

<b>Unit Title:</b>	<b>Quality Management in an Organisation</b>
OCR unit number:	11
Sector unit number:	15.3 Business Management
Level:	6
Credit value:	5
Guided learning hours:	30
Unit reference number:	Y/602/1479

## Unit aim and purpose

This unit aims to develop learners understanding of the concept of ‘total quality’, the tangible and intangible benefits of total quality, how this can be achieved through Total Quality Management (TQM), the theories relating to TQM and the difficulties when implementing TQM. Learners will understand the factors that affect the development of a culture of TQM, the impact of different management techniques, and how to evaluate the benefits of TQM. Learners will understand the methods of monitoring and controlling TQM and how to evaluate the effectiveness of quality standards in supporting TQM.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand the concept of Total Quality Management (TQM)</p>	<p><b>The Learner can:</b></p> <p>1.1 discuss the importance of quality within an organisation</p> <p>1.2 explain the concept of Total Quality Management (TQM)</p> <p>1.3 discuss the theories of TQM</p> <p>1.4 analyse the difficulties associated with the implementation of TQM</p>	<p>This may include</p> <ul style="list-style-type: none"> <li>• the importance of quality to an organisation in terms of <b>tangible</b> and <b>intangible</b> benefits such as           <ul style="list-style-type: none"> <li>- <b>tangible</b> increases to               <ul style="list-style-type: none"> <li>- productivity</li> <li>- profitability and sales</li> <li>- delivery time</li> <li>- order processing time</li> </ul> </li> <li>- <b>tangible</b> decreases to               <ul style="list-style-type: none"> <li>- inventories and lead times</li> <li>- costs of raw materials</li> <li>- waste/loss</li> <li>- defect / rejection / reworking of products/batches</li> </ul> </li> <li>- <b>tangible</b> savings to               <ul style="list-style-type: none"> <li>- costs relating to quality, direct overheads and variables</li> </ul> </li> </ul> </li> <li>• and <b>intangible</b> benefits such as           <ul style="list-style-type: none"> <li>- increasing competitiveness and access to new markets               <ul style="list-style-type: none"> <li>- improving employee motivation</li> <li>- improving working conditions</li> <li>- developing systematic approaches to continuous improvement</li> </ul> </li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> <li>• the concept of TQM being to `do the right things right first time` and its core in relation to customer-supplier interfaces, people and systems. It is a long term strategy and commitment involving all of a business, as well as internal and external stakeholders.</li> <li>• theories relating to Six Sigma such as <ul style="list-style-type: none"> <li>- W Edwards Deming; Plan Do Check Act (PDCA) cycle</li> <li>- Dr Joseph M Joran; Quality Trilogy</li> <li>- Dr Kaoru Ishikawa; Seven Basic Tools</li> <li>- Shigoe Shingo: Just-in-Time, SMED, Poka-Yoke</li> <li>- Tom Peters; Management by Walking About (MBWA)</li> </ul> </li> <li>• difficulties presented by culture, communication, commitment, capability, people, resources and finance</li> <li>• analysis of the impact of difficulties on the implementation</li> </ul>
<p>2 Understand the culture needed to embed TQM</p>	<p>2.1 explain the importance of teamwork in TQM</p> <p>2.2 discuss the role of training and development in embedding TQM into the culture of an organisation</p> <p>2.3 analyse the management techniques which underpin successful integration of TQM into the culture of an organisation</p> <p>2.4 evaluate the promotion of continuous quality improvement within an organisation's culture</p>	<p>This may include</p> <ul style="list-style-type: none"> <li>• the meaning of `culture` in terms of collective beliefs, values, goals, systems and routines.</li> <li>• the meaning of `embed` in this context as quality being an integral part of daily activity for the organisation and its employees; second nature</li> <li>• the need to select people with the ability, motivation and commitment to work in a team and could cover models such as Belbin, John Adair, Bruce Tuckman.</li> <li>• the role of training and development to equip team members with the required skills set, knowledge and understanding to implement TQM practices, to enthuse and coach colleagues in the use of quality tools.</li> <li>• the analysis should cover the positive and negative impact of management techniques and leadership styles such as Herzberg's Motivational Theory, Maslow's Needs Hierarchy, Charles Handy motivational theories and McGregor's XY.</li> <li>• How to evaluate whether the promotion of continuous improvement has <ul style="list-style-type: none"> <li>- affected commitment and communication</li> <li>- achieved tangible and intangible objectives</li> </ul> </li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
3 Understand the systems that support TQM	3.1 describe methods of monitoring TQM 3.2 explain methods of controlling TQM 3.3 evaluate quality standards that support TQM	This may include <ul style="list-style-type: none"> <li>• methods such as               <ul style="list-style-type: none"> <li>- discussion groups / workshops, quality circles</li> <li>- surveys and questionnaires i.e. Voice of Customer</li> <li>- self-assessment using RADAR, SWOT, cost-benefit</li> <li>- internal or external inspection</li> <li>- simulated activities/exercises</li> <li>- process audits</li> </ul> </li> <li>• how to evaluate the effectiveness of quality standards such as               <ul style="list-style-type: none"> <li>- quality marks, awards and accreditations</li> <li>- SOPs (Standard Operating Procedures)</li> <li>- Permits to Work</li> <li>- Audit criteria</li> </ul> </li> </ul>

## Assessment

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This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

It is a requirement of the Ofqual Common Criteria for all qualifications that proof of authentication is provided.

## Evidence requirements

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In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria.

Evidence can be produced either through real work or by means of simulated activities.

## Guidance on assessment and evidence requirements

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**If the unit is to be taught in a college or other learning environment, tutor/assessors could consider the following examples of how this unit can be achieved and assessed.**

LO1 Learners could work individually or in groups to research the concepts and theories of TQM and present their findings to peers/tutors who have the opportunity to question the concepts (AC1.1 and 1.3). Learners could be given a case study of an organisation wishing to implement TQM to identify the tangible and intangible benefits of total quality, produce an analysis of the difficulties associated with the implementation and present their findings in a report or presentation (AC1.2 and 1.4).

LO2 Learners could be provided with a case study or research an organisation to identify how TQM has become a part of daily activity and the management styles that have supported successful integration. Learners could present their analysis and evaluation, with supporting data, to a peer group or tutor/s (AC 2.1 to 2.4).

LO3 Learners could be provided with a scenario of an organisation that has implemented TQM and needs advice on the methods available to monitor and control TQM. Learners could be tasked with evaluating the organisation's quality standards to establish whether or not they are appropriate to support the TQM. The findings could be produced as a written report or a presentation, with supporting data (AC3.1 to 3.3).

**NOTE:** Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

**If the unit is to be completed through real work, examples of appropriate sources of evidence could include:**

- personal statements
- recorded professional discussion with the assessor
- case studies, endorsed by someone who can attest to the accuracy
- outcomes from research, referenced to the source
- work product such as records of TQM implementation; results from the use of TQM tools; standards introduced to support TQM such as SOPs, permits to work, auditing criteria; reports/presentations whether written or electronic.

**NOTE:** It is good practice to 'signpost' work product to the workplace rather than place in a portfolio.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

## National Occupational Standards (NOS) mapping/signposting

The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.skillsfca.org](http://www.skillsfca.org)

Occupational standards	Unit number	Title
Management and Leadership	CFAM&LFE1	Manage quality systems
Management and Leadership	CFAM&LFA3	Monitor and review business processes

## Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

## Resources

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Stationery, a CD-rom, removable pen drive

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but you are not expected to reproduce other people's written work. For example:

Department for Trade and Industry: TQM information and guides available at [www.dti.gov.uk/quality/tqm](http://www.dti.gov.uk/quality/tqm)

Russell T WESTCOTT; The Certified Manager of Quality /Organisational Excellence Handbook – Chapter 12 Quality Models and Theories; free download <http://asq.org/learn-about-quality/total-quality-management/overview/overview.html>

Marshall Sashkin: Putting Total Quality Management to Work: What TQM Means, How to Use It, and How to Sustain It Over the Long Run ISBN-13: 978-1881052241

George, Rowlands, Price and Maxey: The Lean Six Sigma Pocket Toolbook ISBN 0-07-144119-0

Andy Hobson: The Quality Office ISBN 0-9552746-0-5

A Leigh and M Maynard: Leading Your Team – How to Involve and Inspire Teams ISBN-13: 978-1857883046

John Adair: John Adair's 100 Greatest Ideas for Effective Leadership and Management ISBN-13: 978-1841121406

## Additional information

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For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850) on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).