

Pearson BTEC Uzbekistan Level 7 Professional Diploma in

Strategic Management

Unit 9: Strategic Quality Management

Teacher Resources

Issue 1



Edexcel, BTEC and LCCI qualifications

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Introduction

This resource booklet is a companion to the Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership specification. The specification tells you what must be taught and what must be assessed. This resource booklet gives you suggestions and ideas as to how you can do this.

This booklet gives you ideas for teaching and learning, including practical activities, realistic scenarios, ways of involving employers in delivery and of managing independent learning, and how to approach assessments. The booklet also shows you how the specification content might work in practice and inspires you to start thinking about different ways of delivering your qualification.

This resource booklet gives you:

- guidance on how to deliver the unit
- recommended resources to support the delivery of the unit
- a scheme of work that shows the topics, activities and assessments covered in the unit
- lesson plans with detailed guidance on how to deliver the lessons in the unit
- an assignment brief to support the assessment the unit.

The information in this resource booklet has been put together by teachers who have been close to the development of the qualifications and so understand the challenges of finding new and engaging ways to deliver BTEC qualifications.

The delivery guidance in this booklet gives you information on what you need to consider as you plan the delivery of the unit. This includes suggestions on how to approach the learning aims and unit content, as well as ideas for interesting and varied activities. You will also find assignment briefs, as well as tips and ideas on how to plan for and deliver your assignments.

We have included a list of carefully selected resources for the unit. This resource list offers suggestions for textbooks, journals and websites that you can direct your learners to use and/or that you can use to complement delivery.

Unit 9: Strategic Quality Management

Delivery guidance

The purpose of the unit is to provide the opportunity for learners to consider the strategies that can be adopted to start strategic changes in the strategic quality function in order to achieve the organisation's long-term quality objectives.

The development of a strategic approach to quality management has become a key objective for many organisations. The notion of strategic quality management results in a demand that the business includes quality performance indicators in all its activities, whether they are concerned with production, service delivery or organisational processes.

Most businesses now appreciate that stakeholder engagement is a critically important feature of the quality function. Feedback from customers can provide valuable management information for decision-makers in the organisation. This feedback includes the quality of customer service, the processes employed by a business to get their products to market, and customer reviews of the business's product or service, including suggestions for product or service improvements. Implementing a quality system will also require employee engagement with the workforce itself being a valuable resource in the quality cycle.

All of these factors relating to quality indicators, customer feedback and employee engagement have significant implications for strategic decision-makers who want to implement strategic change in an organisation's approach to quality.

In considering such changes, learners will need to be aware of the various theories and models, which seek to provide a framework for the quality function. Total Quality Management (TQM) and the Six Sigma model are two examples of quality models; however, they approach quality from different perspectives. While TQM views quality as the engagement of all levels of leadership and the workforce, Six Sigma focuses on improving quality by reducing the number of defects using statistical measures of performance. The end result may be the same in both the concepts (i.e. producing better quality products and services).

Learners need to be made aware of these different approaches to quality and their application in different contexts. They will also be required to critically evaluate the effectiveness of the different quality models in specific business contexts. Teachers are therefore encouraged to use case studies and research activities in order to encourage learners to analyse the relevance of the different quality models in a range of different contexts.

Learners will also need to research the wider implications of changes or improvements to quality systems over the long-term. This will require them to analyse an organisation's quantitative and qualitative performance data to assess how far the quality function has impacted upon strategic objectives of an organisation.

Figure 1 provides an overview of how these different themes are explored throughout the unit.

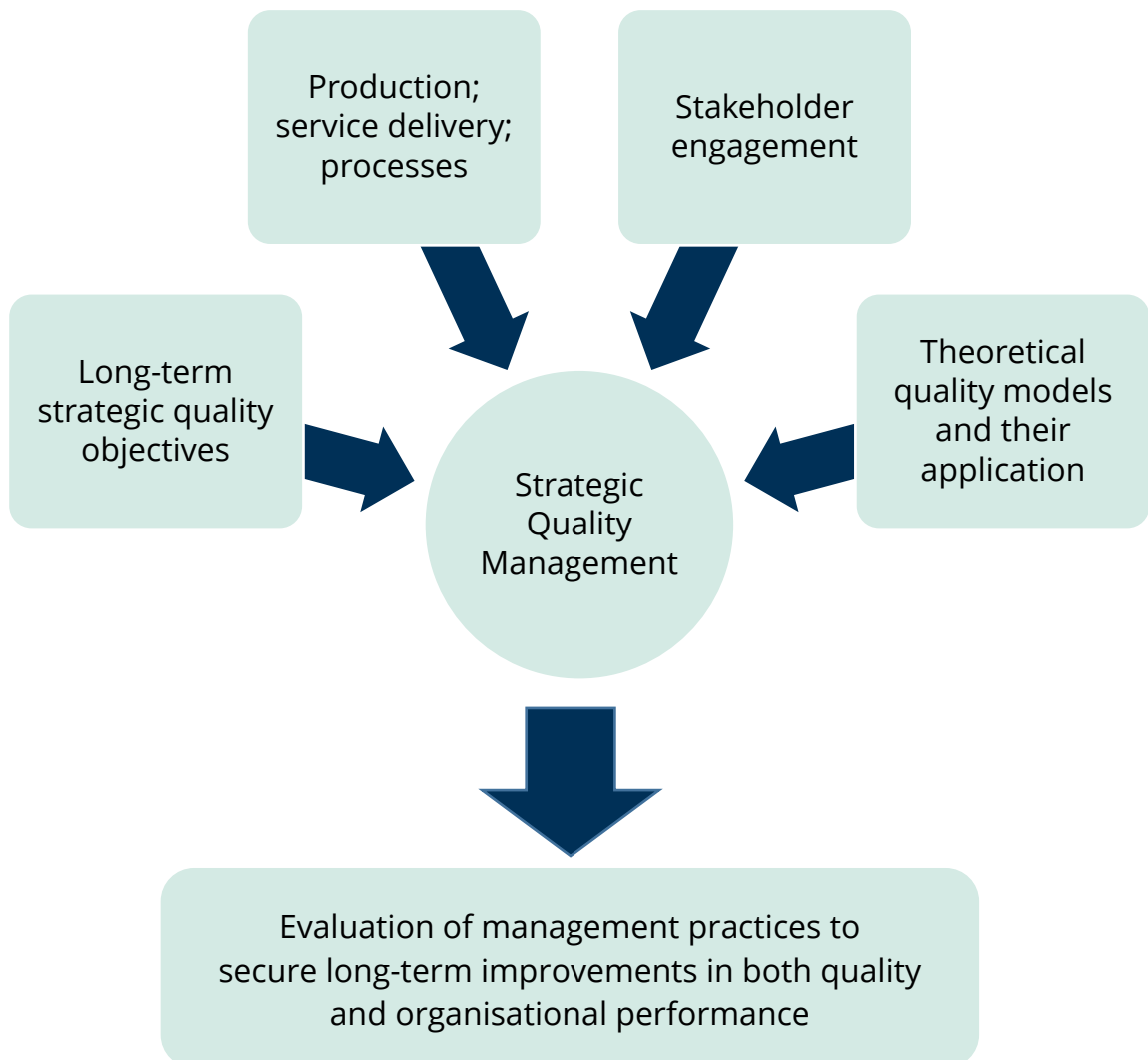


Figure 1: Unit 9 development themes

Approaching the unit

A good starting point for this unit is to ask learners about their job roles and responsibilities in relation to the quality framework adopted in their own workplaces. You could ask them to work in pairs or in small groups to compare and contrast how the structure of the workforce contributes to the quality framework. For example:

- do work teams establish and monitor service standards?
- do they work to set quality targets relating to service delivery?
- do team leaders or supervisors set these targets, or are team members actively involved in setting the targets?
- is there a quality cycle that encourages continuous improvements in quality?
- are external customers engaged in the quality framework via customer feedback?
- is the feedback systematic?
- is customer feedback analysed?
- are changes made to systems and processes as a result of the feedback?
- how are these improvements communicated to customers?

You could then map the responses to these questions against the features and characteristics of different quality models to see how far the different quality models have influenced the quality systems in an organisation, either by design or unknowingly.

Learners could then plan changes to a quality framework either in their own organisation, a different organisation, or a given organisational context. They could clearly identify the strategic aims of these proposed changes, and how they would envisage monitoring and measuring the long-term impact of the changes they propose to implement.

Any significant change in an organisation will bring its own challenges. In terms of strategic quality management this may require changes to workforce structure, changes to individual responsibilities, and changes to organisational processes and systems. It may also involve persuading other leaders and managers in the organisation to change their own management approaches. The learner will therefore need to provide evidence to show they understand the management strategies that could be employed to address these challenges. Figure 2 shows how this approach works in practice.

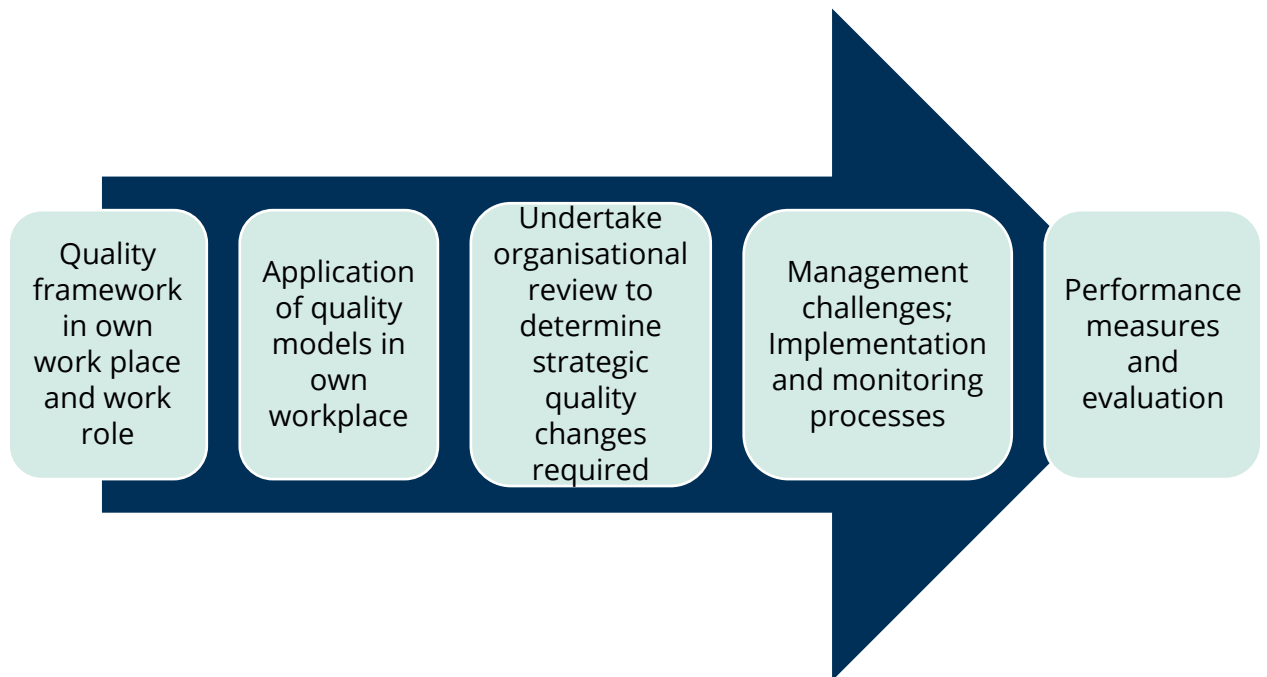


Figure 2: Approaching the unit

Learners will find it useful to maintain a portfolio of the activities and research activities completed during the qualification. This portfolio may be useful when they are preparing personal development plans, progressing to specialist management development programmes, or preparing for progression to higher-level leadership and managerial positions.

Learners will be required to prepare and deliver presentations. This will introduce them to a new set of skills based on effective communication. Learners should be advised on the good practice points that result in an effective presentation. An example of a good practice point is that speaker notes should always accompany presentations, and can be submitted as a detailed written record of the presentation.

Guest speakers are a good way of showing learners how their studies are applied in the world of work. People working in strategic management positions in central government ministries or private sector organisations could be invited to speak to learners.

When inviting guest speakers into the class, it is important that learners are well prepared. An effective way of preparing learners is for them to prepare a set of questions before the speaker is scheduled to attend. You can then check the suitability of the questions and allocate questions to individual learners.

The questions should fall into four categories:

- questions that relate to the functions of the organisation where the speaker is employed
- questions that focus on the key strategic objectives and challenges faced by the organisation
- questions that centre on the strategic leadership role of the guest speaker and the strategic management and leadership skills required to carry out the role
- questions that focus on the challenges faced by the organisation in driving forward their strategic objectives and how they are addressing these challenges.

Assessment model

Table 1 below provides an overview of key content areas for each learning aim. Note that there is a single assessment for this unit.

It is important for learners to understand that all assessment criteria in the assessment, and therefore all learning aims, must be met to achieve a pass.

Learning aim	Key content areas	Recommended assessment approach
A Understand the role of operations management in an organisation	A1 Operations management A2 Strategic objectives A3 Performance management	Prepare a quality improvement strategy for a business
B Understand the importance of managing quality in an organisation	B1 The quality function B2 Quality models	
C Be able to plan a strategic quality change in an organisation	C1 Planning for a strategic quality change C2 Implementing change C3 Outcomes of a strategic quality change	

Table 1: Assessment overview by learning aim.

Assessment guidance

The learning aims for this unit can be assessed through one assessment that covers all of the learning aims (see the Sample Assignment Brief for this unit) or through a set of individual assignments covering specific learning aims.

The table above gives a recommended approach, based on the Sample Assignment. Guidance on the assignment is given below.

Learning aims A, B and C

Learners should explain the methodology they have used to develop their quality improvement strategy. For example, this could involve environmental research, discussions with senior managers, current trends in business performance and a risk assessment of the current position. Strategic objectives should be realistic and mapped against operational requirements in relation to operations management. The quality strategy should be clearly informed by appropriate quality models, which can either be specific to a particular model, for example total quality management (TQM), or include features drawn from different quality models.

Learners should clearly identify the implications of implementing the strategy. For example, it is good practice to prepare a cost benefit analysis approach that includes a risk analysis.

The strategy should clearly identify how the strategy will be evaluated and the management responsibilities involved in managing the implementation of the strategy. The learner should provide clear evidence of the expected impact of the strategy on internal and external stakeholders, and the wider implications on such elements as reputation and brand image.

Getting started

This section gives you a starting place for one way of delivering the unit.

Unit 9: Strategic Quality Management
<p>Introduction</p> <p>This is unlikely to be the first unit to be studied by the learner, so the teacher will have the opportunity of making reference to the content of other units that the learner may have already successfully completed. For example, strategic quality management has a direct link with the development of a corporate culture, which is covered in Unit 4. Similarly, changes to a quality framework may impact upon team management and dynamics, which are included in Unit 11. This will require the learner to show an understanding of change management strategies in an organisational context, covered in Unit 3.</p> <p>The teacher should ensure that learners are made aware of these links between the different units on this Level 7 programme so that learners can identify relationships between the various themes covered throughout the course, and the associated strategic management skills that need to be called upon in an organisational context.</p>
Learning aim A: Understand the role of operations management in an organisation
<p>For learning aim A, learners could explore the role of operations management in an organisation. Teachers could encourage learners to use their experiences from their own organisations to encourage debate and discussion. Learners need to understand how operations management impacts on the achievement of organisational objectives and, through individual and group work, they could reflect and evaluate whether their own and other organisations' operations management has been successful or not. When delivering this learning outcome, use of case studies demonstrating the importance of operations management can add to the learning experience.</p>
Learning aim B: Understand the importance of managing quality in an organisation
<p>For learning aim B, learners need to understand the importance of managing quality in an organisation. Learners could assess quality management in their own organisations, and appropriate guest speakers can give learners useful information on how other organisations manage quality.</p>

Unit 9: Strategic Quality Management**Learning aim C: Be able to plan a strategic quality change in an organisation**

For learning aim C, learners will need to understand the importance of planning a strategic quality change and that the change-planning process is key to achieving success.

Learners need to be made aware of the importance of communicating clearly with those who will be affected by change, including encouraging employee participation in the process of change. Learners may be able to draw on their experiences of this process in their own organisations, which could provide useful topics for debate and discussion. Case studies and visiting speakers can be used to help learners understand the importance of systems in the quality change process, and group discussions on the wider implications of planned strategic quality change can also be beneficial.

Learners need to understand the implementation process for a planned strategic quality change. They could consider how to embed a quality, continuous improvement culture into an organisation. Case studies can be used to demonstrate the importance of culture in developing Total Quality Management (TQM) in an organisation. Learners could also examine how a strategic quality change can be monitored during its implementation.

Learners need to understand how to evaluate the outcomes of a strategic quality change. Teachers could encourage learners to use their experiences and knowledge gained in their own organisations, where strategic quality changes may have been introduced. They also need to know about the various evaluation methods and how they can be put in place to measure success.

Details of links to other BTEC units and qualifications

This unit provides the background knowledge and understanding that underpins all the other units in the qualification.

Resources

Textbooks

Bank J – *The Essence of Total Quality Management* (2nd Edition), Prentice Hall (1999), ISBN-13: 9780132849029

Beckford J – *Quality: A Critical Introduction* (3rd Edition), Routledge (2009), ISBN-13: 9780415259194

Bicheno J – *The Quality 75: Towards Six Sigma Performance in Service and Manufacturing*, PICSIE Books (2002), ISBN-13: 9780954124403

Brue G – *Six Sigma for Managers: 24 Lessons to Understand and Apply Six Sigma Principles in any Organization*, McGraw-Hill Professional (2005), ISBN-13: 9780071455480

Burnes B – *Managing Change* (5th Edition), Financial Times/Prentice Hall (2009), ISBN-13: 9780273711742

Covey S M R – *The Speed of Trust: The One Thing That Changes Everything*, Simon & Schuster Ltd (2006), ISBN-13: 9780743295604

Naylor J – *Introduction to Operations Management* (2nd Edition), Financial Times/Prentice Hall (2002), ISBN-13: 9780273655787

Oakland J S – *TQM: Text with Cases* (3rd Edition), Butterworth-Heinemann (2003), ISBN-13: 9780750657402

Pike J and Barnes R – *TQM in Action* (2nd Edition), Springer (1995), ISBN-13: 9780412715303

Websites

www.managementhelp.org

A free management library for articles and blogs on leadership development planning.

www.managers.org.uk

The website for the Chartered Management Institute, including a searchable database that members can use to access journal articles and other publications.

www.managerwise.com

Business management and information resources.

www.quality.org

Website of the UK-based Chartered Quality Institute.

www.asq.org

American Society for Quality – articles aimed at professionals in quality management.

Pearson is not responsible for the content of any external internet sites. It is essential for teachers to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that teachers bookmark useful websites and consider enabling learners to access them through the school/college intranet.

Scheme of work

Unit title	Unit 8: Strategic Approaches to Corporate Responsibility
Guided learning hours	30
Number of lessons	10
Duration of lessons	3 hours
Links to other units	All units

Key to learning opportunities			
AW	Assignment Writing	RS	Revision Session
GS	Guest Speaker	V	Visit
IS	Independent Study	WE	Work Experience

#	Topic	Lesson type	Suggested activities	Classroom resources
1	Operations Management Topic A1		<ul style="list-style-type: none"> • Lead in: Teacher to introduce the aims of the unit – content overview and assessment criteria. • Teacher presentation: Operations management – purpose and features. • Individual activity: Learners research recruitment adverts for Operations Managers. • Paired activity: Learners to identify the skills required of an Operations Manager. 	Unit specification Internet-connected computers Whiteboard and pens Presentations Activity sheets Flip charts and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Use the outcomes of the previous activities to consider the importance of operations management. • Teacher presentation: Design, management and improvements in operations management. • Paired activity: Case study – learners identify and implement improvements to operational management in a specific business organisation. • Teacher-led discussion: Use the outcomes of the previous activities to consider the implications for effective management operations. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
2	<p>Strategic objectives and performance management</p> <p>Topics A2 and A3</p>		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Strategic decision-making, strategic objectives and operations management. • Paired activity: Case study – learners identify the factors that influence successful strategic decision-making in relation to operations management. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Flipcharts and pens</p> <p>Teacher Presentation</p> <p>Activity sheets</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher-led discussion: Use the outcomes of the previous activities to consider the key influences on operations management. • Teacher presentation: Performance management. • Paired activity: Case study – learners use environmental research and the balanced scorecard approach to recommend actions to improve business performance. • Learner presentations: Learners present the outcomes of the previous activity. • Teacher-led discussion: Use the outcomes of the previous activities to consider the value of environmental research, the balanced scorecard approach and benchmarking. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
3	The quality function Topic B1		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: The influences that led to quality becoming a key business function. 	Unit specification Internet-connected computers Whiteboard and pens Flipcharts and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to research the main quality 'gurus' in the 20th and 21st century. • Learner presentations: Learners to present the outcomes of their research. • Teacher-led discussion: Common features of quality models and their key differences in their approach. • Teacher presentation: The 5-gaps model. • Paired activity: Case study – learners analyse service delivery and consumer expectations in relation to a specific business organisation. • Teacher-led discussion: Consider the implications for business of the 5-gaps model. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Teacher Presentations Activity sheets
4	Quality models Topic B2		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: The influence of the Japanese approach to quality on the European quality function. The principles underlying the Baldrige approach to quality. 	Unit specification Internet-connected computers Whiteboard and pens Flipcharts and pens Teacher Presentations

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to research the EFQM model – features and implications. • Teacher-led discussion: How the EFQM model can influence organisational behaviour. • Teacher presentation: Six Sigma. • Paired activity: Case study – learners explore types of performance measures; and determine, set and monitor performance measures. • Teacher-led discussion: Use the outcomes of the previous activity to identify best practice. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	Activity sheets
5	Cost benefit analysis and risk analysis Topic B2		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Cost benefit analysis and business risks; risk management plans. • Paired activity: Case study – learners carry out a practical application of cost–benefit analysis, and risk analysis and evaluation. 	Unit specification Whiteboard and pens Flipcharts and pens Teacher presentations Activity sheets

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Teacher presentation: Business process re-engineering (BPR); change management and quality improvement. • Paired activity: Case study – learners to suggest ways in which a continuous improvement culture can be developed throughout an organisation. • Teacher-led discussion: Review learner responses to the previous activity and identify good practice. • Teacher presentation: Background to the speaker who will attend Lesson 6. • Paired activity: Learners suggest a set of questions to raise with the guest speaker in the next lesson. • Teacher-led discussion: Confirm the questions that will be raised with the guest speaker in the next lesson. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
6	Guest speaker Assignment workshop Topics A1-A3 and B1-B2	GS	<ul style="list-style-type: none"> • Lead in: Teacher to introduce guest speaker. • Guest speaker presentation: Implementing, managing and monitoring a quality system. 	Unit specification Whiteboard and pens Flipcharts and pens

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Question and answer session: Learners to ask the guest speaker questions prepared in the previous lesson. • Teacher-led discussion: How the theories of quality have influenced the implementation of a quality system. • Teacher presentation: Introduction to Assignment. • Individual learner activity: Learners to read through Assignment, raise any points of clarification and begin the assignment tasks. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	<p>Assignment</p> <p>Presentation slides</p>
7	<p>Planning for a strategic quality change</p> <p>Topic C1</p>		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Gap analysis – principles and features; targets aims and objectives of strategic change. • Paired activity: Case study – learners take part in action planning for strategic change. • Teacher-led discussion: Review outcome of previous activity and identify good practice. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Flip charts and pens</p> <p>Presentation slides</p> <p>Assignment</p> <p>Activity sheets</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Individual learner activity: Learners to continue working on the tasks in Assignment. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
8	Implementing change Topic C2		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Designing a system to implement strategic change in the quality function. • Paired activity: Case study – learners are introduced to Total Quality Management in a business. • Teacher-led discussion: Review outcome of previous activity. • Teacher presentation: Strategies to support quality improvement. • Paired activity: Learners to research the features of ISO 9000. • Teacher-led discussion: Identify the main differences between ISO 9000 and TQM. • Teacher presentation: Strategies to support quality improvement. 	Unit specification Whiteboard and pens Internet-connected computers Flip charts and pens Presentation slides Activity sheets

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Paired activity: Learners to identify the advantages and any challenges faced by a business seeking to support quality improvements in its operations or service delivery. • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
9	<p>Outcomes of strategic quality change</p> <p>Topic C2</p>		<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson. • Teacher presentation: Evaluation of strategic quality change; monitoring and evaluation techniques. • Paired activity: Case study – learners explore the wider implications of improved business performance for internal and external stakeholders. • Teacher-led discussion: Review outcome of previous activity and identify best practice points. • Individual learner activity: Learners to complete the tasks in Assignment and submit the work. • Teacher monitoring check: Record individual submissions of Assignment. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Presentation slides</p> <p>Activity sheets</p> <p>Assignment</p>

#	Topic	Lesson type	Suggested activities	Classroom resources
			<ul style="list-style-type: none"> • Plenary: Teacher to confirm the main learning points identified in the lesson. 	
10	<p>Assessment review and feedback</p> <p>Aims A-C</p>		<ul style="list-style-type: none"> • Lead in: Teacher to hand out assessed Assignment and provide feedback to learners – identify good practice points and any issues that need to be addressed. • Individual learner activity: Learners to review their individual work and identify and address weaknesses. • Teacher-led presentation: An overview of the main aspects covered in learning aims A to C. • Teacher-led discussion: Discuss the main themes covered in the previous teacher presentation in relation to the learners’ own work role and organisations. • Individual learner activity: Learners complete template to record feedback. • Teacher-led discussion: Collect feedback forms and discuss outcomes. 	<p>Unit specification</p> <p>Whiteboard and pens</p> <p>Presentation</p> <p>Flip chart and pens</p> <p>Template for recording learner feedback</p>

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	1 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the purpose and features of operations management • understand the skills required in operations management • be able to identify the critical success factors when making improvements to operational management.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: Research recruitment adverts for operations management positions in business • AS: Case study – identification and implementation of improvements to operational management
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Teacher to introduce the aims of the unit; content overview and assessment criteria. Link to other units in the programme and the role, function and features of strategic management.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Teacher presentation: Operations Management – purpose and features: <ul style="list-style-type: none"> ○ design, management, and improvement of the systems that create an organisation's goods or services ○ production of goods and services ○ resource procurement and allocation, conversion into outputs, distribution to users. ● Individual activity: Learners to research recruitment adverts for Operations Managers, identifying the organisation characteristics, and highlighting the main roles. ● Paired activity: Learners to identify the skills required of an Operations Manager e.g. technical skills, multitasking, process-oriented, quality-driven. ● Teacher-led discussion: Use the outcomes of the previous activities to consider the importance of operations management. ● Teacher presentation: Design, management and improvements in operations management – the influence of the quality function. ● Paired activity: Case study – learners identify and implement improvements to operational management in a specific business organisation. ● Teacher-led discussion: Use the outcomes of the previous activities to consider the critical success factors in meeting the organisational objectives of improvements to operations management.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson and explain the role and purpose of the portfolio of evidence.
Private study	Learners to write up their notes and start work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	2 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the relationship between strategic decision-making, strategic objectives and operations management • understand the factors that influence successful operations management • be able to use models to recommend actions to improve business performance.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Case study – factors influencing successful strategic decision-making in relation to operations management • AS: Case study – balance scorecard and environmental research
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers: teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Strategic decision-making, strategic objectives and operations management. • Paired activity: Case study – learners identify the influence of quality, timing and reliability, flexibility and cost on successful strategic decision-making in relation to operations management. • Teacher-led discussion: Use the outcomes of the previous activities to consider the key influences which impact on operations management. • Teacher presentation: Performance management – benchmarking, the balanced scorecard and the role of key performance indicators. • Paired activity: Case study – learners use environmental research and the balanced scorecard approach to recommend actions to improve profit, growth, competitiveness and value for money. • Learner presentations: Learners to present the outcomes of the previous activity. • Teacher-led discussion: Use the outcomes of the previous activities to consider the value of environmental research, the balanced scorecard approach and benchmarking to organisational improvement.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners to write up their notes and work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	3 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the development of quality as a key business function • understand the features of different theoretical quality models • apply the 5-gaps model of quality improvement.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pen • Flip chart and pens • Internet-connected computers • PS: Presentation slides and notes • AS: Research on quality gurus • AS: Case study: customer expectations
Key: AS: Activity Sheet; TF: Template Form; PS: Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The influences that led to quality becoming a key business function. • Paired activity: Learners to research the main quality ‘gurus’ in the 20th and 21st century focussing upon the main features of their quality models including Deming, Ishikawa, Juran, Imai and Shingo. • Learner presentations: Learners present the outcomes of their research. • Teacher-led discussion: Common features of quality models and the key differences in their approach. • Teacher presentation: The 5-gaps model. • Paired activity: Case study – learners to analyse service delivery and consumer expectations in relation to a specific business organisation. • Teacher-led discussion: Use the outcomes of the previous activity to consider the implications for business of the 5-gaps model.
Concluding activity (20 minutes)	<ul style="list-style-type: none"> • Plenary: Teacher to confirm the main learning points of the lesson.
Private study	<ul style="list-style-type: none"> • Individual learner activity: Learners write up their notes and start work on their portfolios of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	4 (180 minutes)

Lesson objectives	<p>Learners will understand:</p> <ul style="list-style-type: none"> • the influence of the Japanese approach to quality on the European dimension • the features of the EFQM quality model • the features of the Six Sigma model.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet-connected computers • Flip chart and pens • PS: Presentation slides and notes • AS: The EFQM model • AS: Six Sigma
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: The influence of the Japanese approach to quality on the European quality function. The principles underlying the Baldrige approach to quality. • Paired activity: Learners to research the EFQM model – features and implications. • Teacher-led discussion: How the EFQM model can influence organisational behaviour. • Teacher presentation: Six Sigma. • Paired activity: Case study – learners explore types of performance measures; and determine, set and monitor performance measures. • Teacher-led discussion: Use the outcomes of the previous activity to identify best practice.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners conduct further research on the application of the Six Sigma model and the EFQM model.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	5 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • be able to apply the principles of cost-benefit analysis in an organisational setting • understand the features of business process re-engineering • understand the features of continuous quality improvements.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Case study – cost benefit analysis • AS: Continuous quality improvement culture • AS: Questions to guest speaker
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers to confirm main themes covered in the previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Cost benefit analysis and business risks; risk management plans. • Paired activity: Case study – learners carry out a practical application of cost–benefit analysis, and risk analysis and evaluation. • Teacher presentation: Business process re-engineering (BPR); change management and quality improvement. • Paired activity: Case study – learners to suggest ways in which a continuous improvement culture can be developed throughout an organisation. • Teacher-led discussion: Review learner responses to the previous activity and identify good practice. • Teacher presentation: Background to the speaker who will attend Lesson 6. • Paired activity: Learners suggest a set of questions to raise with the guest speaker in the next lesson. • Teacher-led discussion: Confirm the questions that will be raised with the guest speaker in the next lesson.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	<ul style="list-style-type: none"> • Learners to write up their notes and work on their portfolios of evidence. • Learners to suggest ways in which continuous improvement culture can be developed in an organisation of their choice.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	6 (180 minutes)
Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the practical application of a quality system and its costs and benefits to an organisation • understand the requirements of assignment.
Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • Assignment • PS: Presentation slides and notes • AS: Pre-prepared questions • AS: Assignment
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to introduce guest speaker.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Guest speaker presentation: Implementing, managing and monitoring a quality system. • Question and answer session: Learners ask the guest speaker pre-prepared questions focusing on: <ul style="list-style-type: none"> ○ the principles of the quality system ○ strategic quality objectives of the organisation ○ how quality is monitored ○ costs and benefits ○ management responsibilities. • Teacher-led discussion: How the theories of quality have influenced the implementation of a quality system – re-visit the work covered on the quality ‘gurus’. • Teacher presentation: Introduce Assignment. • Individual learner activity: Learners to read through Assignment, raise any points of clarification and begin the assignment tasks.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners write up their notes and work on their portfolio of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	7 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the features and purpose of gap analysis • be able to identify a set of actions that would contribute to quality improvement in an organisation.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Action planning • AS: Assignment
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> ● Lead in: Teacher to give an overview of the previous lesson and uses questions and answers to confirm learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> ● Lead in: Questions and answers – teacher to recap previous lesson. ● Teacher presentation: Gap analysis – principles and features; targets aims and objectives of strategic change. ● Paired activity: Case study – learners take part in action planning for strategic change, including: <ul style="list-style-type: none"> ○ change strategies ○ creating a climate of change ○ workforce participation ○ communication ○ stakeholder participation ○ action planning ○ timescale ○ agreeing roles ○ ensuring resources ○ final feasibility review; purpose; aims/objectives; targets. ● Teacher-led discussion: Review outcome of previous activity and identify good practice. ● Individual learner activity: Learners to continue working on the tasks in Assignment.
Concluding activity (20 minutes)	Teacher to address any queries arising from the assignment and confirms submission date.
Private study	learner activity: Learners write up their notes and work on their portfolio of evidence.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 8: Strategic Approaches to Corporate Responsibility
Lesson number	8 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the principles and application of total quality management (TQM) • understand the features and implications of implementing ISO 9000 • be able to identify the advantages and any challenges faced by a business seeking to support quality improvements in its operations or service delivery.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Internet-connected computers • PS: Presentation slides and speaker notes • AS: TQM • AS: ISO 9000 • AS: Challenges encountered when introducing a quality improvement system
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Key: **AS:** Activity Sheet; **TF:** Template Form; **PS:** Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Questions and answers – teacher to recap previous lesson.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Designing a system to implement strategic change in the quality function – main factors to consider in a strategic quality change model. • Paired activity: Case study – learners are introduced to Total Quality Management in a business and its implications for management and the workforce. • Teacher-led discussion: Review outcome of previous activity. • Teacher presentation: Strategies to support quality improvement. • Paired activity: Learners to research the features of ISO 9000 and the implications for an organisation seeking to implement the system. • Teacher-led discussion: Identify the main differences between ISO 9000 and TQM. • Teacher presentation: Strategies to support quality improvement. • Paired activity: Learners to identify the advantages and any challenges faced by a business seeking to support quality improvements in its operations or service delivery.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners to write up notes in management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	9 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • understand the wider implications of improved business performance for internal and external stakeholders • complete Assignment.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Case study – the wider implications of improved business performance for internal and external stakeholders • AS: Assignment
Key: AS : Activity Sheet; TF : Template Form; PS : Presentation Slide	

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to give an overview of the previous lesson and uses questions and answers to confirm learners' understanding.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Teacher presentation: Evaluation of strategic quality change; monitoring and evaluation techniques. • Paired activity: Case study – learners explore the wider implications of improved business performance for internal and external stakeholders. • Teacher-led discussion: Review the outcome of previous activity and identify best practice points. • Individual learner activity: Learners complete the tasks in Assignment and submit their work. • Teacher monitoring check: Record individual submissions of Assignment.
Concluding activity (20 minutes)	Teacher to confirm the main learning points identified in the lesson.
Private study	Learners write up notes in their management portfolios.

Lesson plan

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Lesson number	10 (180 minutes)

Lesson objectives	<p>Learners will:</p> <ul style="list-style-type: none"> • review the outcome of Assignment to identify strengths and weaknesses • understand the relationship between the learning aims covered within Unit 9 • understand the links between Unit 9 and other units covered on the programme • provide feedback on the unit.
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Resources checklist	<ul style="list-style-type: none"> • Unit specification • Whiteboard and pens • Flip chart and pens • PS: Presentation slides and notes • AS: Review assessed work (Assignment) • AS: Provide feedback on the unit • TF: Learner feedback form
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Key: **AS**: Activity Sheet; **TF**: Template Form; **PS**: Presentation Slide

Activities	Teaching notes
Starter activity (10 minutes)	<ul style="list-style-type: none"> • Lead in: Teacher to hand out assessed Assignment and provides feedback to learners – identifies good practice points and any issues that need to be addressed.
Main activities (150 minutes)	<ul style="list-style-type: none"> • Individual learner activity: Learners to review their individual work and identify and address weaknesses. • Teacher-led presentation: Present an overview of the main aspects covered in learning aims A to C and identify relationships between the aims and how the unit links into other units within the programme. • Teacher-led discussion: Discuss the main themes covered in the previous teacher presentation in relation to the learners' own work role and organisations. • Individual learner activity: Learners complete a template to record feedback. • Teacher-led discussion: Collect feedback forms and discuss outcomes.
Concluding activity (20 minutes)	Teacher to explain the link between this unit and other units in this qualification.
Private study	Learners write up notes in management portfolios.

Assignment brief

Qualification	Pearson BTEC Uzbekistan Level 7 Professional Diploma in Strategic Management and Leadership
Unit	Unit 9: Strategic Quality Management
Learning aim(s)	<p>A Understand the role of operations management in an organisation</p> <p>B Understand the importance of managing quality in an organisation</p> <p>C Be able to plan a strategic quality change in an organisation</p>
Assignment title	Implementing a Quality Improvement Strategy
Assessor	
Issue date	
Hand-in deadline	

Vocational scenario or context	<p>You have been hired to review the quality systems of a medium-sized engineering business with the aim of producing a quality improvement strategy. The business specialises in the manufacture of components for a major multi-national (MNC) motor vehicle manufacturer based in Uzbekistan.</p> <p>The business has been advised by the MNC that quality standards for the components have not been met and that future orders will be dependent upon a significant improvement in quality.</p> <p>The business's current quality processes are based upon a quality control model involving random sampling of the finished components.</p> <p>The Managing Director requires you to prepare a quality improvement strategy to address the current issues faced by the business.</p>
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Task 1	<p>Prepare a quality improvement strategy for the business which covers the following aspects:</p> <ul style="list-style-type: none"> • the methodology you have adopted in developing the strategy • the strategic objectives • the quality models(s) on which the strategy is based • the implications for the business of implementing the quality improvement strategy.
Checklist of evidence required	<ul style="list-style-type: none"> • A quality improvement strategy • Evidence which supports the strategic objectives identified in the strategy

Criteria covered by this task	
Criterion reference	To achieve the criterion you must show that you are able to:
A.P1	Analyse the importance of effective operations management in achieving organisational objectives.
A.P2	Evaluate the success of existing operations management processes in meeting an organisation's overall strategic objectives.
B.P1	Analyse the importance of effective quality management in achieving organisational objectives.
B.P2	Evaluate the success of existing quality management processes in meeting an organisation's overall strategic management objectives
C.P1	Analyse the need for strategic quality change in a given context performance
C.P2	Evaluate the wider implications of planned strategic quality change in an organisation
C.P3	Evaluate the outcomes of a strategic quality change in an organisation

Sources of information to support you with this assignment	<ul style="list-style-type: none">• Relevant internet research• Lesson notes
Other assessment materials attached to this assignment brief	None

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