

Improvement Practitioner S21- Benchmarking

- This document was assembled based on the requirements of ST0192 and the associated Assessment Plan
- It does not contain any information about the way in which Advanced Analytics Solutions carry out assessments and following this guidance does not guarantee success at EPA
- So far as we are aware, information in this document would apply equally to assessments carried out by any approved End Point Assessment Organisation

What does Benchmarking mean?

Benchmarking is the practice of comparing business processes and performance metrics to industry bests and best practices from other companies. Dimensions typically measured are quality, time and cost.

There are 2 forms of Benchmarking:

Best Practice	Performance
<p>A continual, systematic process for evaluating the work practices of organisations, which are recognised as representing best practices, for the purposes of organisational improvement”</p> <p>This is about “how you do what you do”</p>	<p>Performance benchmarking is the process of measuring and analysing an organization's performance of products, services, operations, and other business processes against other companies, competitors, or industry leaders. It helps businesses identify and understand areas for improvement.</p> <p>This is about the results that you get.</p>

This is the Improvement Practitioner domain

What does the assessment plan say?

Benchmarking is a “Skill” and therefore apprentices must show not just that they know about Benchmarking but that they have carried it out. This is Skill number 21 of the Improvement Practitioner standard.

This skill is assessed as part of the Professional Discussion, the assessment plan says that apprentices must use benchmarking to inform target setting and improvement options, the standard requires apprentices to conduct structured benchmarking to support target setting.

With benchmarking we are answering the question “what is the right target for the KPI that I am trying to improve”? The benchmarking could be internal or external but in either case must show why the proposed targets for the improvement activity have been set.

In order show that the criteria for this skill has been met apprentices will need to show that they have;

1. Identified a suitable Key Performance Indicator metric for their improvement activity
2. Identified a suitable comparator – this could be an internal or external process
3. Measured the comparator process and compared it to the performance of the process to be improved
4. Identified the gap to be closed through the improvement activity

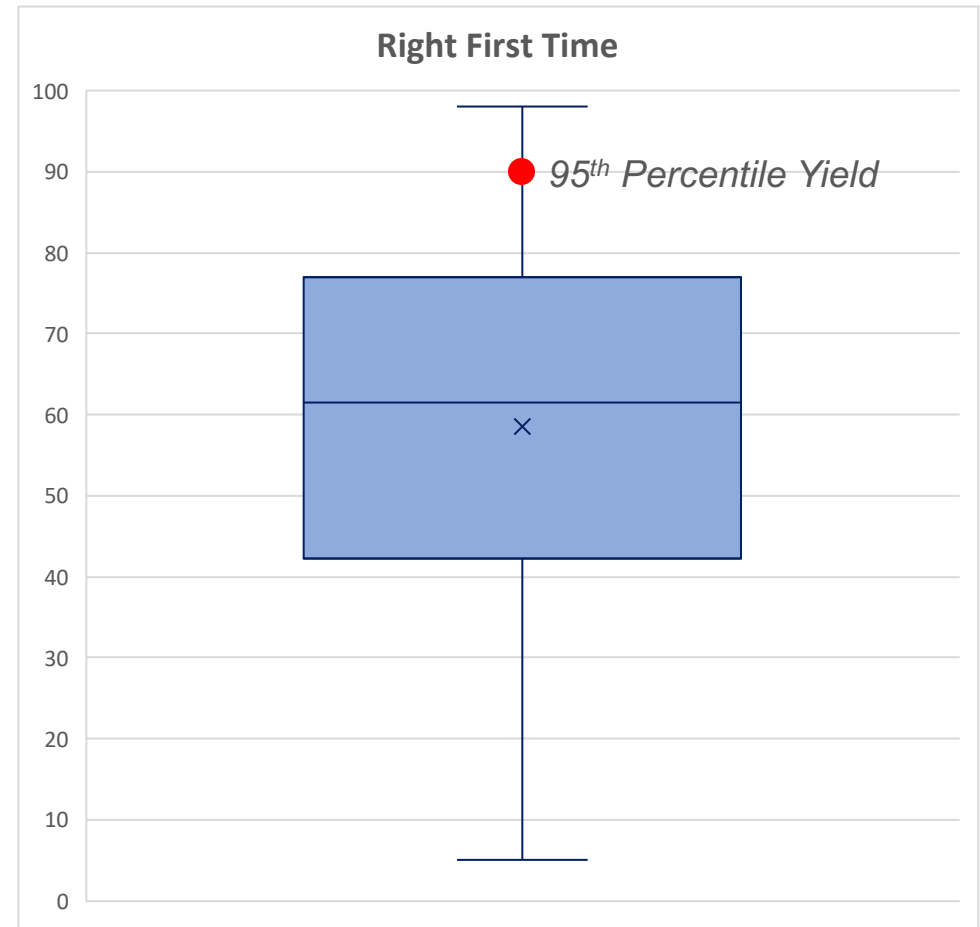
Example Benchmarking in practice - Internal

An Improvement Practitioner is attempting to improve the yield rate of a complicated chemical reaction.

She has measured the yield performance of the reaction over the last 12 months and has observed the variation and drawn a boxplot as shown.

She knows that the process can, at times, achieve in excess of 95% yield, but only achieves just over 60% on average over the long term.

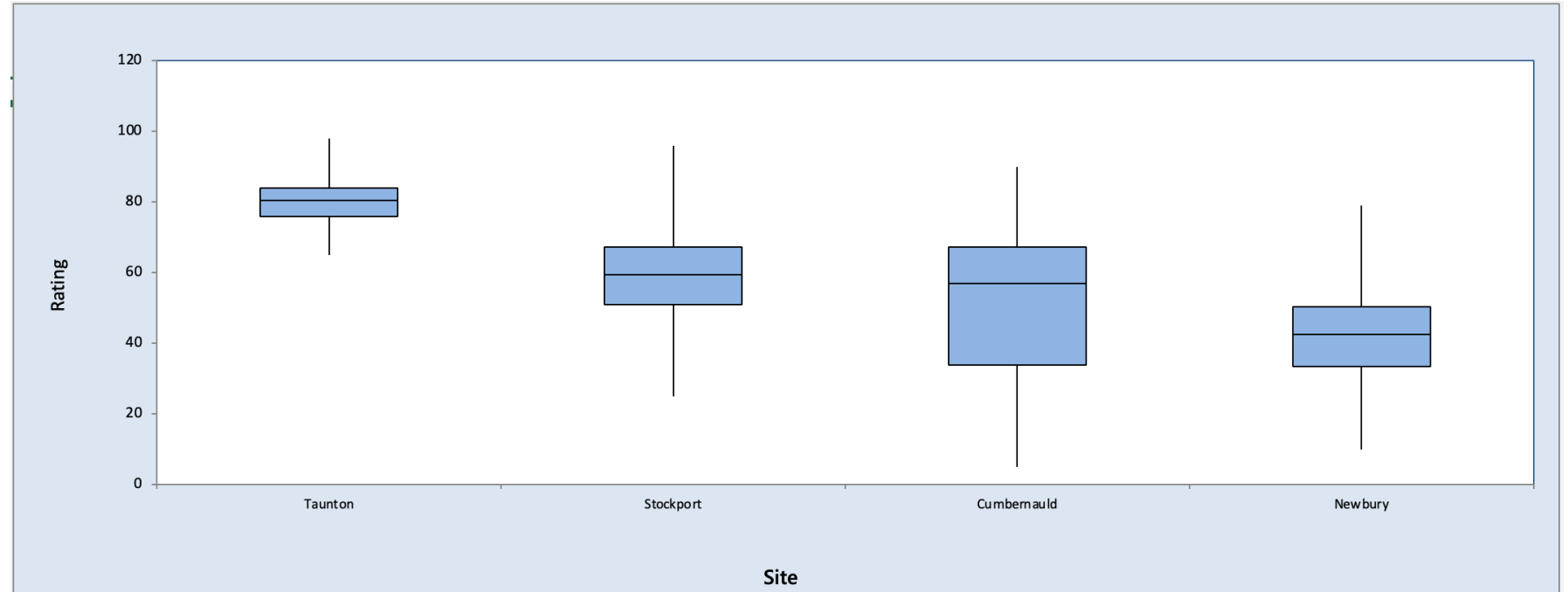
95th percentile performance for this process would be a yield rate of 90% and our Improvement Practitioner decides that this is a reasonable target for her improvement project.



Example Benchmarking in practice - External

An Improvement Practitioner is attempting to improve the yield rate of a complicated chemical reaction.

She works on the Newbury site and has measured the yield performance of the reaction over the last 12 months. She has observed the variation and compared it to the average yields obtained at other sites in the business group.



She notes that the average yield at the Newbury site is 40% while other sites obtain much better yields, including the Taunton site which obtains an average of 80%. Our Improvement Practitioner decides that 80% is a reasonable target for her improvement project as another site already obtains this.

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