



ACCREDITATION GUIDE

Version: 2021.1



CONTENTS

1.0 INTRODUCTION	3
1.1 Purpose of the KCS	3
1.2 Guide Content & Accreditation Process Overview	3
1.3 Kata Training Programme	4
1.4 Kata Thinking Scope & Definition	4
1.4.1 Kata Definition	4
1.4.2 Coaching & Kata	5
2. OVERALL ACCREDITING PROCESS	6
2.1 Stages	6
2.2 Stage Details	6
2.2.1 Registration Form	6
2.2.2 Alignment Matrix	6
2.2.3 Submission Form	7
2.2.4 Submission Review	8
2.2.5 Accreditation Sign Off Meeting	8
2.2.6 Accreditation Welcome Pack	8
2.3 Information Required in the Submission	8
2.3.1 Organisation & Background	8
2.3.2 Course Information	9
2.3.3 Material & Alignment	12
2.3.4 Teaching & Staff	12
2.3.5 e-Learning (if applicable)	13
2.3.6 Quality Assurance & Continuous Improvement	13
2.3.7 Programme Support & Organisation	14
3. ACCREDITATION RESPONSIBILITIES, BENEFITS & TERMS	15
3.1 Certificates	15
3.2 Communication	15
3.3 Accreditation Conditions	15
3.4 Period Of Accreditation & programme Changes	15
3.5 Ongoing Communication & Interaction With The KCS	16
3.6 Practitioner Membership	16
4. FEES	16
4.1 Fee Structure	16
4.2 Fees Schedule	17
4.3 Notes	17

1.0 INTRODUCTION

1.1 PURPOSE OF THE KCS

For organisations:

The Kata Competency System (KCS) offers a solution for an organisation that wants:

- **its kata training accredited and endorsed**
- **its staff to be rewarded and recognised for their kata knowledge and practical capability**
- **reassurance that its kata training approach is robust, technically sound and well managed**
- **a flexible, university linked, kata qualification framework that offers a universal standard that is adopted widely**

For individuals:

The KCS offers a solution for the kata practitioner who wants:

- **an acknowledged and relevant kata qualification**
- **a framework around which his or her kata competency can develop and improve**
- **access to a practitioner community for networking and peer-to-peer learning**
- **recognition for his or her kata expertise**

1.2 GUIDE CONTENT & ACCREDITATION PROCESS OVERVIEW

This document details the accreditation process that results in an organisation's kata programme becoming Kata Competency System (KCS) accredited.

This enables it to hold a two year licence to use the KCS and award KCS Certificates of Kata Competency to learners who successfully complete its KCS aligned training courses.

The process involves the applicant constructing a portfolio of evidence on its kata training programme that is submitted to KCS assessors. It is scrutinised to ensure that it has the capability to deliver effective kata training and meets KCS standards that can be adhered to over the two-year licence period.

This document needs to be used in conjunction with several other KCS documents and information, in such as the Accreditation webpage the KCS General Terms and the Detailed KCS Level Descriptors (web pages and a PDF download).

Visit the KCS website for general information and to download key documents that support accreditation www.leancompetency.org/kata-competency

1.3 KATA TRAINING PROGRAMME

The term **kata training programme** is used to describe the interconnected components that are required to deliver effective kata training to learners.

The programme could consist of a programme of just one course, two or three courses or a sophisticated training academy or centre of excellence.

The accreditation process aims to ensure the components of the programme are well established and appropriately developed. The applicant's task is to submit a portfolio of evidence demonstrating its programme has these components in place and that they are integrated and mutually supportive.

1.4 KATA THINKING SCOPE & DEFINITION

1.4.1 KATA DEFINITION

Kata is based on scientific thinking, which can be defined as **a process of deliberately engaging reality with the intent of learning.**

It is a continuous comparison between what we predict will happen next, seeing what actually happens and adjusting our understanding and actions based on what we learn from the difference.

The Toyota Kata Practice Guide, Mike Rother

What are Kata?

The Toyota Kata Practice Guide states that Kata is a Japanese word that has two meanings, both of which are used within this guide and associated model, but have been adapted to help ensure clarity:

1. One definition of kata is that it is a 'way of doing'. This definition pertains to the four-step Improvement Kata model or pattern. A way of improving. This is the 'macro' level definition.
2. Another definition of kata is a 'structured practice routine or drill'. This is the 'micro' level definition, and for the purposes of clarity these routines are referred to as Starter Kata

In practice, one will initially apply a Starter Kata (micro) in order to learn the scientific way of thinking as depicted by the Improvement Kata (macro) model

1.4.2 COACHING & KATA

Coaching with the Coaching Kata, at its core, is a skill development process. We are aiming at developing the navigation skills, which are meta-skills, of the person we coach by helping them to practice a scientific way of thinking and acting while working towards a challenge.

Developing skills usually happens in four steps in a repeating loop:

1. Give a task
2. Observe the performance
3. Identify fields of learning by comparing current performance with desired performance
4. Instruct and train

In a coaching cycle we do this by:

1. Asking an open question
2. Listening to the answer
3. Comparing the answer and the underlying thinking pattern with our picture of the desired thinking pattern (a scientific way of thinking)
4. React to the deviations usually by asking deepening questions or instructing if necessary

The 5 questions of the Coaching Kata provide a foundational structure for step 1. However, steps 2 to 4 are what make a good coaching cycle.

That leads to three essential fields of learning for a coach:

1. How to listen
2. How to identify fields of learning
3. How to react with deepening questions

Evaluating the learner's answer to understand the underlying thinking pattern and identify where it deviates from a scientific way of thinking requires the coach to have a reference for what the desired thinking pattern should be.

The best way to develop that reference might be for the coach to practice the Improvement Kata pattern and the related Starter Kata before starting to coach others. That is usually shown through achieving Level 1B.

Once a coach has gained proficiency in the Coaching Kata they can begin to act as a second coach (supporting and giving feedback to the person coaching a learner, by observing Coaching Kata cycles). The successful development of an effective coach is the responsibility of the second coach.

2. OVERALL ACCREDITING PROCESS

2.1 STAGES

The stages in the process of accrediting a kata programme are as follows:

Stage	Activity	Who
1	Accreditation information accessed on website	KCS
2	Decision to proceed. Registration form sent to KCS	Applicant
5	Portfolio assembled & reviewed	Applicant/KCS
6	Portfolio submitted	Applicant
7	Accreditation sign off meeting	Applicant/KCS
8	Welcome Pack sent to the applicant	KCS
9	KCS accreditation acceptance form submitted	Applicant

2.2 STAGE DETAILS

2.2.1 REGISTRATION FORM

Once accreditation information has been sent and the decision to proceed made, a **Registration Form** is completed and submitted. The Registration Form provides administrative and contact information and gets the applicant 'in the system'.

2.2.2 ALIGNMENT MATRIX

The completion of an **Alignment Matrix** is a key component of the submission; this should demonstrate the training programme's degree of alignment with the KCS framework.

To complete the matrix, the applicant lists 'units of learning' (courses, modules etc) in the first column and then assigns a value for each knowledge component of the KCS level, where blank or 0=no coverage, 1=partial coverage and 2=full coverage.

Unit of learning	1a Awareness						Total
	A1	A2	A3	A4	A5	A6	
Course 1	1	2	2	0	1	1	7
Module 2	1	1	0	2	2	2	8
Session 3	2		0	1	1	0	4
Total	4	3	2	3	6	3	21

In the example shown below, **course 1** is partially aligned with **A1** (origins and evolution of kata/CI) and **A2** (Brain biases and the need for scientific thinking).

When completed, the matrix will provide a clear overview of the degree of alignment, highlighting areas of strength and any gaps.

1a Awareness	
A1	Origin and evolution of Toyota Kata
A2	Brain biases and the need for scientific thinking
A3	Meaning and purpose of a Kata
A4	Concept of a Kata for developing new habits and mindset
A5	Four steps of the Improvement Kata
A6	Five questions of the Coaching Kata

The matrix can be downloaded from the Submission Form and subsequently completed and uploaded to the form.

2.2.3 SUBMISSION FORM

The **Submission Form** contains information about all aspects of the programme being accredited, as detailed in section 2.3 below.

Completing the form is the main task in the accrediting process and the time taken to complete this will depend on several factors, such as the degree to which the programme components already exist and the availability of a dedicated resource to manage the activity.

The **KCS Portfolio Submission Form** is an online form which can be accessed via the KCS website.

The applicant adds information to each field, many of which include guidelines for completion; detailed instructions are also in Section 2.3 below.

The form contains several templates that can be downloaded, completed and then uploaded to the form. Supporting material, such as example training course presentations and assessments, can also be uploaded to the form.

If necessary, the form can be partly completed, saved and returned to later and updated forms can be submitted. Note that the applicant should be signed in as a Guest or Practitioner Member when completing the form to allow it to be saved as a draft.

When a form is submitted, the applicant receives a confirmation email message and a copy of the completed form.

After the accrediting process has been completed, key documents and material relating to the accredited programme are stored in a cloud-based folder, to which the accredited organisation has access. This folder aims to represent the current state of the accredited programme and will be updated periodically, usually during re-accreditation or if major changes are made to the programme during the two year period.

2.2.4 SUBMISSION REVIEW

After each form submission (either draft or final) the KCS assessor provides feedback via a **Progress Checklist**. This shows the overall status of the accreditation, highlighting any outstanding actions or queries.

The review process can include physical or web meetings, emails and phone calls.

Note that the process does not move on to the sign off stage until all items in the checklist are marked as 100%.

The length of time for the whole process is usually between one and three months.

2.2.5 ACCREDITATION SIGN OFF MEETING

Once the submission is completed, there is an **accreditation sign off meeting**, which marks the formal end of the submission process.

The agenda includes a summary of the main points of the submission, a discussion of ongoing responsibilities, opportunities for collaboration, current KCS developments, an explanation of practitioner membership and the information required for the certificate templates. This meeting usually takes place online or at the applicant's offices.

2.2.6 ACCREDITATION WELCOME PACK

Following the sign-off meeting, and assuming there are no outstanding issues, a **welcome pack** is sent to the applicant, which contains the formal confirmation letter, terms and conditions, the organisation's certificate, the personal certificate template, practitioner membership details and general communication material.

2.3 INFORMATION REQUIRED IN THE SUBMISSION

Information on the programme should be provided using the online **Submission Form**, the sections of which are shown below.

Guidance on the information requirements for each section is shown below and in the online submission form.

- Questions that will be asked in the KCS assessment are shown for each section in this style

2.3.1 ORGANISATION & BACKGROUND

- Is the organisation background clear?
- Is it clear where the programme sits in the overall organisation?
- Is there a clear kata training overview?
- How will accredited training be used?

- To what levels is the training to be aligned?
- How many certificates will be issued (estimated)?

SUBMISSION INFORMATION REQUIRED

- i) Provide the organisation entity that will be accredited. This could be the organisation itself or a specific department or entity, such as a training academy or function.
- ii) State the person responsible for writing the submission and to whom feedback can be sent.
- iii) Provide a brief description of the organisation, indicating main activities and relevant strategic information. List any relevant existing accreditations, awards or quality standards the organisation already has.
- iv) State how the organisation will use the KCS – eg own staff training, external training etc
- v) Provide an overview of the programme - its position in the organisation, management responsibility, strategic linkage, the role it plays in the context of CI strategy, areas of the organisation served or role in delivering services to customers. Note that course details are collected elsewhere in the form.
- vi) Indicate the KCS levels to which the programme will align. Note that you can plan to increase the number of levels over time as the training programme matures.
- vii) Provide an estimate of certificates to be issued over the two year accreditation period

2.3.2 COURSE INFORMATION

- Are all courses delivered listed and described clearly?
- Are aims and learning outcomes clearly defined, with appropriate topics that link to the learning outcomes?
- Does the learning time align to recommended levels?
- Are knowledge assessments appropriate in terms of the number of questions, question complexity, time allowance, pass mark, resit policy?
- Does the knowledge assessment ensure that the learning outcomes have been achieved?
- Are there mechanisms to update or refresh test questions?
- Are any online tests robust in terms of structure and controls?
- Is it clear how the practical element of the assessment will be managed and delivered?
- Is the practical application of knowledge in the workplace assessed effectively?
- Are appropriate mechanisms used to record practical application?
- Are the mechanisms and processes used to assess Level 2 practical competency appropriate, with leadership and strategic dimensions?

Note on Assessments

Learners need to demonstrate both knowledge and practical capability for each KCS level through which they progress, except for Level 1a, where only the knowledge aspect applies. Demonstrating knowledge is typically achieved through a test, while there are several ways to demonstrate practical capability.

Use of the Improvement Kata at the workplace by showing evidence of application of the defined Practice Routines, Starter Kata, related to each step of the 4-Step Improvement Kata model.

How application of the Improvement Kata resulted in meeting a minimum of three Target Conditions through approximately 30 cycles of experimenting. Ideally the Target Conditions should be consecutive towards the same challenge.

Evidence can be provided through completion of appropriate online or physical documents, such as a Kata Storyboard or Case Study, and should be verified by an experienced Kata Coach (qualified to at least KCS Level 2a – or equivalent) to show it is an accurate account of what happened.

Para 3: For KCS Level 2a and 2b the evidence of practical capability should be more formal – via a combination of Coaching Cycles, Storyboards and Case Studies – showing that a Kata Coach has conducted the required number of Coaching Cycles to gain the appropriate level of experience and personal learning. Furthermore, evidence must also be presented that shows that a Coach has helped 1 (or more for advanced levels) Improver achieve consecutive Target Conditions on the way to meeting a defined Challenge.

Likewise, for Level 2c, similar evidence must be presented showing that a 2nd Coach has developed a Coach's capability and competence to such a level that the Coach reaches Level 2a

For Level 3a and 3b, evidence of the practical application of Toyota Kata across multiple teams or entire organisations must be demonstrated through submission of a detailed Case Study, this should include (but is not bounded by) the following: records and evidence for Improvers and Coaches (which may show their attainment of a Level 1 or 2 qualification in the model), links to organisational strategy, as well as testimonials from Leaders, Managers and Team Members.

The approach should be consistent with key assessment KCS principles:

- i) There should be a knowledge test for each KCS level where a certificate is awarded.
- ii) There should be implementation evidence linked to programmes (except 1a).
- iii) Appropriate taught elements and training should be delivered for each KCS level etc'.

SUBMISSION INFORMATION REQUIRED

- i) For each face-to-face course you deliver, list its title, aims, learning outcomes, topics covered, KCS level alignment, learning hours and assessment methods. Courses elements delivered online can be recorded in Section 5, E Learning. You can add more courses by clicking the **+ Add** button at the foot of the section. Number each course submitted using the number field (1, 2, 3 etc).
- ii) Describe the overall assessment approach used, explaining how knowledge is assessed to ensure that learning outcomes have been achieved and how practical competence is demonstrated.
 - Learning outcomes are statements about what participants should know and/or be able to do at the end of the course. See the **KCS Guide to Developing Learning Outcomes**.

- iii) Indicate the course learning and practice time. This can include class based face-to-face teaching, web based learning, post-course activities, assessments, self-study, follow up reading and research, and work-based practice and learning.
- Indicative learning time for typical courses aligned to KCS levels are indicated below:
 - KCS 1a: 4 - 8 hours
 - KCS 1b: 20 - 40 hours
 - KCS 2a: 60 - 80 hours
 - KCS 2b: 80 - 120 hours
 - KCS 2c: 60 - 80 hours
 - KCS 3a: n/a
 - KCS 3b: n/a
- iv) Indicate the type of knowledge assessments used, such as multiple choice tests - open or closed book, online, essay exams, case studies, interviews/oral exam.
- v) If a multiple choice test is used, indicate the number of questions, time allowance, pass mark, whether open or closed book, whether it is classroom based or online.
- The number of questions in a multiple choice test will depend on several factors, including the type of question, question difficulty and the scope of the test. The final number will be one that adequately covers all learning outcomes and key topics. A typical Level 1a multiple choice test is between 15 and 25 questions
 - Time allowance per question: for standard multiple choice questions in an open book test, one minute per question is recommended. More complex questions and closed book tests may have a longer allowance per question.
 - Marking scheme: there are three options: all questions attract the same mark with no partial marking, all questions attract the same mark with partial marking, and variable marking depending on question complexity. The first option is recommended.
- vi) List the type of practical assessment mechanisms used, such as A3 reports, storyboards, project reports, workbooks, project portfolios, coaching diaries, interviews etc.
- vii) Indicate the policy relating to pass marks and re-sitting tests after test failure.
- The pass mark for a typical multiple choice test, where one option is selected from four options (without negative marking), should be at least 66%, though higher pass marks can be used if preferred. This assumes there is no negative marking – ie taking marks off for incorrect answers.
 - After failing a multiple choice test a learner should be allowed one further attempt. If that is failed, then the learner should be required to have further training or support before a third attempt is permitted.
- viii) Describe how knowledge tests are administered, for example, invigilated at the end of the course
- ix) Describe the approach taken to question banks for knowledge tests.
- It is good practice for the training programme to contain a bank of test questions for use in multiple choice tests and questions should be rotated on a regular basis.
- x) If applicable, describe the methods used to record and assess Level 2 implementation. For KCS Level 2, the evidence of practical capability should be more formal and multi-dimensional, as the practitioner should clearly demonstrate capabilities such as leadership, planning and advanced kata knowledge. In addition, Level 2 projects should have a strategic dimension.

2.3.3 MATERIAL & ALIGNMENT

- Is there a clear account of how the training material has been developed and sourced?
- Have sufficient examples of training material been provided?
- Is the training material understandable, of good format and presentation quality and enable the achievement of the learning outcomes?
- Has an KCS Alignment Matrix been completed and Is there effective alignment between the kata training programme and the KCS levels?
- Has a Levels, Courses Assessment & Learning Hours Summary been completed that demonstrates sufficient learner input for each certification level?

SUBMISSION INFORMATION REQUIRED

- i) Indicate how material was sourced and developed.
- ii) Provide examples of training material, such as presentations, workbooks, guides. These can be uploaded to the form.
- iii) Provide examples of assessments, such as multiple choice questions and answers, exam questions, interview guides, project templates etc. These can be uploaded to the form.
- iv) Briefly describe how the course(s) aligns with one or more of the levels of the KCS.
- v) Complete an **KCS Alignment Matrix**. The matrix shows how closely courses align with the KCS framework. There is a link to download a template that can be completed and then uploaded to the form.

2.3.4 TEACHING & STAFF

- Are the teaching methods adequately described and suitable for the target audience?
- Is there a class size approach that is geared towards small group teaching?
- Are details of practical activities provided that indicate a participative and interactive approach?
- Do appropriately qualified and experienced staff deliver training and coaching?
- Has a delivery capability assessment been produced?
- Is the training too reliant on external delivery resources?

SUBMISSION INFORMATION REQUIRED

- i) Indicate the teaching methods used – such as classroom based teaching, workshops, online, self-study, workplace based teaching
- ii) Describe the practical activities, simulations, interactions used in teaching
- iii) Describe the approach taken to class sizes, including the expected number in groups.
- iv) Complete a **Delivery Capability Assessment**.
 - This indicates the capability of the delivery staff across the key KCS knowledge levels and can be produced through a staff self-assessment exercise. A template can be downloaded, completed and then uploaded to the form.

- v) Provide biographical information for delivery staff. A template for this can be downloaded, completed and then uploaded to the form.
- vi) Provide a statement of the policy towards using external delivery resources (if applicable).

2.3.5 E-LEARNING (IF APPLICABLE)

- Is the eLearning platform clearly described?
- Is the material appropriate for the Level to which it is aligned?
- Is the online element sufficiently long enough?
- Is it clear how the online test operates and the path followed by learners?
- Are eLearning assessments robust with appropriate controls in place?

If elements of your course(s) are delivered online, complete this section.

SUBMISSION INFORMATION REQUIRED

- i) Detail which parts of the training are delivered online.
- ii) Detail the platform used to deliver the training, such as the learning management system, software, or e-learning provider.
- iii) Detail the learning management system, software, or e-learning provider used for e-learning.
- iv) Provide an outline of how learners progress through the e-learning modules. For example, course entry, interaction with material, navigation through specific modules, specific activities undertaken, tests taken
- v) Estimate the number of hours it will typically take a learner to complete the online element.
- vi) Provide access to the course web page (if available).
- vii) Provide examples of online material (if access to the website is not available).
- viii) If there are online tests, describe the process for taking the test, its format and what communication and actions takes place when the test has been completed.
- ix) Indicate key elements of the test, including the number of questions, question distribution, pass mark, resit policy, time allowance, whether open or closed book.

2.3.6 QUALITY ASSURANCE & CONTINUOUS IMPROVEMENT

- Are there mechanisms in place for evaluation of the training?
- Has an evaluation questionnaire been seen?
- Are there clearly defined selection criteria so that appropriate participants attend courses?
- Is there an appropriate feedback process to participants and delivers?
- Is there evidence of pre-delivery testing and continuous improvement activity after courses have been delivered and evaluated?
- Is there appropriate control over the programme when it is used on an international basis?

SUBMISSION INFORMATION REQUIRED

- i) Describe the approach taken to reviewing and continuously improving courses and assessments – eg method/process, frequency, who involved, etc. These could be formal or informal.
- ii) Describe the approach to selecting participants for courses, for example, the prerequisites required, experience, role and qualifications (If applicable).
- iii) Indicate how programme is evaluated by course participants
- iv) Provide examples of evaluation questionnaires
- v) Detail the measures, controls or policies that are in place to ensure the accredited programme is delivered in remote areas in a consistent manner with adherence to standards.

2.3.7 PROGRAMME SUPPORT & ORGANISATION

- Are training facilities appropriate?
- Is there evidence of appropriate programme management and support?
- Are there appropriate resources available to support learners?
- Is there an effective database system in place to record individuals' training history?
- Is there a system for unique certificate referencing?

SUBMISSION INFORMATION REQUIRED

- i) Describe the facilities that will be used for training and coaching. This may not be applicable to training companies that use client facilities, but consideration should be given to the environment provided for effective coaching and observation.
- ii) Describe how the programme is managed and supported – EG: from which department or function, key roles undertaken by dedicated resources or the use of other resources, such as HRM.
- iii) Indicate any learner resources that are available, such as in intranet, physical library, mentoring/guidance, networks
- iv) Describe how records are stored so that there is a secure history of a learners training history (EG: name, date courses taken, assessments taken, certificate reference, levels awarded, etc.)
 - An example spreadsheet is available on request.
- v) Indicate the method used to give each certificate a unique reference
 - Each KCS certificate issued should contain a unique reference that will allow traceability and authentication. Indicate the proposed reference structure to be used. The KCS recommends that the reference includes the organisation name, date of issue and a person identifier - for example, ABC1803JS1, where ABC refers to the organisation, 1803 is the year/month and JS are the initials of the individual.

3. ACCREDITATION RESPONSIBILITIES, BENEFITS & TERMS

3.1 CERTIFICATES

Accredited organisations are responsible for issuing Certificates of Kata Competency to those who successfully complete their programmes. **These will not be issued by the KCS organisation.**

The KCS will provide a certificate template that must be used by the organisation (and not altered); this will contain KCS visual identity and the KCS authoring signatory. The accredited organisation's logo may be placed on the certificate, along with an authorising signatory. The certificate must always indicate the KCS level attained (i.e. 1A, 1B, 2A etc.)

Details of those who receive certificates may be requested periodically by the KCS organisation or recruitment companies undertaking background checks, so appropriate training records must be maintained.

Suitable security measures should be in place to ensure that blank certificate templates cannot be accessed by unauthorised personnel and certificates that are sent electronically must be as PDF files with no copying or editing rights.

The organisation will receive a certificate which indicates its status as an **Accredited Certifier of Kata Competency**, which includes its logo.

3.2 COMMUNICATION

The accredited organisation is free to communicate its status to staff, customers and other stakeholders via marketing channels (eg brochures, website, PR, social media etc.) and use the KCS logos where appropriate. Prior approval must be obtained from Cardiff University for any use of the University logo. See the **KCS General Terms** document for further information.

The accredited organisation will be issued with two special *accredited status* insignia – effectively, the KCS 'stamp of approval' that it can display on programme material and in promotional media.

3.3 ACCREDITATION CONDITIONS

Accredited organisations need to abide by certain conditions while accredited – see the document **KCS General Terms for Standard Accreditation**.

3.4 PERIOD OF ACCREDITATION & PROGRAMME CHANGES

Accreditation is valid for two years and the expiry date is shown on the organisation's certificate. The period starts after the Welcome Pack has been sent.

It is likely that the programme will undergo continuous or incremental change over the period, for example, because of new organisational needs, participant feedback, knowledge advances, new initiatives, etc. There is no requirement to inform the KCS organisation of these changes.

However, if major changes are made then the organisation should inform KCS management and update its cloud based Accreditation Folder to ensure that it remains up to date.

There is not a strict definition of what constitutes a major change; examples include wholesale course material changes, extending to higher KCS levels, expanding the programme's geographical scope, revision of the assessment approach, major changes to learning outcomes, etc.

The organisation can renew its accreditation after two years, following successful completion of a re-accreditation review questionnaire.

3.5 ONGOING COMMUNICATION & INTERACTION WITH THE KCS

The KCS does not undertake inspection visits or the like over the licence period, though will welcome opportunities for *Gemba* visits which, for example, could involve observing the programme in operation, or undertaking specific supporting activities or projects, such as performance reviews, process confirmation, material development or investigatory research.

There is also an opportunity for collaboration with the Lean Enterprise Research Centre and Cardiff University in several areas, which can be discussed during the accrediting process.

3.6 PRACTITIONER MEMBERSHIP

Recipients of KCS certificates are eligible to join the LCS *practitioner member* community free of charge through the LCS website, which provides a platform to encourage kata practitioners to continue their personal and professional development.

The facility promotes peer-to-peer learning and includes teaching resources, topical articles, networking facilities, collaboration groups, discussion forums and events signposting.

The KCS provides the accredited organisation with a **Practitioner Membership** flyer for distribution to certificate holders that details information on its features and benefits, as well as registration instructions.

Note that managers and administrators of accredited programmes are also eligible for membership of the KCS community.

4. FEES

4.1 FEE STRUCTURE

There are two accreditation fee schedules – one for **commercial** businesses and one for **public service** organisations. The re-accreditation fee is lower than the initial accreditation fee for both.

In the Commercial schedule, there is one rate for training programmes used for in-house employee training (internal) and another for programmes primarily used to train the public or other organisations' employees (external).

Applying organisations choose to accredit to just Level 1, Levels 1 and 2, or Levels 1, 2 and 3. Each option has an allowance of certificates to be issued over the two year licence period. For example, if you are accredited to Level 3, you can issue 150 certificates at Level 1, 2 and 3.

If you require additional certificates at any point, these can be purchased on a per unit basis to top up your allowance.

4.2 FEES SCHEDULE

Levels	External, internal, public svc	2 year fee	2 year certificate allowance			Cost of additional certificates per unit
			Level 1	Level 2	Level 3	
Level 1	External	€2,800	50			€15.00
	Internal	€2,380				
	Public svc	€2,380				
Level 2	External	€5,500	100			
	Internal	€4,675				
	Public svc	€3,970				
Level 3	External	€8,200	150			
	Internal	€6,970				
	Public svc	€5,925				

4.3 NOTES

1. The fees shown in the table are in Euros. Invoices can be in € or UK£.
2. Fees shown are exclusive of VAT.
3. The two-year fee is payable when accreditation has been granted.
4. There are no fees payable other than the accreditation fee, unless extra certificates are purchased.

5. Internal refers to a system that is dedicated to training in-house employees. External refers to a system that primarily trains members of the public or other organisations' employees.
6. Commercial organisations are defined as those organisations that are geared to making a profit from their business activities.
7. Public service organisations are defined as those that are not commercially oriented and deliver services for the benefit of the public or society on a not-for-profit basis.