive relationships within their own team and across the organisation. Demonstrates ability to influence and challenge appropriately. Becomes a role model to peers and team members, developing coaching skills as they gain area knowledge.
Communication	Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.
Building Relationships	Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.
Communication	Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. Able to chair meetings and present using a range of media. Use of active listening, and able to challenge and give constructive feedback.
Quality	Completes tasks to a high standard. Demonstrates the necessary level of expertise required to complete tasks and applies themselves to continuously improve their work. Is able to review processes autonomously and make suggestions for improvements. Shares administrative best-practice across the organisation e.g. coaches others to perform tasks correctly. Applies problem-solving skills to resolve challenging or complex complaints and is a key point of contact for addressing issues.
Planning and organisation	Takes responsibility for initiating and completing tasks, manages priorities and time in order to successfully meet deadlines. Positively manages the expectations of colleagues at all levels and sets a positive example for others in the workplace. Makes suggestions for improvements to working practice, showing understanding of implications beyond the immediate environment (e.g. impact on clients, suppliers, other parts of the organisation). Manages resources e.g. equipment or facilities. Organises meetings and events, takes minutes during meetings and creates action logs as appropriate. Takes responsibility for logistics e.g. travel and accommodation.

BUSINESS ADMINISTRATOR LEVEL 3 STANDARD

CONTINUED...



SKILLS	(ADVANCING KEY SKILLS TO SUPPORT PROGRESSION TO MANAGEMENT)
Project Management	Uses relevant project management principles and tools to scope, plan, monitor and report. Plans required resources to successfully deliver projects. Undertakes and leads projects as and when required.
Communication	Demonstrates good communication skills, whether face-to-face, on the telephone, in writing or on digital platforms. Uses the most appropriate channels to communicate effectively. Demonstrates agility and confidence in communications, carrying authority appropriately. Understands and applies social media solutions appropriately. Answers questions from inside and outside of the organisation, representing the organisation or department.
Building Relationships	Able to build trust, and use effective negotiation and influencing skills and manage conflict. Able to identify and share good practice, and work collaboratively with others both inside and outside of the organisation. Use of specialist advice and support to deliver against plans.

SKILLS	WHAT IS REQUIRED (IN-DEPTH KNOWLEDGE OF ORGANISATION AND WIDER BUSINESS ENVIRONMENT)
The Organisation	Understands organisational purpose, activities, aims, values, vision for the future, resources and the way that the political/economic environment affects the organisation.
Value of Their Skills	Knows organisational structure and demonstrates understanding of how their work benefits the organisation. Knows how they fit within their team and recognises how their skills can help them to progress their career.
Stakeholders	Has a practical knowledge of managing stakeholders and their differing relationships to an organisation. This includes internal and external customers, clients and/or suppliers. Liaises with internal/external customers, suppliers or stakeholders from inside or outside the UK. Engages and fosters relationships with suppliers and partner organisations.
Relevant Regulation	Understands laws and regulations that apply to their role including data protection, health & safety, compliance etc. Supports the company in applying the regulations.
Policies	Understands the organisation's internal policies and key business policies relating to sector.
Business Fundamentals	Understands the applicability of business principles such as managing change, business finances and project management.
Processes	Understands the organisation's processes, e.g. making payments or processing customer data. Is able to review processes autonomously and make suggestions for improvements. Applying a solutions-based approach to improve business processes and helping define procedures. Understands how to administer billing, process invoices and purchase orders.
External Environment Factors	Understands relevant external factors (e.g. market forces, policy & regulatory changes, supply chain etc. and the wider business impact). Where necessary understands the international/global market in which the employing organisation is placed.

BEHAVIOURS	WHAT IS REQUIRED (ROLE-MODEL BEHAVIOURS AND POSITIVE CONTRIBUTION TO CULTURE).
Professionalism	Behaves in a professional way. This includes: personal presentation, respect, respecting and encouraging diversity to cater for wider audiences, punctuality and attitude to colleagues, customers and key stakeholders. Adheres to the organisation's code of conduct for professional use of social media. Acts as a role model, contributing to team cohesion and productivity – representing the positive aspects of team culture and respectfully challenging inappropriate prevailing cultures.
Personal Qualities	Shows exemplary qualities that are valued including integrity, reliability, self-motivation, being pro-active and a positive attitude. Motivates others where responsibility is shared.
Managing Performance	Takes responsibility for their own work, accepts feedback in a positive way, uses initiative and shows resilience. Also takes responsibility for their own development, knows when to ask questions to complete a task and informs their line manager when a task is complete. Performs thorough self-assessments of their work and complies with the organisation's procedures.
Adaptability	Is able to accept and deal with changing priorities related to both their own work and to the organisation.
Responsibility	Demonstrates taking responsibility for team performance and quality of projects delivered. Takes a clear interest in seeing that projects are successfully completed and customer requests handled appropriately. Takes initiative to develop own and others' skills and behaviours.

CUSTOMER SERVICE PRACTITIONER LEVEL 2 STANDARD

15 MONTH PROGRAMME -
1 day per month in centre and
Monthly assessor visits.



ROLE PROFILE:

The role of a customer service practitioner is to deliver high quality products and services to the customers of their organisation. Your core responsibility will be to provide a high quality service to customers which will be delivered from the workplace, digitally, or through going out into the customer's own locality. These may be one-off or routine contacts and include dealing with orders, payments, offering advice, guidance and support, meet-and-greet, sales, fixing problems, after care, service recovery or gaining insight through measuring customer satisfaction. You may be the first point of contact and work in any sector or organisation type. Your actions will influence the customer experience and their satisfaction with your organisation. You will demonstrate excellent customer service skills and behaviours as well as product and/or service knowledge when delivering to your customers. You provide service in line with the organisation's customer service standards and strategy and within appropriate regulatory requirements. Your customer interactions may cover a wide range of situations and can include; face-to-face, telephone, post, email, text and social media.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and dependent upon prior qualifications may need to complete functional skills in English and Mathematics.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of the apprenticeship and Induction to Programme, this then moves onto block days off the job throughout the 15 month programme covering the following subjects:

- | | |
|---|--------------------------------|
| ■ Team Building | ■ Customer Service |
| ■ IT - Word | ■ Time Management |
| ■ IT - Excel | ■ Lean Office |
| ■ IT Internet Safety & Emails | ■ Introduction to Social Media |
| ■ General Housekeeping & Professional Image | ■ IOSH Working Safely |
| ■ Grammar, Spelling & Punctuation | ■ Intro to Sales & Marketing |
| ■ Telephone Techniques | ■ Presentation Skills |

For the Customer Service qualification learners have the following subjects to select from subject to their individual requirements, qualification requirements and correlation to their job role:

- | | |
|--|--|
| ■ Deliver customer service | ■ Process information about customers |
| ■ Understand customers | ■ Exceed customer expectations |
| ■ Principles of customer service | ■ Deliver customer service whilst working on customers' premises |
| ■ Understand employer organisations | ■ Carry out customer service handovers |
| ■ Manage personal performance and development | ■ Resolve customer service problems |
| ■ Communicate verbally with customers | ■ Deliver customer service to challenging customers |
| ■ Communicate with customers in writing | ■ Develop customer relationships |
| ■ Deal with incoming telephone calls from customers | ■ Support customer service improvements |
| ■ Make telephone calls to customers | ■ Support customers through real-time online customer service |
| ■ Promote additional products and/or services to customers | |

- | | |
|---|---|
| ■ Support customers using self-service equipment | ■ Employee rights and responsibilities |
| ■ Use social media to deliver customer service | ■ Develop working relationships with colleagues |
| ■ Provide post-transaction customer service | ■ Principles of equality and diversity in the workplace |
| ■ Resolve customers' complaints | ■ Processing sales orders |
| ■ Gather, analyse and interpret customer feedback | ■ Meeting customers' after sales needs |
| ■ Health and safety procedures in the workplace | ■ Handling objections and closing sales |
| ■ Manage diary systems | ■ Deal with incidents through a contact centre |
| ■ Provide reception services | ■ Carry out direct sales activities in a contact centre |
| ■ Contribute to the organisation of an event | ■ Negotiate in a business environment |
| ■ Buddy a colleague to develop their skills | ■ Bespoke Software |

KNOWLEDGE:

	Understand who customers are.
Knowing your customers	Understand the difference between internal and external customers. Understand the different needs and priorities of your customers and the best way to manage their expectations, recognising and knowing how to adapt style to be highly effective.
Understanding the organisation	Know the purpose of the business and what 'brand promise' means. Know your organisation's core values and how they link to the service culture. Know the internal policies and procedures, including any complaints processes and digital media policies that are relevant to you and your organisation.
Meetin regulations and legislation	Know the appropriate legislation and regulatory requirements that affect your business. Know your responsibility in relation to this and how to apply it when delivering service.
Systems and resources	Know how to use systems, equipment and technology to meet the needs of your customers. Understand types of measurement and evaluation tools available to monitor customer service levels.
Your role and responsibility	Understand your role and responsibility within your organisation and the impact of your actions on others. Know the targets and goals you need to deliver against.
Customer experience	Understand how establishing the facts enable you to create a customer focused experience and appropriate response. Understand how to build trust with a customer and why this is important.
Product and service knowledge	Understand the products or services that are available from your organisation and keep up-to-date.

CUSTOMER SERVICE PRACTITIONER LEVEL 2 STANDARD

CONTINUED...



SKILLS:

Interpersonal skills	Use a range of questioning skills, including listening and responding in a way that builds rapport, determines customer needs and expectations and achieves positive engagement and delivery.
Communication	<p>Depending on your job role and work environment:</p> <ul style="list-style-type: none"> ■ Use appropriate verbal and non-verbal communication skills, along with summarising language during face-to-face communications; and/or ■ Use appropriate communication skills, along with reinforcement techniques (to confirm understanding) during non-facing customer interactions. <p>Use an appropriate 'tone of voice' in all communications, including written and digital, that reflect the organisation's brand.</p>
Influencing skills	Provide clear explanations and offer options in order to help customers make choices that are mutually beneficial to both the customer and your organisation.
Personal organisation	<p>Be able to organise yourself, prioritise your own workload/activity and work to meet deadlines.</p> <p>Demonstrate patience and calmness.</p>
Dealing with customer conflict and challenge	<p>Show you understand the customer's point of view.</p> <p>Use appropriate sign-posting or resolution to meet your customers needs and manage expectations.</p> <p>Maintain informative communication during service recovery.</p>

BEHAVIOURS/ATTITUDE:

Developing self	<p>Take ownership for keeping your service knowledge and skills up-to-date.</p> <p>Consider personal goals and propose development that would help achieve them.</p>
Being open to feedback	Act on and seek feedback from others to develop or maintain personal service skills and knowledge.
Team working	<p>Frequently and consistently communicate and work with others in the interest of helping customers efficiently.</p> <p>Share personal learning and case studies with others, presenting recommendations, and improvement to support good practice.</p>
Equality – treating all customers as individuals	<p>Treat customers as individuals to provide a personalised customer service experience.</p> <p>Uphold the organisation's core values and service culture through your actions.</p>
Presentation – dress code, professional language	Demonstrate personal pride in the job through appropriate dress and positive and confident language.
"Right first time"	<p>Use communication behaviours that establish clearly what each customer requires and manage their expectations.</p> <p>Take ownership from the first contact and then take responsibility for fulfilling your promise.</p>

ASSESSMENT

To achieve this qualification learners must go through an end point assessment, this consists of Elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Portfolio & Showcase – a portfolio of evidence comprising of naturally occurring evidence during the on-programme period from the workplace, backed up by relevant company processes and procedures.
- Practical Skills Observation – To assess the apprentices application of skills with a Question & Answer Session to check underpinning Knowledge.
- Professional Discussion – To holistically assess Knowledge, Skills & Behaviours across the standard which will be informed by the reflective portfolio.



BUSINESS IMPROVEMENT TECHNIQUES COURSES



BUSINESS IMPROVEMENT TECHNIQUES LEVEL 2

18 MONTH PROGRAMME -
The qualification will be delivered via block days off the job training at Centre & Monthly visits to company over 18 months



ROLE PROFILE:

The Improving Operational Performance framework incorporates three pathways (Performing Engineering Operations Level 2, Performing Manufacturing Operations Level 2 and Business Improvement Techniques Level 2) that equip apprentices with the basic skills and knowledge to carry out a range of engineering and manufacturing processes at semi-skilled and operator level. The Business Improvement Techniques pathway ensures that business processes are planned and executed as efficiently as possible, identifying and minimising waste whilst ensuring the highest quality.

The B-IT2 is a down-to-earth, hands-on programme designed for operators in companies that have lean systems in place but are looking to engage the wider workforce "Team Members" in continuous improvement activities. It teaches them how to identify and eliminate waste, create flow and improve quality leading to greater efficiency and increased profitability. This programme will be essential in ensuring that UK companies can compete against strong international competition.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this framework and at the end of their programme will not only complete their Level 2 Apprenticeship in Improving Operational Performance, but will also gain a Level 2 Diploma in Business Improvement Techniques along with a Level 2 Certificate in Improving Business Performance. Dependent upon prior qualifications learner's may also need to complete functional skills in English and Mathematics to a minimum of Level 1.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 18 month programme covering the following subjects:

- Compliance
- Team Formation, Self Development & Change Management
- Project Management
- Kaizen Principles
- Problem Solving Techniques
- Process Mapping
- Workplace Organisation & Visual Management
- Standard Operating Procedures
- Lean Tools & their Applications
- Lean Six Sigma Foundation
- Lean Six Sigma Yellow Belt

For the Level 2 Diploma in Business Improvement Techniques learners have to complete the following subjects and are then able to select from subjects specific to their individual requirements, qualification requirements and correlation to their job role:

- Complying with Statutory Regulations & Organisational Safety Requirements
- Leading Effective Teams
- Applying Workplace Organisational Techniques
- Applying Continuous Improvement Techniques (Kaizen)
- Developing Visual Management Systems
- Carrying Out Problem Solving Activities

Optional Units are then picked then as per individual requirements

For the Level 2 Certificate in Improving Business Performance learners have to complete the following subjects:

- Understand Statutory Regulations & Organisation Safety Requirements
- Contribute to Workplace Organisation Techniques
- Understand Continuous Improvement Techniques
- Contribute to Solving Problems in a Flow Process

ASSESSMENT

To achieve this qualification learners must go through Assessment, this consists of different elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Framework. The elements are:

- Portfolio - The portfolio is the assessment method and will be assessed against criteria prescribed by an awarding body.
- Assignment & Project Work - The qualification is delivered via a number of different ways such as presentations, written reports, log books, online tests and practical tasks. Assessment activities have been carefully designed and will be graded with a Pass, Merit or Distinction against the awarding body grading criteria.
- Continuous Professional Development Log - Learners are to keep a CPD log of what they have learnt and developed across their programme to ensure how learning gained has been applied to their job role.
- Compulsory attendance at Off the Job Training Sessions

IMPROVEMENT TECHNICIAN LEVEL 3 – STANDARD

18 MONTH PROGRAMME –
The qualification will be delivered via block days off the job training at Centre & Monthly visits to company over 18 months



ROLE PROFILE:

Improvement Technicians are responsible for delivery and coaching of improvement activity within an area of responsibility, often associated with Lean and Six Sigma methodologies. They can be found across all industry sectors and functions including automotive, banking, engineering, food products, IT, property, retail, telecoms etc. Typically, Technicians work as a member of an operational team to resolve problems - preventing re-occurrence, engaging others in issues affecting them and to support the improvement of performance. Typical activities include:

- Engaging team members in the identification of improvement opportunities and relevant countermeasures and controls
- Initiating and facilitating improvement activities through to confirmed resolution
- Providing local expertise in business improvement methods and basic tools to team

There are a variety of job titles associated with the occupation, these include, but are not limited to: Business Improvement Co-ordinator, Continuous Improvement Executive, Process Technician, Operational Excellence/Lean Engineer, Lean Six Sigma Yellow belt and Quality Control Analyst.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Level 3 Improvement Technician Apprenticeship, but will also gain a Level 3 Diploma in Business Improvement Techniques. Dependent upon prior qualifications learner's may also need to complete functional skills in English and Mathematics to a minimum of Level 2.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 18 month programme covering the following subjects:

- | | |
|---|---|
| ■ Lean Six Sigma Green Belt | ■ Basic Capability & Performance |
| ■ Compliance | ■ Statistical Process Control |
| ■ Leading Teams, Self Development & Change Management | ■ Sustainability & Control Benchmarking |
| ■ Project Management | ■ Standard Operating Procedures |
| ■ 8D Problem Solving Techniques | ■ Lean Tools |

For the Level 3 Diploma in Business Improvement Techniques learners have to complete the following subjects and are then able to select from subjects specific to their individual requirements, qualification requirements and correlation to their job role:

- Complying with Statutory Regulations & Organisational Safety Requirements
- Leading Effective Teams
- Applying Workplace Organisational Techniques
- Applying Continuous Improvement Techniques (Kaizen)
- Developing Visual Management Systems
- Carrying Out Problem Solving Activities

Optional Units are then picked then as per individual requirements

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment consisting of 5 elements:

- Knowledge Tests – The learner will be given a multiple choice tests as part of checking their under pinning knowledge for the competence elements
- Portfolio of Evidence
Although the portfolio is not directly assessed for end point assessment, it is used indicate that the learner is ready for end point assessment and to help inform the Report & Presentation. In-Comm has however incorporated the registration to the Level 3 Diploma in Business Improvement Techniques so the portfolio will be assessed by an awarding body to gain this qualification.
- Multiple Choice Examination – 40 knowledge based questions time limited to 40 minutes.
- Project Report, Presentation & Questioning – Following the portfolio, learners are required to produce a report which clearly demonstrates the delivery of business improvement benefit, addresses business problem(s) and follows the recognised improvement methodology which is then confirmed in writing by their employer
- Log book and diary evidence of Continuous Professional Development
- Professional Discussion – utilising the CPD log a discussion will happen to address knowledge, skills and behaviours across the standard.

IMPROVEMENT TECHNICIANS HAVE THE KNOWLEDGE OF:

Compliance: Legislative and customer compliance requirements including health and safety.

Team formation & leadership: Improvement team roles and responsibilities in a change environment.

Self-development: Different sources for knowledge development

Project management: Project charter, Gantt chart, reporting documentation, Red Amber Green (RAG) status, communication (verbal and non-verbal channels) and implementation plans

Change management: Roles of the manager and leader within change. Influencing, reinforcement and coaching principles

Principles & methods: Six Sigma principles per ISO13053 (International Organisation for Standardisation), interim containment actions, Lean principles

Project selection & scope: Selection matrix, scoping tree

Problem definition: Exploratory data analysis, data collection planning, problem and goal statements

Process mapping & analysis: Supplier Input Process Output Customer (SIPOC), process mapping, value and waste analysis, performance metrics - discrete data

IMPROVEMENT TECHNICIAN LEVEL 3 – STANDARD

CONTINUED...



IMPROVEMENT TECHNICIANS HAVE THE KNOWLEDGE OF:

Data acquisition for analysis: Data stratification, sampling theory, data types, variation types and sources, data collection tools, operational definition and principles of measurement error

Basic statistics & measures: Control charts - discrete data

Process capability & performance: Capability analysis - continuous data

Root cause analysis: Histograms

Experimentation: Active analysis versus one factor at a time, Plan Do Check Act

Identification & prioritisation: Brainstorming, selection criteria

Sustainability & control: Process

IMPROVEMENT TECHNICIANS HAVE THE FOLLOWING SKILLS:

Compliance: Work in accordance with organisational controls and statutory regulations

Communication: Share improvement progress through appropriate reporting

Project management: Plan, manage and implement improvement activities. Identify and support management of risks. Develop the business case for improvement activity and implementation

Change management: Engage through communications. Reinforce – positively and negatively. Effectively coach peers

Principles and methods: Use a structured method and appropriate improvement tools engaging with subject matter experts to deliver business benefits

Project selection and Scoping: Identify and scope improvement projects and establish clear measurable objectives

Problem definition: Develop a problem/opportunity statement supported by validated data

Voice of the customer: Apply techniques to identify customers, their requirements and translate these to metrics

Process mapping & analysis: Apply process mapping tools to visualise processes, analyse process performance establishing key insights for performance improvement

Lean tools: Apply techniques such as identification and removal of 8 wastes, 5S (Sort, Shine, Set, Standardise, Sustain), standard work, kaizen, visual displays and controls, error proofing, preventative maintenance

IMPROVEMENT TECHNICIANS HAVE THE FOLLOWING SKILLS:

Data acquisition for analysis: Develop data collection plan and validated measurement processes to understand performance

Basic statistics & measures: Establish patterns and trends in data over time using tally, pie, run/trend and pareto charts

Data analysis-statistical methods: Identify common and special cause variation

Root cause analysis: Use cause and effect diagrams, technique of 5 whys and graphical analysis to understand and verify root causes

Identification & prioritisation: Identify and prioritise improvement solutions

Benchmarking: Recognise the value of sharing best practice

Sustainability & control: Create control and reaction plans with detection measures, identify opportunities to embed changes to leverage benefit to the business.

IMPROVEMENT TECHNICIANS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

Drive for results: Clear commitment for identifying opportunities and delivering improvements, pays attention to detail

Team-working: Helps when asked, works effectively in a diverse team, considers impact of own actions on others, motivates peers

Professionalism: Acts in a moral, legal and socially appropriate manner, aligns behaviours to the organisations values, trusted to working on own when appropriate

Continuous development: Acts upon feedback, reflects on performance and has a desire for learning

Safe working: Ensures safety of self and others, challenges safety

Benchmarking: Recognise the value of sharing best practice

Sustainability & control: Create control and reaction plans with detection measures, identify opportunities to embed changes to leverage benefit to the business.

IMPROVEMENT PRACTITIONER LEVEL 4 – STANDARD

18 MONTH PROGRAMME –
The qualification will be delivered via block days off the job training at Centre & Monthly visits to company over 18 months



ROLE PROFILE:

Improvement Practitioners use a blend of Lean and Six Sigma, project and change management principles and tools to identify and lead the delivery of change across organisational functions and processes. Improvement Practitioners can be found across all sectors and functions including automotive, banking, engineering, food products, IT, property, retail, telecoms etc.

Typically, Practitioners lead smaller projects and/or play a key supporting role in a larger programme – tackling issues that may require swift problem solving, or re-occurring challenges that require in-depth analysis and the implementation of a range of effective and sustainable countermeasures. They are the focal point for all stakeholders and responsible for communication throughout a project. Typical activities include:

- Identifying potential opportunities, diagnosing issues, proposing solutions and implementing changes and controls
- Coaching teams and sharing best practice
- When leading projects they may manage small teams ensuring motivation and momentum, and be responsible for the successful

There are a variety of job titles associated with the occupation, these include, but are not limited to: Business Improvement Practitioner, Continuous Improvement Manager, Process Excellence Manager, Lean Six Sigma Green Belt and Quality Control Senior Analyst.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Level 4 Apprenticeship in Improvement Practitioner, but will also gain a Level 4 Diploma in Business Improvement Techniques. Dependent upon prior qualifications learner's may also need to complete functional skills in English and Mathematics to a minimum of Level 2.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 18 month programme covering the following subjects:

- | | |
|---|--|
| ■ Compliance & Safe Working & Advanced Product Quality Planning | ■ Basic Capability & Performance |
| ■ Leading Teams | ■ Statistical Process Control |
| ■ Project Management, Presentation & Reporting | ■ Benchmarking & Standard Operating Procedures |
| ■ Six Sigma – Green Belt Principles | ■ Lean Tools |
| ■ 8D Problem Solving Techniques | ■ Measurement Systems Analysis |
| | ■ Failure Mode & Effects Analysis |

For the Level 4 Diploma in Business Improvement Techniques learners have to complete the following subjects and are then able to select from subjects specific to their individual requirements, qualification requirements and correlation to their job role:

- Complying with Statutory Regulations & Organisational Safety Requirements
- Leading Effective Teams
- Carrying out Project Management Activities

Optional Units are picked then as per individual requirements covering topics such as:

- Leading Workplace Organisation Activities
- Leading Continuous Improvement (Kaizen) Activities
- Leading the Development of Visual Management Systems
- Leading the Carrying out Statistical Process Control Procedures
- Leading Potential Failure Modes and Effects Analysis Activities
- Leading the Application of Six Sigma Methodology to a Project

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment consisting of 5 elements:

- Portfolio of Evidence
Although the portfolio is not directly assessed for end point assessment, it is used indicate that the learner is ready for end point assessment and to help inform the Report & Presentation. In-Comm has however incorporated the registration to the Level 3 Diploma in Business Improvement Techniques so the portfolio will be assessed by an awarding body to gain this qualification.
- Multiple Choice Examination – 40 knowledge based questions time limited to 40 minutes.
- Project Report, Presentation & Questioning – Following the portfolio, learners are required to produce a report which clearly demonstrates the delivery of business improvement benefit, addresses business problem(s) and follows the recognised improvement methodology which is then confirmed in writing by their employer
- Log book and diary evidence of Continuous Professional Development
- Professional Discussion – utilising the CPD log a discussion will happen to address knowledge, skills and behaviours across the standard.

IMPROVEMENT PRACTITIONERS HAVE THE KNOWLEDGE AND UNDERSTANDING OF:

Compliance: Legislative and customer compliance requirements including health and safety

Team formation & leadership: Decision-making techniques e.g. consensus, authority rule, majority rule

Project management: Business case, risk analysis and management, toll-gate reviews, work breakdown structure, lessons learned, pilot studies, project review, process management and measures, benefits tracking

Presentation & reporting: Reporting templates, message mapping, case for change

Change management: Stakeholder identification, analysis and management (RACI). Change curve, resistance characteristics, change sponsorship, compelling point of view

Principles & methods: Business value of Lean and Six Sigma improvement methods - 8D, practical problem solving, Define Measure Analyse Improve Control, Design for Six Sigma

Project selection & scope: $Y=f(x)$ equation (outputs are the result of inputs), business scorecard cascade

IMPROVEMENT PRACTITIONER LEVEL 4 – STANDARD

CONTINUED...



IMPROVEMENT PRACTITIONERS HAVE THE KNOWLEDGE AND UNDERSTANDING OF:

- Problem definition: Cost of Poor Quality, problem analysis models such as Is/Is Not
- Process mapping & analysis: Swim lane, value stream map, performance metrics – continuous, Parameter diagram, Takt time, Overall Equipment Effectiveness, theory of constraints principles, Kanban
- Data analysis – basic tools: Spreadsheets and pivot table analysis, statistical analysis software
- Measurement systems: Repeatability and Reproducibility principles
- Basic statistics & measures: Control charts - attribute data, principles of normality
- Data analysis: Statistical methods: Measures of central tendency and spread
- Process capability & performance: Capability analysis – continuous data for normal distribution
- Root cause analysis: Key principles including symptoms, failure-mode, potential/verified cause, critical inputs, escape point. Graphical representation of data with dot, scatter and box plots
- Experimentation: Active versus passive analytics, design of experiments, experiment plan
- Identification & prioritisation: Selection and prioritisation matrix, Failure Mode and Effects Analysis

IMPROVEMENT PRACTITIONERS HAVE THE SKILLS TO:

- Compliance: Work in accordance with organisational controls and statutory regulations
- Communication: Speak and write clearly. Influence others, question effectively. Plan and deliver meetings presenting insight to engage audiences
- Coaching: Observe, listen, use questioning, provide feedback and spot learning opportunities
- Project management: Define, sequence, plan and schedule activities with phases and milestones. Estimate effort and duration. Create and update project charter. Review progress
- Change management: Sponsorship contract, surface and manage resistance, build compelling narratives for change, assess change impact
- Principals and Methods: Select and apply a structured method and appropriate improvement tools engaging with subject matter experts to deliver business benefits
- Project selection and Scoping: Support the identification of improvement opportunity and the scoping of these projects
- Problem definition: Support development of problem/opportunity statements
- Voice of the customer: Support application of techniques to identify and prioritise customers, their requirements and ensure balance against the stated and unstated needs of the business (Voice of the Business)
- Process mapping & analysis: Process map to measure and analyse flow and value. Identify interfaces, functional responsibilities and ownership. Use insight to identify potential opportunities and map future state

IMPROVEMENT PRACTITIONERS HAVE THE SKILLS TO:

- Lean tools: Seek in-process waste through understanding of value within the value stream
- Measurements systems: Plan, carry out and assess results of a measurement system study
- Data acquisition for analysis: Develop a sampling strategy
- Basic statistics & measures: Use graphical analysis to understand distribution and stability
- Data analysis-statistical methods: Identify data-types and select analysis methods and tools. Assess time series data stability and analyse making relevant insight
- Process capability & performance: Select methods and metrics for analysis
- Root cause analysis: Select and apply the appropriate graphical tool dependent on the data type to identify patterns, trends and signals to establish hypothesis
- Experimentation & optimisation: Plan designed experiment with clear objectives, and appropriate levels of Measurement Systems Analysis, analyse experiment data and optimise
- Identification & prioritisation: Identify and prioritise factors, ideas and solutions
- Data analysis – SPC: Select and apply appropriate tools for ongoing monitoring and control. Analyse and interpret control charts
- Benchmarking: Conduct structured benchmarking to support target setting
- Sustainability & control: Identify failure modes and embed learning from improvements

IMPROVEMENT PRACTITIONERS DEMONSTRATE THE FOLLOWING BEHAVIOURS:

- Drive for results: Continuous drive for change and encourages others to deliver results across functional areas capturing and standardising best practice
- Team-working: Awareness of own and others' working styles. Creates high performing team
- Professionalism: Promotes a moral, legal and socially appropriate working manner, aligns behaviours to the organisations values. Maintains flexibility to needs of project
- Continuous development: Proactively seeks and acts on feedback. Reflects on performance and has a desire for development. Adapts quickly to working with new situations/stakeholders/challenges
- Safe working: Ensures safety of self and others, speaks out to challenge safety issues



HEALTH & SAFETY COURSES



SAFETY, HEALTH & ENVIRONMENT TECHNICIAN LEVEL 3 STANDARD

24 MONTH PROGRAMME COVERING –

- Block days off the job training at Centre
- Bi-Monthly visits to centre to cover portfolio building covering 20 months
- Monthly visits to centre to cover project work covering final 4 months prior to end point assessment
- Quarterly assessor visits to company



ROLE PROFILE:

The SHE Technician will be able to work in organisations of varying size and industry; the role could be based in one location or may involve travel across a range of contracts. The role will be partly office based and partly at the work front providing advice to others on how to work without harming themselves or others. The Technician will work with the management and delivery team of the organisation to advise on the statutory health, safety and environmental requirements as they affect the company's operations. They will assist the management team in ensuring that the legal and company SHE requirements are implemented. On a daily basis the SHE Technician will assist to develop, review and check on the implementation of safe systems of work, deliver training (e.g. toolbox talks & inductions), investigate incidents, analyse data and present findings to the management team. The SHE Technician will engage with all aspects of the organisation to support the embedment of a culture that ensures everyone is able to return to their family and friends unharmed every day whilst also protecting and enhancing the global land, air and water resources for future generations. This will be achieved by inspiring and influencing others to see the benefit of working responsibly, understanding the legal framework and showing how safety, health and environmental management can enhance operational activities.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this Standard and at the end of their programme will not only complete their Level 3 Apprenticeship in Safety, Health & Environment technician learners will also gain a Level 3 Occupational Health & Safety. Dependent upon prior qualifications learners may also need to complete functional skills in English, Mathematics and Information Communication Technology.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of apprenticeships and Induction to Programme, this then moves onto block days off the job throughout the 30 month programme covering the following subjects:

- | | |
|---|---|
| ■ Health and Safety Management Systems: Policy | ■ Work Equipment Hazards and Controls |
| ■ Health and Safety Management Systems: Organisation | ■ Electrical, Fire Hazards and Risk Control |
| ■ Health and Safety Management Systems: Planning and Implementation | ■ Construction Activities, Hazards and Risk Controls |
| ■ Health and Safety Management Systems: Monitoring Review | ■ Physical and Psychological Health Hazards and Control |
| ■ Chemical and Biological Health Hazards & Controls | ■ Workplace transport, Muscular-skeletal and Risk Control |
| | ■ Project work & Presentation |

All off the job knowledge training elements cover the foundations for the IOSH Managing Safety and the NEBOSH Level 3 Certificate in Health & Safety. Companies and learners have the option to pay a top up fee to gain these qualifications outside of the Level 3 Apprenticeship should they so wish.

For the Level 3 Occupational Health & Safety learners have to complete the following subjects:

- | | |
|--|--|
| ■ Ensure responsibility for actions to reduce risks to health and safety | ■ Investigate and evaluate health and safety incidents and complaints in the workplace |
| ■ Develop procedures to safely control work operations | ■ Make sure actions in the workplace aim to protect the environment |
| ■ Monitor procedures to safely control work operations | ■ Review health and safety procedures in the workplace |
| ■ Promote a culture of health and safety in the workplace | ■ Supervise the health, safety and welfare of a learner in the workplace |
| ■ Conduct a health and safety risk assessment of the workplace | |

ASSESSMENT

To achieve this qualification learners must go through an End Point Assessment, this consists of four elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the standard. The elements are:

- Knowledge Test – The learner will be given a test which comprises of 11 two part questions. Each question will have a multiple choice part worth one mark and an open question worth 4 marks.
- Portfolio – Although the portfolio is not directly assessed for end point assessment, it is used to indicate that the learner is ready for end point assessment. In-Comm has however incorporated the registration to the Level 3 Occupational Health & Safety so the portfolio will be assessed by an awarding body to gain this qualification.
- Work Project and Presentation – the apprentices will present evidence from their real work that illustrates their application of knowledge, skills and behaviours and culminates in a presentation covering 20 minutes with 15 minutes thereafter for a Q&A session.
- A Professional Discussion is held between the learner and the Independent End Point Assessment Organisation. The discussion will focus on skills and behaviours.

BEHAVIOURS – THE SHE TECHNICIAN WILL SHOW HOW THEY:

Communicate effectively: Be able to contribute effectively in both spoken and written styles, adapting to the audience to present information or training in an assertive, engaging way.

Work effectively in a team: Be able to work with others (colleagues, suppliers, clients and the public) and lead by example in a collaborative and non-confrontational way. Be able to adjust to change in relation to the requirements of the organisation.

Contribute to a positive SHE culture: Challenge behaviour that is inconsistent with SHE culture, respect the culture and values of others in contributing a positive SHE culture. Positively influence behaviour in others to achieve desired outcomes and resolve conflicts.

Drive Innovation: Be able to identify areas for improvement and suggest sustainable innovative solutions.

Use their Professional Judgement: Be able to work within own level of competence, know when to seek advice from others.

Apply the code of ethics: Work within rules and regulations of professional competence and code of conduct as defined by a professional institution. Be able to resist pressures to allow others to utilise unsafe working practices.

Commit to equality and diversity: Apply attributes of equality and diversity to meet the requirements of fairness at work.

Continue their professional development: Identify own development needs and take action to meet those needs. Use own knowledge and expertise to help others when requested.

SAFETY, HEALTH & ENVIRONMENT TECHNICIAN LEVEL 3 STANDARD

CONTINUED...



SKILLS – THE SHE TECHNICIAN WILL BE ABLE TO:

Present and hold an audience's attention, for example when delivering SHE training, toolbox talks, inductions or presenting data or investigation findings to the workforce or management team. Show they can sell the SHE message, have personal impact, deal with challenge, reflect on personal performance, use appropriate language for the audience.

Assist the management team in the development, management, implementation and monitoring of the Safety, Health and Environmental Management System by updating systems in line with changes in legislation or best practice, delivering training, coaching operational teams and undertaking workplace inspections.

Provide advice on the practical implementation of the company's SHE policies and processes applying generic industry guidance into the context of the workplace.

Identify the hazards and evaluate:

1. Workplace instructions that are relevant to the individual's job
2. Working practices in the individual's job that may harm themselves or others'
3. Aspects of the individual's job that could harm themselves or others
4. Which of the potentially harmful working practices and aspects of the individual's work present the highest risks to themselves or others
5. How to deal with hazards in accordance with workplace instructions and legal requirements

Support and assist in the implementation of SHE inspections and monitoring systems demonstrating the balance between enforcement and internal support

Undertake and/or assist with the monitoring, analysis of and reporting of SHE performance

Prepare and maintain records relating to safety, health and environmental matters that comply with legal and workplace requirements and are accessible to those who are authorised to use them. E.g. records associated with Provision and Use of Work Equipment Regulations, Lifting Operation and Lifting Equipment Regulations, Noise at Work Regulations, Hand Arm Vibration Regulations or Environmental Permitting Regulations

Assist the management team in establishing, managing and maintaining relationships with external stakeholders such as local authorities, Health and Safety Executive, Environment Agency, Occupational Health, Occupational Hygienists and others as required and directed

SKILLS – THE SHE TECHNICIAN WILL BE ABLE TO:

Research Safety, Health and Environmental Issues and best practices. Review updates of health and safety regulations e.g. changes to Construction, Design and Management Regulations or updates to the Control of Substances Hazardous to Health along with workplace instructions, making sure that information is from reliable sources

Assist and/or manage the investigation of accidents, incidents, dangerous occurrences, near misses and other incidents as directed

Recognise where decisions have a financial cost and assisting to develop a budget

Recognise situations where the activity will benefit from contributions and expertise of other internal departments such as HR, Finance, IT or Occupational Health

KNOWLEDGE – THE APPRENTICE WILL KNOW:

The moral reasons for good safety, health and environmental working practices, ensuring no harm to people or the environment

The statutory health, safety and environmental legislation and sources of associated guidance and information applicable to their working environment. E.g. Health and Safety at Work etc. Act 1974, Management at Work Regulations 1999, Environmental Protection Act 1990, Environment Act 1995

How a SHE Management system works, the range of standards which a typical HSE professional would be involved with e.g. OHSAS 18001, ISO 45001, ISO 14001 and if applicable how these are applied in their working environment

Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace. E.g. 5 steps to Risk Assessment and involving people who are experienced in the activity

The range of work activities in a given situation and identify how to prioritise and scope out the hazards with the potential to cause harm and/or loss

The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace

How to plan and have systems in place to manage change during an activity relevant to the working environment

How people think and why they make decisions which can lead to risk, how behaviours can be used, the components of a behavioural program and potential blockers to the successful implementation of a behavioural programme

How to plan for Safety, Health or Environmental emergencies – e.g. accidents, exposure to hazardous substances, fire, pollution

Theories for incident causation and prevention such as James Reason's Swiss Cheese model, Heinrich and Hertzberg theories (Domino, Competency Matrix) including behavioural considerations and implications on business risk (fines, reputation, lost work etc)

How to write and present a business justification e.g. cost/benefit analysis to influence managers



BUSINESS FIRE SAFETY ADVISOR LEVEL 3 STANDARD

18 MONTH PROGRAMME -

- Block days off the job training at Centre,
- Monthly assessor visits to company to cover portfolio building covering 14 months

ROLE PROFILE:

A Business Fire Safety Advisor works with businesses to help them keep their premises safe from fire by offering advice and education to reduce risk. People in this role also recognise and take appropriate steps when enforcement action may be required. The role contributes to the aims of saving life, preventing injury, enhancing business continuity and protecting premises. People in this role are typically employed by a Fire and Rescue Service. The role involves a diverse mix of essential work including visits to a wide spectrum of businesses and joint visits with other agencies in order to actively support and promote business safety. The role may also involve proactive promotional work at events and reactive work after incidents to raise awareness of Fire Safety in the business community. As ambassadors of Fire and Rescue Services, Business Fire Safety Advisors represent their organisation and will demonstrate excellent customer service skills to businesses in their community. The key function of a Business Fire Safety Advisor will be to visit simple premises - this is defined by the sector as small buildings with a simple layout such as small shops, offices or industrial units with non-complex means of escape for the purpose of providing fire safety advice.

A typical day in this important role will see the Business Fire Safety Advisor assessing risks and hazards associated with fire, evaluating measures in place to protect people and premises, influencing and supporting businesses to act on recommendations and where appropriate reporting breaches.

TOPICS COVERED:

All learners will complete both on and off the job training elements for this standard and at the end of their programme will not only complete their Level 3 Apprenticeship in Business fire Safety Advisor, learners will also gain a Level 3 Certificate in Fire Safety. Dependent upon prior qualifications learners may also need to complete functional skills in English & Maths.

For the off the job training element it is compulsory that learners attend centre to achieve knowledge, understanding and competence training. This begins with a 3 day induction covering the principles of the apprenticeship and Induction to Programme, this then moves onto block days off the job throughout the 18 months covering the following subjects:

- | | |
|---|---|
| ■ Managing Safety | ■ Managing Fire Safety |
| ■ Health and Safety Management Systems: Policy | ■ Principles of Fire & Explosion |
| ■ Health and Safety Management Systems: Organisation | ■ Causes and Prevention of Fires & Explosions |
| ■ Health and Safety Management Systems: Planning and Implementation | ■ Fire Protection in Buildings |
| ■ Health and Safety Management Systems: Monitoring Review | ■ Safety of People in the Event of a Fire |
| | ■ Fire Safety Risk Assessment |

All of the off the job training elements cover the foundations for the NEBOSH National Certificate in Fire Safety & Risk Assessment. Companies and learners have the option to pay a top up fee to gain this qualification outside of the apprenticeship should they so wish.

For the Level 3 Certificate in Fire Safety learners have to complete the following subjects:

- | | |
|---|--|
| ■ Plan & gather evidence for the purpose of fire safety regulation in simple premises | ■ Identify and report hazards and risks associated with fire in simple premises. |
| ■ Visit simple premises for the purposes of fire safety regulation. | ■ Confirm measure are in place to protect from fire in simple premises. |
| ■ Assess risks associated with fire in simple premises. | ■ Review fire protection systems in simple premises. |

BUSINESS FIRE SAFETY ADVISOR LEVEL 3 STANDARD

CONTINUED...



ASSESSMENT

To achieve this qualification learners must go through Assessment and End Point Assessment consisting of 6 elements. Each assessment method will directly assess the Knowledge, Skills and Behaviours of the Standard. The elements are:

- Off the Job Training - Learners must attend the off the job sessions in order to gain the relevant underpinning knowledge in order to complete the requirements of the elements of the standard
- Portfolio of Evidence - Although the portfolio is not directly assessed for end point assessment, it is used indicate that the learner is ready for end point assessment and to help inform the Report & Presentation plus the professional discussion.
- Workplace Observation- Apprentices will be observed carrying out a Fire Safety visit to simple premises. During the observation the individual may be asked questions to demonstrate understanding relating to the activity and confirm the apprentice's approach and behaviours while applying their skills and knowledge in a live working situation.
- Project Report- Following on from the observation, learners are required to produce a report of approx. 1800 words which clearly covers the Fire Safety Visit undertaken during the observation.
- Log book and Diary - evidence of Continuous Professional Development
- Professional Discussion - a discussion will happen to address knowledge, skills and behaviours across the standard.

KNOWLEDGE: UPON COMPLETION OF THE APPRENTICESHIP, THE BUSINESS FIRE SAFETY ADVISOR WILL UNDERSTAND:

How to plan and gather information, such as the history of the premises and data from partner agencies for the purpose of fire safety regulation in simple premises

The principles and parameters for visiting simple premises for the purposes of fire safety regulation

Principles for assessing fire risks associated with simple premises; for example the means of escape, fire detection and emergency lighting

Processes and guidance relevant to fire risk assessment in simple premises

How to identify hazards and risks associated with fire in simple premises and report on them

Control measures used to mitigate the risks from fire in simple premises; for example reducing the quantity of flammable products and limiting or adapting the means of escape

Measures for the protection of people from fire in simple premises including legislation, codes and guidance

Legislative and organisational requirements applicable to fire protection systems in simple premises

Procedures and processes for reviewing matters relating to fire protection systems in simple premises

Chemical principles of combustion; including fire growth and how smoke spreads through a building

SKILLS: UPON COMPLETION OF THE APPRENTICESHIP, THE BUSINESS FIRE SAFETY ADVISOR WILL BE ABLE TO:

Plan and prepare for visits to simple premises including interpreting building information

Conduct effective visits to simple premises

Advise, influence and educate stakeholders on fire safety matters in relation to simple premises

Identify fire hazards and risks in simple premises

Evaluate fire hazards, risks and control measures in simple premises

Report on the compliance and findings of visits to simple premises

Recommend options to support appropriate risk reduction measures, fire precautions and maintenance routines in simple premises

Recognise when a situation is beyond the scope of their role and take appropriate action

Record keep in line with organisational requirements

Use ICT effectively to support work

Demonstrate good organisational skills, the ability to work unsupervised and manage workloads within agreed timescales

Demonstrate strong communication skills, the ability to work with others and build positive professional working relationships

BEHAVIOURS: UPON COMPLETION OF THE APPRENTICESHIP, THE BUSINESS FIRE SAFETY ADVISOR:

Respect and welcome stakeholder and co-worker diversity

Treat people fairly and ethically

Remain in control of own emotions during challenging situations and concentrate on the task despite pressure and retain confidence in own ability or convictions despite setbacks

Behave courteously to calmly acknowledge the concerns of clients who may be hostile, rude, confused and / or frustrated

Adopt a conscientious approach and complete work as required within agreed timescales

Be committed to the organisational values

Respond with courtesy, clarity and accuracy to enquiries from stakeholders and other departments and agencies

Apply due diligence and sound judgement when responding to requests and dealing with confidential information



REBECCA PHILLIPS
MANAGING DIRECTOR



CHRIS REEVES
OPERATIONS DIRECTOR



JASON DANIELS
TECHNICAL MANAGER



STUART DALLAWAY
ACADAMIES MANAGER

IN-COMM CHOSEN TO DELIVER NEW SKILLS FUND

In-Comm Training has been named as one of the training providers for a new skills fund launched by the West Midlands Combined Authority (WMCA).

We will be galvanising SMEs and larger firms to make the most of unspent Levy money currently available in the region.

The aim is to encourage employers to take on more young people in advanced manufacturing, digital skills and STEM-related apprenticeships as the area looks to cement its position as a global leader in engineering.

Our employer-led approach to skills was one of the main reasons we have been chosen, with our team of expert advisers and trainers now

responsible for supporting potential users of the fund to meet the criteria and recruit the right young people.

More than 146 standards are available, covering science, technology, engineering, manufacturing, construction and digital - all the skills industry is going to need if it is going to exploit the UK's strengths.

The new fund will essentially remove the 5% fee that SMEs normally have to pay to take on an apprentice, making it easier to invest in young people.





**SHAPING
FUTURES**



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