**WWW.LEANCOMPETENCY.ORG**

**SME Accreditation Submission Form**

**How to Complete:**

* **Replace the instructions and guidance text in the grey shaded boxes with your response for each section; attach or embed supporting documents where appropriate.**
* **This form can be treated as a working document, with part completed versions submitted for comment and review. A Progress Checklist will be issued each time a draft is submitted.**
* **State if the information required is not applicable in your circumstances.**
* **Note that several tables, forms and templates that need to be completed are embedded in this document and can be opened and used. These are also available on the LCS website.**
* **Refer to the GUIDE TO SME ACCREDITATION for more information on the accreditation process and to the LCS website for a range of supporting resources.**

# Company Details

##### Company Name

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| --- |
| The organisation entity that will be accredited. |

# Background & Context

##### Company Director Background Information

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| Brief biographical details of the company owner(s) |

##### Company Background Information

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| A brief description of the business, indicating main products/services and activities, size (eg turnover, employees), location(s) and any relevant strategic information. List any relevant existing accreditations, awards or quality standards the organisation already has. |

##### Company Use of the LCS

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| A statement of how and where the business proposes using the LCS as part of its lean/CI training and/or commercial activities. For example, it could be for internal staff training or for training clients’ staff. If there is an international dimension to the training, then this should be detailed here |

##### Lean Training Programme Overview

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| Summary of the training programme to be accredited. |

##### LCS Levels to Which The Training Programme is Aligned

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| List of the LCS levels to which the training system aims to align. Note that there can be a plan to increase the number of levels over time as the training system matures. |

##### Certificates to be Issued Per Year (Estimate)

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| An estimate of certificates issued per year over the accreditation period |

# Course Descriptions, Aims & Learning Outcomes

##### Courses Details

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| A list course titles, their aims and learning outcomes. The aims are the broad goals or purpose of the course, while the learning outcomes state what the participants should know and/or be able to do at the end of a particular course of training. See the LCS Guide to Developing Learning Outcomes. |

##### List of Topics Covered

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| A list of the topics covered in courses. |

##### Learning Time

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| Detail the overall contact hours, how these are organised or spread over a particular time period (eg 15 hours on 3 separate days spread over 2 months).  Indicative learning hours for each LCS level are indicated below, though these should be used as a guide only. Note that this includes class based face-to-face teaching time, post course activities, assessments, self-study, follow up reading and research, work based learning.  • LCS 1a: 3 to 6 hours (the latter typically with activities, simulations)  • LCS 1b: 40 hours  • LCS 1c: 40 hours  • LCS 2a: 50 hours  • LCS 2b: 25 hours |

# LCS Framework Alignment

##### Narrative Explaining Alignment

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| A description indicating how the organisation’s training programme aligns with the Lean Competency System. This should include details of how courses, modules, learning units relate to the lean competency levels. The organisation will need to reference the LCS Level Detailed Descriptions which specify the precise expectations regarding the knowledge and practical ability for each level. The alignment matrix documents contain the LCS framework and summarise the key knowledge components of each LCS level. More details on level descriptions are on the LCS website. |

##### LCS alignment matrix

An alignment matrix shows how the training links to the levels of lean competency. A copy of the matrix is embedded below. Word and Excel versions are available – the latter is for larger or more complex systems.

Check box to indicate an alignment matrix is attached

*or*

Check box to indicate an alignment matrix is embedded below

*Note: either the Word or Excel file can be used – the latter preferable for larger or more complex programmes.*

|  |  |
| --- | --- |
| *Embed document here*  (blank templates attached) |  |

# Training Material

Note that information on online training, if present, can be described in Section 10.

##### Training Material Source & Development

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| A statement of how the training material has been sourced and developed. |

##### Training Material Examples

Provide representative examples of presentations, workbooks, guides and other handouts used in courses.

Check box to indicate example materials are attached

*or*

Check box to indicate example materials are embedded below

|  |  |
| --- | --- |
| *Embed document here* |  |

List the documents attached or embedded in the box below:

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# Assessment

##### 6.1 OVERALL Assessment Approach

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| An explanation of the assessment approach that will be used by the training system, indicating how knowledge will be assessed and ensuring that learning outcomes have been achieved.  The assessment approach should ensure it is consistent with some key underlying principles underpinning the LCS, namely:   * There should be a knowledge test for each LCS level where a certificate is awarded (organised centrally by the LCS for SME accreditation) * There should be implementation evidence linked to courses and assessment (except 1a) * An appropriate course of training should be delivered for each LCS level where a certificate is awarded |

##### Linkage of Training with Workplace Application

[Applies to LCS level 1]

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| Describe the approach that provides linkage of course work with the application of tools and techniques in the workplace. For example, there may be mechanisms to record post course implementation activities and any linkage with personal development planning. |

##### Formal mechanisms to Assess Implementation Projects

[Applies to LCS level 2]

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| Describe the approach for the assessment of Level 2 implementation projects (see notes below). |

Notes on Assessment

*Knowledge Element*

Note that learners need to undertake a knowledge test for each LCS level through which they progress. For SME accreditation, this is organised centrally by the LCS.

*Practical Element – Level 1*

For LCS levels 1b and 1c, an in-house training system should ensure there is evidence of the learner’s practical implementation of lean knowledge in the workplace (following training activity). This could be in a variety of formats, such as A3’s, a dairy, project portfolio, learning log, etc. The candidates should have played a meaningful role in the implementation activity, usually as part of a team or sometimes on an individual basis.

The evidence should be endorsed by an appropriate manager/stakeholder to signify it is an accurate account of what happened.

Such evidence builds into a cumulative body of practical evidence that could be used, for example, in personal development planning or appraisals.

Note that it is not a requirement that this type of practical evidence is formally marked (as with the knowledge test) and no evidence is required for level 1a.

*Practical Element – Level 2*

For LCS level 2, the evidence of the practical implementation of lean knowledge should be more formalised and the training system should ensure that candidates submit an appropriate **project implementation report**, clearly documenting how the candidate as implemented a lean initiative, demonstrating appropriate knowledge and expertise. This report should be formally assessed.

Further information is contained in the document **Project Implementation Report Guide** on the [LCS Website.](http://www.leancompetency.org)

To complete the assessment for level 2, both the knowledge and implementation aspects need to be passed.

# Delivery & Teaching Methods

*At present, it Is not mandatory for those who deliver training to hold LCS or similar qualifications and an assessment of overall system teaching capability is made via the information submitted (see below). However, there are clear advantages for trainers to be formally qualified and the LCS* ***Approved Prior Learning & Experience*** *route can be used to certify experienced delivery personnel at* [*LCS Level 2*](http://www.leancompetency.org/accreditation/lcs-level-2-certification/)

##### Teaching Style & Methods

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| An account of the teaching style and methods used should be provided (eg lectures, workshops, on-site activities, use of case studies, simulations, interaction, exercise etc.) |

##### Delivery capability matrix

A delivery capability matrix should be completed and included in the portfolio. This indicates the relative strength of the delivery resources across the key LCS knowledge levels and can be produced through a staff self-assessment exercise. A template for this is embedded below.

Check box to indicate a Delivery Capability Matrix is attached

*or*

Check box to indicate a Delivery Capability Matrix is embedded below

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| --- | --- |
| *Embed document here*  (blank template attached) |  |

##### Trainers Biographical Information

Provide a list of those who will deliver training along with biographical information for each containing relevant information about their lean work experience/teaching credentials. A template for this is embedded below.

☐ Check box to indicate biographical Information is attached

*or*

☐ Check box to indicate biographical Information is embedded below

|  |  |
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| *Embed document here*  (blank template attached) |  |

# Quality Assurance & Continuous Improvement

##### Training Evaluation

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| Describe the approach for learners to evaluate the training they undertake. |

##### Examples of Evaluation Questionnaires/Mechanisms

Provide examples of any evaluation questionnaires used.

☐ Check box to indicate evaluation questionnaire is attached

*or*

☐ Check box to indicate evaluation questionnaire is embedded below

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| *Embed document here* |  |

##### Other Participant Feedback Processes

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| Describe other feedback processes for learners, whether formal or informal. |

##### Courses Continuous Improvement

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| Indicate the measures that demonstrate that there is a continuous improvement process in place after course evaluation and review. |

# Training Support & Organisation

##### Training Programme Management & Support

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| Describe how the training will be managed and supported. |

##### Training Records

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| Indicate how records are stored so that there is a secure history of learners training history (eg date courses taken, assessments taken, certificate awarded, etc.) |

##### Training Records Examples

Provide an example of a training record (eg screenshot, spreadsheet, etc.)

☐ Check box to indicate training record example attached

*or*

☐ Check box to indicate training record example is embedded below

|  |  |
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| *Embed document here*  (blank template attached) |  |

# Online Training Material

**Note: This section is only to be completed for blended learning training systems, (that is, where the web plays a significant role in training delivery), or where the applicant has a separate on line programme.**

##### Elements Delivered Online

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| Provide details on which parts of the training system are delivered online eg courses, modules etc |

##### LEARNING PLATFORM

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| Provide details on the web based learning platform being used – eg software, IT architecture, hosting arrangements, module or course unit structure, etc. |

##### Learning Path

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| Describe (eg with a flow chart) how learners progress through the online course from start to completion – for example, the main route to be followed, options for alternative sub-routes, key stages or milestones, checkpoints, etc. |

##### ONline Training Material Source & Development

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| --- |
| Describe the source of the online training material and how it has been developed |

##### Online Training Material Examples

Provide examples of course material – either through screenshots, physical training outline documents or a link to the online system

|  |  |
| --- | --- |
| Embed documents here -> |  |

List the documents attached or embedded in the box below:

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##### ONline Assessment

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| Describe the approach to online assessment – including the nature of tests taken, test delivery process (number of questions, time allowance, number of resits, randomisation approach, question bank approach, question backtracking policy, post-test automatic communication, open or closed book, fixed time or test window approach |

##### Online Test Examples

Provide examples of online tests – either through screenshots, documents or a link to the online system

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| Embed documents here -> |  |

List the documents attached or embedded in the box below:

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