

Qualification Handbook



International Board for Quality in Healthcare IBQH

Diploma in Quality Management TLM - Level 7

[600/5083/4](#)

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The Qualifications and Credit Framework was designed by the UK government Qualifications and Curriculum Development Agency and it is referenced to the European Qualifications Framework devised by the European Union.

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1. Introduction

- 1.1 The purpose of this document is to explain the aims, structure, and content of the IBQH Level 7 Postgraduate Diploma in Quality Management. This document includes the learning outcomes, assessment criteria and indicative content for each unit. In this document there is guidance relating to learning, teaching and assessment strategies for this qualification, and an explanation of the assessment quality assurance processes.
- 1.2 IBQH Diploma in Quality Management has been developed to conform to the requirements of the QCF, to meet the training strategies of Sector Skills Councils and to respond to the needs of our centres.
- 1.3 We provide a flexible route for learners who have already achieved quality management qualifications at a lower level and for learners who do not have business or quality management qualifications, but may have qualifications in other areas and/or prior management experience in the work place.

2. Background

- 2.1 The purpose of IBQH Diploma in Quality Management is to foster high standards of ethical and professional practice in the delivery of services through a recognized credible certification programme that assures the competences of practitioners in the field of Quality Management in healthcare.

- 2.2 These Standards of Practice are designed to ensure that all associated with the certification process uphold high standards of practice. The Standards of Practice will assist members of the general public, including patients, other health care professionals, and state and municipal regulatory agencies or boards to understand the duties and responsibilities associated with IBQH certificates and the achievements of successful candidates.

- 2.3 The IBQH developed the Standards of Practice to provide a clear statement of the expectations of professional conduct and level of practice afforded to the public. As specific but not exclusive examples, these expectations are directly related to the following professional contexts: Professionalism, Legal and Ethical Requirements, Confidentiality, Business Practices, Roles and Boundaries, and Prevention of Sexual Misconduct. The Standards of Practice were approved and ratified by the IBQH Board of Directors, representatives and key stakeholders, including end users of the certificates.

3. Key questions

3.1 Is the IBQH Diploma in Quality Management a course?

3.11 The IBQH Diploma in Quality Management is NOT a course, it is a method of accrediting learning outcomes. Professional trainers can provide courses leading to IBQH accreditation with the flexibility to support their own training styles and individual learner needs. (Personalised learning) While there are examples and supporting materials available from the web site there is no intention to tell trainers how to teach. As long as the assessment criteria can be met, subject to the guidance provided in this book, that is the sole requirement. Any course supporting planning, execution and evaluation of tasks related to quality management at an appropriate level could be used effectively as a focus for assessment. This could be part of an existing course, there should be no need to make extensive changes to existing valid and well planned programmes of study. It is intended that evidence can be collected directly from the work place with verification from senior colleagues that the evidence genuinely reflects the competence of the candidate.

3.2 What is The IBQH Diploma in Quality Management?

3.21 The IBQH Diploma in Quality Management is a qualification that tests quality of knowledge and practical skills related to quality management in healthcare. It is designed to assist quality management professionals in improving the quality of the healthcare services that they provide. The qualification provides for continuous learning, ensuring that the quality of the healthcare services delivered to the customer is up to date. IBQH's key goal is to ensure that every health care employee is capable of delivering health care services of increasingly higher quality.

3.3 Who should take IBQH Diploma in Quality Management?

3.31 The IBQH program is offered to postgraduate candidates regardless the gender, race, religion, national origin or disability. It targets all employees working in the field of healthcare including medical bachelor students, intern doctors, pharmacists, dentists, nursing school graduates, veterinary doctors, managers and paramedics. The first step in gaining the Diploma in Quality Management is to pass the IBQH professional MCQ exam which will test a broad range of basic knowledge associated with quality in healthcare. Students need to be able to pass this exam to show that they have the necessary background to demonstrate the required competence at Level 7. While there is no minimum education or experience needed for applying for the IBQH professional MCQ examination, as this is a postgraduate qualification it is most suited to those that are already educated to graduate level. Once the exam has been passed, the candidate is eligible to provide the coursework evidence needed for the Diploma. Those with graduate level qualifications and who work in a relevant position with management responsibility are more likely to be successful.

3.4 How is the Diploma Accredited?

3.41 The Diploma in Quality Management is accredited in the UK Qualifications and Credit Framework and referenced to the European Qualifications Framework, complying with the European System for Credit Transfer (ECVET). The Learning Machine Ltd (TLM) is

an Awarding Body Accredited by OFQUAL, CCEA and DELLS, the regulators for qualifications in England Wales and Northern Ireland. TLM is endorsed by e-skills, the UK Sector Skills Council for Business and IT.

- 3.42 IBQH board of directors work to provide the same levels of quality assurance for its qualifications as is required across Europe. Europe is the biggest provider of qualifications in the World with the EQF set up to reference the systems of 27 national governments and enable credit transfer that transcends national boundaries.

3.5 What is Ofqual?

- 3.51 Ofqual is the Office of the Qualifications and Examinations Regulator. It is the government organisation that regulates all the exams, qualifications and assessments in England except for those provided by Universities. Ofqual also regulates vocational qualifications in Northern Ireland.
- 3.52 Ofqual is government funded but it is independent of political control with the aim of making qualifications free from political bias. It takes a risk-based approach to ensuring high standards are achieved with the greatest emphasis in areas of greatest importance.
- 3.53 Ofqual accredits organisations that provide qualifications through “Conditions of Regulation” All accredited organisations must comply with these conditions if their certificates are to carry the Ofqual logo.

4. The Qualification Structure

4.1 *The Basis for the qualifications*

4.11 This qualification is based on the sector skills strategies associated with the Qualifications and Credit Framework. IBQH qualification units are built from learning objectives and assessment criteria related to a shared view of standards related to the subject matter. IBQH's specific implementation provides guidance for its accredited assessors so that the qualifications can be delivered in a range of relevant contexts.

4.2 *Qualifications and Credit Framework (QCF)*

4.21 The Qualifications and Credit Framework is the national credit transfer system for qualifications in England, Wales and Northern Ireland. It is one of the first National Frameworks to be fully referenced to the European Qualifications Framework (EQF). This enables greater transparency and mobility for workers because it will be easier to understand the levels of attainment and the breadth of learning required for a wide range of qualifications operating across many countries.

4.22 Every unit and qualification in the new framework has a credit value (where one credit represents 10 hours of learning time). There are three different sizes of qualification

- Awards (1 to 12 credits)
- Certificates (13 to 36 credits)
- Diplomas (37 credits or more).

4.23 In addition, each qualification has a level of difficulty from Entry level at the bottom to Level 8 at the top. Level 7 is broadly the level of a Masters degree and Level 8 PhD. There is a description of level 7 in Annexe 1 and candidates need to ensure that the evidence submitted fits to these characteristics.

4.24 The IBQH Diploma in Quality Management has 43 credits and each credit is associated with 10 hours of learning. This means that the Diploma will require 430 hours of learning on average. For some candidates it will require more and for others less. In addition, the guided learning hours associated with the Diploma mean that 160 of the 430 total hours will be guided through specific courses that could be classroom based learning in the form of lectures and seminars or through webinars, video-conference or similar distance learning techniques.

4.25 Candidates successfully completing a Level 7 qualification must be able to demonstrate their ability as independent learners and candidates should maintain their own e-portfolio with minimal external support. They should demonstrate the capacity to keep up to date with evidence based good practice associated with healthcare and to apply newly learned methods and knowledge in their place of work. The guidance in this handbook should be used by candidates and assessors to ensure that they are operating at the appropriate level.

4.26 The credit and unit structure for the IBQH Diploma in Quality Management is set out in the following table.

Qualification	Credits	Guided learning hours
TLM Level 7 Diploma in Quality Management	43	160
In addition, centres may wish to offer an optional unit, the IBQH Work Experience Certificate, to those candidates without prior experience of working in quality. However, credits from the IBQH Work Experience Certificate do not count towards the IBQH Diploma in Quality Management.		

4.3 The Qualification Summary

Level 7: Mandatory Units

No	Unit name	Credit Value	GLH
1	Establish policies and procedures	8	35
2	Strategic Planning	15	45
3	Manage Quality Systems	10	40
4	Improve organisational performance	10	40
		43	160

4.31 Each unit requires all criteria to be assessed at least "S" (secure) in order for the unit to be passed. The assessor should ensure that there is sufficient evidence in the learner's portfolio to justify the designation of "S" to criteria.

4.32 Although the qualification is organised in units, learning outcomes and assessment criteria, there is no intention to prescriptively determine the way teaching and learning take place. Learning assignments and evidence of competence can come from activities that span units, target multiple criteria or learning outcomes. The specifications and guidance here are all about competence in terms of evidence against the criteria in keeping with the description of Level 7 qualifications in Annexe 1. We need to be confident that the candidate is competent to act in the work place at the defined level. Such a candidate should be capable of autonomous study and learning using the guidance in this handbook and the wealth of literature related to the subject matter much of which can be found through internet searches.

5. Assessment

5.1 Entry requirements

- 5.11 The IBQH Diploma in Quality Management is designed for postgraduate learners. It is the responsibility of Centres to ensure that learners who undertake these qualifications have the necessary skills to undertake the learning and assessment and the necessary opportunities to demonstrate the characteristics outlines in Annexe 1.
- 5.12 The IBQH assessment has two dimensions. Passing the IBQH professional MCQ examination which will be recognised by a certificate accredited by The Learning Machine (TLM) and collecting evidence against the assessment criteria in practical contexts to build an e-portfolio for the full diploma.
- 5.13 The assessment criteria are designed to be flexible so that current portfolio work can be reviewed and evidence can be provided that the certificate holder is keeping up to date. Continuous professional development is supported by recording new learning directly related to practice that represents tasks that have to be carried out by quality managers in any part of the world in the context of the healthcare industry. It is an expectation for entry to the programme that candidates are willing to keep their qualifications up to date.

5.2 General Information about assessment

- 5.21 Applicants have to provide evidence of meeting the assessment criteria supervised by an authorised assessor appointed by the IBQH, and externally moderated by TLM. The guidance for producing this evidence is given below and can be done through the e-portfolio systems provided by IBQH in partnership with TLM.

5.3 The Assessment Requirements

- 5.31 The fundamental requirement is for the learners to demonstrate competence against the specified assessment criteria in each unit. This should in turn provide confidence that they have achieved the learning outcomes specified for each unit. This is further contextualised by the general level descriptors for Level 7 qualifications in the QCF.
- 5.32 They do this by working with an authorised assessor to gather the appropriate evidence that the assessment criteria have been met. The assessor must demonstrate to IBQH board of directors that they have the knowledge and experience to make sound professional judgements at the levels at which they are authorised to assess.
- 5.33 Assessment judgements are externally checked by TLM's Account Managers through dialogue with the assessors, requests for evidence and random samples of learner work from the IBQH learning site.
- 5.34 The IBQH assessment is designed to be formative and personalised for both assessors and learners. If the Account Manager disagrees with the Assessor, they will explain why and require the Assessor to produce further or different evidence to justify the award based on the assessment criteria and the detailed guidance in this

handbook. In the rare event that an Award has been made and there comes to light reasons why it should not have been, the Award will be suspended in the database so that it will not authenticate until the evidence of meeting the criteria has been provided.

5.4 Common features of unit assessment

- 5.41 Assessment criteria are provided for each unit, supporting one or more learning outcomes the assessor must make a judgement about the learner's performance against each of the criteria statements using evidence directly from the learner's work set in realistic contexts. These should provide confidence that the learning outcome will have been achieved.
- 5.42 All the assessment criteria start out as "N" meaning no assessment evidence.
- 5.43 When there is evidence provided by the learner, the assessor judgement is recorded as "L", "S" or "H" against the assessment criteria.
- 5.44 When the learner has made some progress towards a particular criterion based on the evidence but there is insufficient evidence of full and secure competence, the assessor records "L" meaning lower than.
- 5.45 When there is sufficient evidence that the learner can securely meet the requirements of the particular statement, the assessor records "S" meaning "Secure" in these requirements.
- 5.46 If there is clear evidence that the learner is performing above and beyond the stated level, the assessor records "H" meaning "Higher".
- 5.47 When all the criteria in a given unit are at "S" or "H", and the learners and assessor are confident that the learning outcomes have been met, the learner has successfully passed the unit.
- 5.48 The use of L,S,H is a simple means for monitoring progress and informing future planning. It should be explained to and understood by the learner to enable them to take part in the assessment for learning process. If they are willing, sharing with peers can also be a powerful means of motivating learning. The exact methods are not mandatory, the only mandatory requirement is that there is clear evidence that the learner has met the criteria and is competent in terms of the learning outcomes.

5.5 Gathering evidence

- 5.51 The evidence of the learner achieving a unit can be provided in many ways. Most often it will be through an e-portfolio of web pages referenced to the assessment criteria and files of digital information. The learner can take responsibility for gathering the evidence required and present it to the assessor and we provide free hosted tools to support this on the IBQH site. These tools enable the learner to document their evidence referencing the assessment criteria and thus take progressively more responsibility for setting their own learning goals, improving their skills in self-evaluation.

- 5.52 The assessor signs an agreement with IBQH to uphold standards and there is detailed assessor guidance for each of the criteria including general level descriptions for QCF. When the learner and assessor agree that the learner is at least secure across all the assessment criteria the assessor will request the award of the unit from TLM. The Account Manager at TLM will check the evidence gathered by the learner and assessor, normally web pages in an e-portfolio or Blog entries, and provide appropriate feedback. If the Account Manager is satisfied that the criteria have been securely met.
- 5.53 Evidence can be from schemes of work and lesson plans photographic evidence, individual learner's files of aspects of their work and day to day recording of activities. Specification of assessment activities should be validated by TLM and carried out under supervision by the assessor. This process is light touch and through dialogue between the assessor and their Account Manager.
- 5.54 TIBQH does not rigidly specify how evidence should be gathered as different evidence will suit different circumstances and the range of preferred teaching and learning styles. We want assessment to inform rather than dictate learning methods. However, we do need evidence and so assessors must be able to justify the judgements they have made against the criteria by providing evidence to their Account Manager using specific assessment tasks.
- 5.55 Over time, as assessors and learners become more experienced, assessment can become an integral part of the learning process without being excessively bureaucratic. Apart from saving time for the assessors we are enabling learners to provide evidence of their skills and knowledge direct to interested parties from their web pages and links. Feedback from Account Managers to Assessors means we have a manageable form of continuing professional development that is embedded in practice.
- 5.56 Records retention: Records of candidates who test under the policies and procedures in this handbook will have their records retained for 8 years. These documents shall remain confidential and be deleted after the eight year cycle is complete. IBQH will maintain electronic records of all applicants and certificates, subject to the retention policy. Test scores (passing and failing) are maintained indefinitely for all candidates in a secure electronic format.

5.6 Unit Assessment

- 5.61 Organisation of assessment criteria into units is an administrative convenience. It does not mean that units have to be assessed discretely and/or in isolation. A project or lesson can provide evidence for more than one unit. It is simply a matter of providing convincing assessment evidence of the learning outcomes using the assessment criteria. Candidates' capability is confirmed through referencing work to the unit criteria. Exactly how that is done in terms of organisation of schemes of work or individual lesson plans in relations to units and their component criteria is flexible. From the awarding point of view, we are interested only in the outcome.

5.7 Support for assessment

- 5.71 There is a comprehensive on-line system provided on the learning site supporting learners in self-assessment, provision of evidence on-line and verification of that

evidence by assessors. The intention is to automate the management of the assessment process as far as possible removing much of the tedious paper work associated with coursework while preserving the value of dialogue between the assessor and learner. In addition, involving the learner more directly in the assessment process can in itself provide evidence of meeting the criteria.

6. Eligibility, Appeals and Adjustments

6.1 Eligibility for IBQH Diploma in Quality Management

6.11 Applicants must meet the assessment criteria for coursework and provide supporting evidence to their assessor. Completing the coursework requires the candidate to have completed a minimum of 160 hours of instruction from a centre that has a current IBQH Assigned Centre Code. Once evidence of competence against the criteria is assessed and moderated as sufficient the candidate

6.12 Both the coursework and IBQH MCQ exam are required to get the IBQH Diploma in Quality Management level 7 qualification. Without passing the IBQH MCQ examination it is unlikely that the candidate will cope with the coursework. Assessors must be able to demonstrate confidence in verifying that any coursework was the work of the candidate.

6.2 Appeal against denial of eligibility

6.21 Candidates who have been denied eligibility can appeal against this decision to the IBQH Board of Directors. Applicants have thirty (30) days to send in an appeal form. Candidates should e-mail info@IBQH.org for more information about this issue and in determining how to proceed.

6.3 Adjustments for candidates with disabilities

6.31 If you need special consideration because of a disabling condition, you may ask for special testing services. This request must be submitted in writing and included in your application package. All requests are handled on an individual basis. In accordance with the published reasonable adjustments policy.

6.32 If you are requesting special consideration you must submit a letter from an appropriate healthcare professional that is licensed to evaluate the disability. The letter must be written on the healthcare professional's letterhead and include the professional's title, address and telephone number and date. The letter must also include a diagnosis of the disabling condition and explain why special testing accommodation is necessary. The letter must have an original signature from the professional and be dated no more than 5 years prior to application. Faxes and

photocopies will not be accepted. Where applicable, copies of diagnostic reports should also be submitted. IBQH at the time you apply. Special accommodations will be provided at no additional charge.

6.4 Policy on Non-Discrimination

6.41 IBQH does not discriminate against any person on the basis of race, colour, ethnicity, national origin, religion, creed, age, gender, sexual orientation, marital status, medical condition, or physical disability. Reasonable adjustments will be made for those with disabilities insofar as they do not compromise the intended learning outcomes. Requests for reasonable adjustments should be made through the IBQH authorised assessor assigned to you. There is a copy of the equality of opportunity policy here.

6.5 Sanctions that could result in the removal or denial of certification.

6.51 All exam materials, including all questions and all forms of the exam, are copyrighted and the property of IBQH. Any distribution of these materials through reproduction, or oral or written communication, is strictly prohibited and punishable by law and IBQH has the rights to suspend or revoke certification.

6.6 You are important to us!

6.61 Update your personal information online or call if:

- Your school/organisation filled out your application with their contact information.
- You have moved.
- You have changed your email address.
- Your phone number has changed.

7. Learning Outcomes, assessment criteria and guidance

7.1 Unit 1

Unit Title - Establish policies and procedures

Unit Code - R/600/9606

Level - 7

Credit Value - 8

Learning Outcome - The learner will:	Assessment Criteria - The learner can:
1. Understand the legal and regulatory requirements that impact upon own area of responsibility.	1.1 Examine the legal and regulatory requirements that impact upon own area of responsibility. 1.2 Analyse potential risks associated with relevant legal and regulatory requirements.
2. Understand the ethical and social requirements that impact upon own area of responsibility.	2.1 Examine the ethical and social requirements that impact upon own area of responsibility to others. 2.2 Analyse potential risks associated with relevant ethical and social requirements.
3. Be able to develop policies to meet legal, regulatory, ethical and social requirements for own area of responsibility.	3.1 Develop policies that meet legal, regulatory, ethical and social requirements. 3.2 Ensure procedures are aligned to developed policies.
4. Be able to communicate policies to stakeholders.	4.1 Communicate policies to stakeholders.

7.11 Learning outcome 1

1. Understand the legal and regulatory requirements that impact upon own area of responsibility

1.1 Examine the legal and regulatory requirements that impact upon own area of responsibility

The candidate should be able to research and describe the legal and regulatory requirements related to areas of work for which they have direct responsibility.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

Legal and regulatory requirements vary in different places and for different aspects of healthcare. The candidate is expected to demonstrate a good understanding gained through the examination of relevant documents associated with their area or areas of responsibility. Where areas of responsibility overlap with others they should consider the impact of this overlap and be sufficiently aware of overlapping areas of responsibility to function effectively in their own. They should focus especially on the relevance of legal requirements to their impact on quality.

1.2 Analyse potential risks associated with relevant legal and regulatory requirements.

The candidate must show clear competence in identifying risks, analysing them in terms of their importance to quality and their relationship to statutory and regulatory requirements.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

Analysis is the key to this criterion. There must be evidence of breaking down the legal and statutory requirements in the area of responsibility into specific issues that have associated risk. Examples of the type of risk that should be covered are professional risk to themselves eg from claims against them for negligence or failing to meet legal requirements; risks to clients, eg bureaucratic procedures making access difficult for those with poor education; organisational risks such as cost-benefit of services and budget constraints. The candidate's portfolio should show substantial documented analysis relevant to their area of work or interests and they should be able to discuss these with their assessor.

6.12 Learning outcome 2

2. Understand the ethical and social requirements that impact upon own area of responsibility

2.1 Examine the ethical and social requirements that impact upon own area of responsibility to others

The candidate should be able to identify and explain the ethical and social values in the community that will affect the processes and responsibilities they undertake inside the organisation and any implications for quality management.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

The candidate might show the importance of having an ethical and value-based approach to governance and how they can put this into practice within their own organisation. The candidate should be able to make a SWOT analysis of the ethical and social requirements of stakeholders. They should relate ethical and social requirements to external environmental factors and, for example, collect empirical data to measure their effects on the area of responsibility within the organisation. They should demonstrate awareness of current and emerging ethical and social concerns and expectations within the area of responsibility.

2.2 Analyse potential risks associated with relevant ethical and social requirements

The candidate be able to create risk analysis tools for ethical and social requirements to identify the potential risks such as sex, religion, habit and appropriate actions to reduce them.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

The candidate should conduct Failure Modes and Effects analysis (FMEA) and calculate the Risk Priority Number RPN and recalculate it after actions are taken.

7.13 Learning outcome 3

3. Be able to develop policies to meet legal, regulatory, ethical and social requirements for own area of responsibility

3.1 Be able to develop policies to meet legal, regulatory, ethical and social requirements for own area of responsibility

The candidate should be able to develop policies to meet (legal, regulatory, ethical and social requirements) in the affected area under his/her responsibility and align this policy with strategic planning of the organisation to support quality.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

The candidate might take the policies and procedures that already exist within their organisation and provide a critical evaluation of them saying how they might be improved. Candidates should cover the basic elements needed for developing a policy and provide confidence that they have the ability to develop it. These policies should be consistent with (legal, regulatory, ethical and social requirements) as well as the organisation's values. The candidate may develop a policy for solving any conflicts between existing policies and legal, regulatory, ethical and social requirements. They might draft a new policy for a specific area of work or in response to a change of circumstance or other event. Whichever route or routes are taken, the key is to provide confidence in the ability to develop policy relevant to their particular area of responsibility with particular references to quality management.

3.2 Ensure procedures are aligned to developed policies

The candidate should be able to develop procedures for developing policy in general in the affected area under his/her responsibility and align it with strategic planning of the organisation.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

The candidate should know how to translate a policy into a step by step procedure or procedures which direct activity in a way that is likely to support the policy. A useful exercise

is the analysis of existing policies and the provision of procedures as a result of the analysis. Can existing procedures be improved to reduce cost and maintain quality? When developing procedures, candidates should include consideration of the stakeholders, how they will receive the procedures and any consequences resulting from people not complying with the procedures and how this should be dealt with, for example, through contingency planning.

7.14 Learning outcome 4

4. Be able to communicate policies to stakeholders

4.1 Communicate policies to stakeholders.

The candidate should be able to demonstrate clear competence in communicating policies to stakeholders taking into account the impact that the communication is likely to have.

Evidence: Descriptions, explanation and referenced analysis in their portfolio

Further information and guidance

The candidate may use organisation structure and business processes to identify the needs and expectations of colleagues and other key stakeholders'. The candidate should show sensitivity to individuals and make clear judgements about the likely effect of not only the message but the way the message is delivered. These judgements should include the communication medium, for example, email, intranet, internet, publications, face to face, delegated etc. The candidate should be able to build a comprehensive communication plan to support quality and consistency in the way communication is carried out within their organisation.

7.2 Unit 2

Unit Title - Strategic Planning

Unit Code - H/602/2330

Level - 7

Credit Value - 15

Learning Outcome - The learner will:	Assessment Criteria - The learner can:
1. Understand the external environment affecting an organisation	1.1 Explain the importance of external factors affecting an organisation 1.2 Analyse the needs and expectations of stakeholders of an organisation 1.3 Analyse the major changes taking place in the external environment that will affect strategy
2. Be able to review existing business plans and strategies of an organisation	2.1 Use appropriate tools to analyse the effects of current business plans 2.2 Review the position of an organisation in its current market 2.3 Evaluate the competitive strengths and weaknesses of an organisation's current business strategies
3. Be able to develop options for strategic planning for an organisation	3.1 Use modelling tools to develop strategic options for an organisation 3.2 Develop a comparative understanding of activity from organisations in the market 3.3 Create options to form the basis of future organisational strategy
4. Be able to construct a strategy plan for an organisation	4.1 Propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation 4.2 Develop criteria for reviewing potential options for a strategy plan 4.3 Construct an agreed strategy plan that includes resource implications
5. Be able to examine factors affecting an organisational strategy plan	5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation 5.2 Develop appropriate vision and mission statements for an organisation

	<p>5.3 Produce agreed future management objectives for an organisation</p> <p>5.4 Develop measures for evaluating a strategy plan</p>
<p>6. Be able to plan for the implementation of a strategy plan</p>	<p>6.1 Develop a schedule for implementing a strategy plan in an organisation</p> <p>6.2 Create appropriate dissemination processes to gain commitment from stakeholders in an organisation</p> <p>6.3 Design monitoring and evaluation systems for the implementation of a strategy plan in an organisation</p>

7.21 Learning outcome 1

1. Understand the external environment affecting an organization

1.1 Explain the importance of external factors affecting an organisation

The candidate should analyse the external factors affecting an organisation (Economic, Social, Law, Political, Technological, etc) using appropriate methods, and considering the effects on stakeholders.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should use an appropriate method to identify external factors and include documented approaches such as PEST analysis (Political, Economic, Social, and Technological). The focus of the work should be quality management and the way that these external environmental factors affect quality or have the potential to affect quality. Work should be prioritised to specific aspects most relevant to the candidates job description or posts that they are aspiring to attain.

1.2 Analyse the needs and expectations of stakeholders of an organization

The candidate should be able to identify the range of stakeholders internally and externally and use appropriate tools to identify and analyse their need and expectations.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should be able to analyse the needs and expectations of all the stakeholders of their chosen organisation through the use of appropriate tools such as (survey, focus group, observation, individual interviews etc). They should be able to show how this work may have influenced strategic decision making within their organisation to improve quality raise standards.

The stakeholders are any relevant people involved with the organisation and are typically members of the local community, employees, owners, managers, suppliers, customers, government, but may go beyond these.

1.3 Analyse the major changes taking place in the external environment that will affect strategy

The candidate should be able to identify historic, current or future major changes in the external environment and explain how these interact with the work of the organisation to affect the strategies being employed to ensure quality.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should be able to identify the major changes in the external environment such as Socio-political, legal changes, and technological change. The candidate should be able to use appropriate analysis tools such as SWOT, customer analysis, and competitor analysis to analyse the effect on organisation strategy with a particular reference to quality. The candidate should be able to explain how to keep quality management strategies up to date against a background of major changes in external environments.

7.22 Learning outcome 2

2. Be able to review existing business plans and strategies of an organisation

2.1 use appropriate tools to analyse the effects of current business plans

The candidate should be able to fully understand the current business plans of the organisation and develop appropriate tools to analyse and measure them e.g SWOT analysis, Five Forces.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should demonstrate the ability to review and evaluate existing business plans using both qualitative and quantitative methods. The candidate should use appropriate tools and carry out their reviews in the context of quality management explaining any likely effects of plans and strategies on quality management.

2.2 review the position of an organisation in its current market

The candidate should be able to conduct a market analysis and determine the position of an organisation in the market including market share, client satisfaction and similar attributes.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The market will be different in different circumstances eg public/private sector, geographical location, and culture. The candidate should review their organisation's current position in its marketplace from an objective standpoint using empirical data where possible. Analysis might include market share statistics, a discussion on competitor activity and life cycle analysis and/or profitability and customer satisfaction.

2.3 evaluate the competitive strengths and weaknesses of an organisation's current business strategies

The candidate should be able to analyse and quantify significant strengths and weaknesses in the business strategies that will enhance or reduce competitive advantage. They should clearly state the position of quality management within this analysis.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should use the appropriate tools such as SWOT analysis, resource analysis, competitive analysis, skills and competencies audit, and benchmarking to evaluate current strengths and weaknesses in the business strategy.

7.23 Learning outcome 3

3. Be able to develop options for strategic planning for an organisation

3.1 use modelling tools to develop strategic options for an organisation

The candidate should be able to use appropriate modelling tools to develop strategic options for an organisation.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should be able to use a range of modelling tools to develop strategic options for their chosen organisation. These tools might include such a balanced scorecard, benchmarking, core competences, critical success factors, driving force, multiple scenarios, outsourcing, PEST, Porter's 5F, re-engineering, simulation technique, strategic gap analysis, value chain analysis, and/or SWOT. Strategy should focus on quality management.

3.2 develop a comparative understanding of activity from organisations in the market

The candidate needs to develop a comparative understanding of activity from organisations in the market.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should identify the activity, gathering data and making plausible hypotheses from information coming from organisations in their market. The candidate could achieve this by using competitiveness analysis such as (Benchmarking, portfolio analysis, market

segmentation, etc.) There should be a focus on the relevance of understanding competitors to developing their own quality management strategies.

3.3 create options to form the basis of future organisational strategy

The candidate should be able to create quality management options in the context of a strategic options for organisational future.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate need to create options to form the basis of a future strategy for their organisation. For example, this could be entering new markets or developing new services with an emphasis on quality management of any new products methods or services.

7.24 Learning outcome 4

4. Be able to construct a strategy plan for an organisation

4.1 propose a suitable structure for a strategy plan that ensures appropriate participation from all stakeholders of an organisation

The candidate should be able to propose and develop a suitable structure that is dependent on the contributions of all stakeholders.

Evidence: Documented strategic plan in their portfolio.

Further information and guidance:

The candidate's proposed structure for a strategy plan will include the over-arching mission statement/corporate vision or goal, corporate values and principles, SWOT analysis, unique selling points, competitive advantage, strategic goals/initiatives, SMART targets, strategy, scorecard, execution plan and full costings with sensitivity analysis. Participation from all stakeholders should demonstrate a credible capacity for collective ownership and commitment to achieving SMART targets.

4.2 develop criteria for reviewing potential options for a strategy plan

The candidate will develop a set of assessment criteria for reviewing the strategic plan.

Evidence: Review criteria in their portfolio related to their strategic plan.

Further information and guidance:

The candidate's criteria should be succinct and manageable but they should be capable of providing clear indicators both quantitatively and qualitatively. Tools might include a balanced scorecard, targets/goals, and success metrics.

4.3 construct an agreed strategy plan that includes resource implications

The candidate should be able develop a method for agreement of strategic plan

Evidence: An agreed strategy plan documented in their portfolio

Further information and guidance:

The candidate needs to construct a fully costed the strategy plan including all the resource inputs that will be needed to implement the plan, for example, human resource, skills and competences, roles, material resources, force field analysis, responsibilities and accountability).

7.25 Learning outcome 5

5. Be able to examine factors affecting an organisational strategy plan

5.1 Compare core organisational values (ethical, cultural, environmental, social and business) with the current business objectives of an organisation

The candidate should be able to critically assess the organisational values against the current business objectives of an organisation.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The comparison should be strong on analysis that leads to identification of possible points of tension.

5.2 Develop appropriate vision and mission statements for an organisation

The candidate will be capable of writing an appropriate vision and mission statements for an organisation informed by the views of the stakeholders and the purpose of the products and services provided.

Evidence: Vision statement, mission or over-arching goals in portfolio with explanations of methods used.

Further information and guidance:

The candidate needs to demonstrate the ability to write a vision and/or mission statement for an organisation appropriately informed by stakeholders and related factors. There should be a clear reference to quality management as a key value in setting out the vision for the organisation.

5.3 Produce agreed future management objectives for an organisation

The candidate should build key management objectives and associated performance indicators that can be evaluated in such a way as to provide a clear insight into the success of the organisation in its mandated role.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

Objectives and key performance indicators should be SMART, specific, measurable, achievable, realistic, time -based and where relevant get agreement from top management of organisation.

5.4 Develop measures for evaluating a strategy plan

The candidate should be able to develop an evaluation method for strategy plan.

Evidence: Description and explanation of measures in their portfolio

Further information and guidance:

Measures for evaluating their strategy plan will include monitoring, identifying points of accountability, quantitative measures, making clear judgements in relation to intended outcomes, frequency of sampling and reporting.

7.26 Learning outcome 6**6. Be able to plan for the implementation of a strategy plan****6.1 develop a schedule for implementing a strategy plan in an organisation**

The candidate should be able to develop a realistic timetable for implementation strategy plan in an organisation.

Evidence: Planning timetable, Gantt chart in their portfolio.

Further information and guidance:

The candidate needs to develop a schedule for implementing their strategy plan in their chosen organisation by using appropriate tools such as an action plan, Gantt chart, an/or Critical path method.

6.2 create appropriate dissemination processes to gain commitment from stakeholders in an organisation

The candidate should be able to develop a method dissemination with specific strategies to achieve commitment from stakeholders.

Evidence: Defined dissemination process in their portfolio

Further information and guidance

Examples will include user participation through focus groups, questionnaire in formulating the content for dissemination, in strategy process, tying departmental plans into the strategic plan, alignment of performance management and reward systems to strategy implementation, reduction in unnecessary bureaucratic procedure, shared ownership and common values.

6.3 Design monitoring and evaluation systems for the implementation of a strategy plan in an organisation

The candidate should design and develop a system for monitoring and evaluating the implementation of the strategic plan with an emphasis on quality.

Evidence: A monitoring and evaluation system for their strategy plan in their portfolio

Further information and guidance

The candidate needs to design systems that will monitor and evaluate the implementation of their strategy plan for example weekly briefings, monthly strategy planning meetings, annual review meetings, quantitative evaluation of SMART targets, achieving strategic goals, identifying specific points of accountability, costing the evaluation system against its benefit and effectiveness in quality assurance.)

7.3 Unit 3

Unit Title - Manage quality systems

Unit Code -L/600/9796

Level - 7

Credit Value - 10

Learning Outcome - The learner will:	Assessment Criteria - The learner can:
1. Understand and evaluate quality management systems and standards in own organisation.	1.1 Critically evaluate a range of quality management systems 1.2 Critically evaluate quality management systems in own organisation. 1.3 Explain legal and regulatory requirements. 1.4 Evaluate the quality expectations of the stakeholders. 1.5 Identify specialists and consult if necessary.
2. Be able to evaluate systems in own organisation.	2.1 Develop a strategy to evaluate quality standards and systems. 2.2 Identify and prioritise key success criteria.
3. Be able to establish responsibilities for meeting organisational quality standards with key stakeholders.	3.1 Communicate organisational quality standards. 3.2 Define roles and responsibilities in meeting quality standards.
4. Be able to implement a quality management system in own organisation.	4.1 Develop risk assessment procedures. 4.2 Identify resource requirements to support quality management system. 4.3 Produce a strategic plan for implementation in own organisation.
5. Be able to monitor and evaluate quality performance for continuous improvement within own organisation.	5.1 Monitor product and/or service quality against quality management standards. 5.2 Evaluate data and feedback against key success criteria. 5.3 Take corrective action if required. 5.4 Communicate with key stakeholders on quality performance.

7.31 Learning outcome 1

1. Understand and evaluate quality management systems and standards in own organisation

1.1 Critically evaluate a range of quality management systems

The candidates should have evaluated a range of quality management systems

Evidence: Critical evaluations and referenced research in their portfolios

Further information and guidance:

The candidate might select the range of quality management systems that might be appropriate to the organisation but the main requirement is to investigate and compare at least 3 systems. These should be researched and referenced drawing out strengths and weaknesses taking account of the particular circumstances in which they operate.

1.2 Critically evaluate quality management systems in own organisation

The candidates should be able to identify and evaluate specific aspects of quality management within an organisation drawing conclusions and stating clear judgments based on the evidence gathered.

Evidence: Critical reports on researched quality systems

Further information and guidance:

The candidate should evaluate the current quality management systems in the organisation and determine whether there are improvements possible. This might be identifying risk, improvements to cost-benefit or overall provision. If aspects are confidential, candidates should consider only writing in general terms in their e-portfolio and keeping anything confidential in a separate file that can be e-mailed to their assessor.

1.3 Explain legal and regulatory requirements

The candidate should be able to explain legal and regulatory requirements with quality and management system in their locality.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidates should be able to identify and explain the legal and regulatory considerations within the sector or their area of the responsibility. This could be an essay type exercise reviewing the available literature and explaining its relevant to their particular organisation and/or job role.

1.4 Evaluate the quality expectations of the stakeholders

The candidate should be able to evaluate the quality expectations of the stakeholders

Evidence: Outcomes of a small scale research project documented in their portfolio.

Further information and guidance:

The candidate should carry out a small scale research project to determine the quality expectations of stakeholders, including peers within the organisation and end-users of the services provided by the organisation.

1.5 Identify specialists and consult if necessary

The candidate should be able to identify specialists in particular aspects of quality management and decide the cost-benefit of using them.

Evidence: Case studies in their portfolio

Further information and guidance:

The candidate should carry out a case study on at least one consulting company that specialises in quality management systems. They should identify particular strengths and areas where the provision can be shown to have been cost-effective. They should also identify weaknesses or examples where they judge the provision not to be cost-beneficial if these are uncovered.

7.32 Learning outcome 2

2. Be able to evaluate systems in own organisation

2.1 Develop a strategy to evaluate quality standards and systems

The candidate should be able to develop a plan for conducting an audit or survey of the quality standards or systems for quality assurance in their organisation.

Evidence: Documented plan in their portfolio

Further information and guidance:

Logically this will come before 1.2 above. The units are presented purely for convenience and there is no need to stick to any order or separation of criteria or learning outcomes. A single project can contribute evidence against criteria in different learning outcomes or units. Plans should focus on the key aspects likely to have the biggest impact.

2.2 Identify and prioritise key success criteria

The candidate should be able to Identify and prioritise key success criteria according to strategic planning and their impact on the customers

Evidence: Key success criteria are identified in plans, explanations and evaluations

Further information and guidance:

The candidate should be able to identify and prioritise key success criteria according to strategic planning goals, objectives and feedback from customers and key stakeholders. These should be incorporated in the evidence they provide for other aspects of the assessment that require documented planning and evaluation. When using the TLM tracker system the candidate can simply link these criteria to the evidence they submit.

7.33 Learning outcome 3

3. Be able to establish responsibilities for meeting organisational quality standards with key stakeholders.

3.1 Communicate organisational quality standards

The candidate should be able to communicate the core of quality standards to all relevant stakeholders making lines of accountability clear.

Evidence: Descriptions, explanation and referenced research in their portfolio.

Further information and guidance:

There are two dimensions to this criterion. The first is to establish single points of accountability for ensuring quality standards are met and the second is that all those affected by the standard are fully informed and understand any implications for them in their job role. The former are covered in more detail in 3.2 below, and this criterion is more about communicating the need and the procedures that support quality.

3.2 Define roles and responsibilities in meeting quality standards

The candidate should be able to determine the role and responsibilities of for each employee in the organisation such that quality standards are implemented effectively.

Evidence: Model job/role descriptions, policies and procedures related to quality

Further information and guidance:

The candidate should be able to identify the teams and individuals who have responsibility for the processes and development of job descriptions that incorporate quality standards. This might mean collaborative work with specialists charged with the task of writing specific job descriptions of which quality is one aspect. Lines of accountability and levels of expectation should be clear.

7.34 Learning outcome 4

4. Be able to implement a quality management system in own organisation

4.1 Develop risk assessment procedures

The candidate should be able to conduct a risk assessment and use appropriate tools such as FMEA to identify the external and internal risk factors.

Evidence: Practical risk assessment in their portfolio

Further information and guidance:

Risk assessment should prioritise the highest risk and incorporate a feedback mechanism to inform the person responsible for judging risk which risk is most significant. Empirical evidence from the field might be difficult to attain but some evidence is usually better than none. The tools developed should lend themselves to regular review and evidence gathering.

4.2 Identify resource requirements to support a quality management system

The candidate should be able to identify the resources needed to support quality management systems.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

The candidate should be able to identify and cost resource requirements needed to support quality management systems including, qualified employees, training programs, computers, time for meeting and commitment from top management.

4.3 Produce a strategic plan for implementation in own organisation

The candidate should be able to develop a strategic plan for implementation of quality management system in their organisation

Evidence: Model strategic plan in their portfolio

Further information and guidance:

The candidate should be able to develop a strategic plan for implementation of quality management system in their organisation which draws on their learning in other aspects of the Diploma. This plan should be clearly and comprehensively referenced to demonstrate the learning that underpins it.

7.35 Learning outcome 5

5. Be able to monitor and evaluate quality performance for continuous improvement within own organisation

5.1 Monitor product and/or service quality against quality management standards

The candidate should provide evidence of systematic monitoring of a product and/or service over a period of time using specified quality management standards.

Evidence: Documentation of monitoring including recorded data.

Further information and guidance:

The candidates should know the importance of regularly monitoring progress towards key performance indicators and demonstrate that they can do it using measuring and monitoring tools such as indicators, checklists and Gantt chart, etc.

5.2 Evaluate data and feedback against key success criteria

The candidate should be able to collect data and analysis in evaluating the quality of performance using key success criteria.

Evidence: Evaluation report including empirical data and references as appropriate.

Further information and guidance:

This criterion is a component of the requirements for 5.1 above.

5.3 Take corrective action if required

The candidate should identify and classify shortcomings resulting from the monitoring process and take appropriate corrective action.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

Corrective action implies something has gone wrong but it can also include improvements to functioning systems if these can provide a quality benefit.

5.4 Communicate with key stakeholders on quality performance

The candidate should be able to provide feedback on quality performance as a means to improving overall quality of performance.

Evidence: Descriptions, explanation and referenced research in their portfolio

Further information and guidance:

Feedback to stakeholders will need sensitive handling in some cases, especially where shortcomings related to individuals reduces quality below the agreed levels. The dialogue with regard to quality should inform not only changes to policies, systems and procedures but also priorities for staff development.

7.4 Unit 4

Unit Title - Improve organisational performance

Unit Code - J/600/9795

Level - 7

Credit Value – 10

Learning Outcome - The learner will:	Assessment Criterion - The learner can:
1. Be able to examine the existing culture in relation to performance.	1.1 Critically evaluate the existing culture within own organisation. 1.2 Evaluate the impact of the culture on organisational performance.
2. Be able to evaluate performance in own organisation.	2.1 Develop a system for collecting and analysing data. 2.2 Analyse and benchmark performance of own organization against competitor organisations.
3. Be able to identify opportunities for organisational improvement and develop a communications strategy.	3.1 Identify opportunities for improvement in line with organizational objectives. 3.2 Define key success criteria for organisational improvement. 3.3 Consult with key stakeholders. 3.4 Develop a communications strategy for organisational improvement. 3.5 Implement a communications strategy highlighting organizational improvements to all key stakeholders.
4. Be able to support continuous improvement in organizational performance.	4.1 Develop processes to support continuous improvement. 4.2 Agree support requirements with stakeholders in own organisation. 4.3 Implement continuous improvement in line with organisation's objectives.
5. Be able to evaluate the impact of performance improvement.	5.1 Critically evaluate organisational performance against key success criteria. 5.2 Communicate recommendations for ensuring continuous improvement.

7.41 Learning outcome 1

1. Be able to examine the existing culture in relation to performance

1.1 Critically evaluate the existing culture within own organisation

The candidate should be able to evaluate the existing culture that operates in the organisation.

Evidence: Literature review and evidence of role types.

Further information and guidance:

The candidate should be able to classify their organisation against classic cultural types such as a role culture, task culture, club culture, coercive culture. Note that most large organisations are role cultures where the individual's power and authority comes from their role but there might also be features of other cultural types. Candidates should be able to relate the organisational culture to the quality issues within the organisation. In healthcare there is often a tension between "systems" culture and "people" culture. Candidates are encouraged to explore these issues. The candidate should be able to reviewing critical events related to culture and learn from these. Interdependencies between teams and individuals and the degree of cooperation will all be important factors. Staff absence and turnover within the organisation statistics and information stemming from exit interviews can all provide evidence of the cultural type.

1.2 Evaluate the impact of the culture on organisational performance

The candidate should be able to evaluate the effect of the culture in terms of its effect on the organisational performance through an analysis of strengths and weaknesses.

Evidence: Clear analysis of performance linked to culture.

Further information and guidance:

The candidate should be able to establish the performance indicators such as staff absence and turnover statistics as a means of measuring impact of particular cultural conditions.

7.42 Learning outcome 2

2. Be able to evaluate performance in own organisation

2.1 Develop a system for collecting and analysing data.

The candidate should be able to develop a system for collecting data about the organisation including financial data, throughputs, employee attitudes and values, and comparison with similar organisations.

Evidence: Data collection instruments in their portfolio

Further information and guidance:

The candidate should determine the type of data, size of sample, accuracy and validity of data and whether there are uncontrolled variables that will affect the confidence in any results.

2.2 Analyse and benchmark performance of own organisation against competitor organisations

The candidate should be able to use key performance indicators common across the industry to make objective comparisons between the performance of their own organisation and that of competing organisations.

Evidence: Structured reports using comparative data across organisations.

Further information and guidance:

The candidate can work with colleagues to acquire the necessary data but they should perform the analysis and make the judgements themselves. There should be clarity as to the aspects of performance that are being measured and objectivity about different contexts of different organisations. Examples might be the number of a particular operation completed in a week, lengths of waiting lists, average waiting time in casualty or the ratio of the operational cost of a hospital ward to the number of beds. It is not necessary to benchmark every possible measurable item but candidates should choose perhaps three that give a good indication of overall performance and treat these with some rigour.

7.43 Learning outcome 3

3. Be able to identify opportunities for organisational improvement and develop a communications strategy

3.1 Identify opportunities for improvement in line with organisational objectives.

The candidate should be able to identify opportunities for improvement in line with organisational objectives and prioritise them.

Evidence: Research and rationale leading to prioritised improvements in their portfolio

Further information and guidance:

The most important improvements are those likely to have the biggest impact for the least cost. Candidates can use historical data, customer complaints, focus groups and surveys as sources of evidence to underpin their choice of priorities. The importance of establishing the causes and effects of problems and practical strategies to solve them is emphasised.

3.2 Define key success criteria for organisational improvement

The candidate should be able to define the key success criteria for organisational improvement leading on from identifying and prioritising opportunities to improve.

Evidence: Statement of the success criteria for identified improvements.

Further information and guidance:

The candidate should select the key success criteria for an organisational improvement project which aligns with the strategic plan.

3.3 Consult with key stakeholders

The candidate should be able to communicate and consult with stakeholders to identify opportunities for improvement including them in the process where appropriate.

Evidence: of consultation with key stakeholders.

Further information and guidance:

The candidate should be able to consult and take feedback from stakeholders either by focus group, interview, survey or any appropriate method.

3.4 Develop a communications strategy for organisational improvement

The candidate should be able to develop a communication plan to be used during the organisational improvement activities.

Evidence: Fully developed strategy available in portfolio.

Further information and guidance:

The candidate should consider the impact of organisational improvement needs on individuals and teams within the organisation. The communications strategy should encourage and motivate those charged with its implementation to achieve its desired outcomes. This will be more important to quality than the means of making the communication but candidates should also consider the right media for the right circumstances. Face to face meetings will be important where improvement needs complex explanation, e-mail is useful for straightforward factual and non-emotive issues.

3.5 Implement a communications strategy highlighting organisational improvements to all key stakeholders

The candidate should show the practical competence of implementing a communications strategy.

Evidence: commentary and feedback documented from stakeholders.

Further information and guidance:

This should be a natural follow on from 3.4.

7.44 Learning outcome 4

4. Be able to support continuous improvement in organisational performance

4.1 Develop processes to support continuous improvement

The candidate should be able to develop a process to support and manage continuous improvement activity.

Evidence: Documented processes to support continuous improvement.

Further information and guidance:

The candidate should be able to develop processes to support and manage continuous improvement activities such as Kaizen or PDCA. Whatever method is adopted, systematic staff development and lifelong learning should be part of the process in people intensive services. This will involve the candidate consulting with and involving stakeholders in developing the new processes.

4.2 Agree support requirements with stakeholders in own organisation.

The candidate should be able to develop a process to get agreement on the support requirements of their organisation.

Evidence: Commentary on process for achieving agreement.

Further information and guidance:

The candidate should use appropriate methods to gain agreement on support activities that will improve or maintain quality standards in a cost-effective way.

4.3 Implement continuous improvement in line with organisation's objectives.

The candidate should be able to implement continuous performance improvement processes as developed in 4.1

Evidence: Commentary on implementation in their portfolio

Further information and guidance:

The process should align well with organisation goals and the strategic plan for quality.

7.45 Learning outcome 5

5. Be able to evaluate the impact of performance improvement.

5.1 Critically evaluate organisational performance against key success criteria.

The candidate should be able to evaluate performance against pre-determined criteria with quantitative and qualitative methods.

Evidence: Evaluation report.

Further information and guidance:

The candidate should be able to objectively evaluate organisational performance identifying key strengths and weaknesses in performance using key indicators.

5.2 Communicate recommendations for ensuring continuous improvement.

The candidate should be able to communicate clear recommendations to stakeholders in a way that makes them likely to be accepted.

Evidence: Reported recommendations and rationale with feedback from stakeholders.

Further information and guidance:

Recommendations need to be underpinned by clear evidence that could be sourced from other aspects of the course.

Annexe 1 - Level 7 in the Qualifications and Credit Framework

1. Summary

Achievement at Level 7 reflects the ability to reformulate and use relevant understanding, methodologies and approaches to address problematic situations that involve many interacting factors. It includes taking responsibility for planning and developing courses of action that initiate or underpin substantial change or development, as well as exercising broad autonomy and judgement. It also reflects an understanding of relevant theoretical and methodological perspectives and how they affect their area of study or work.

2. Knowledge and understanding

1. Reformulate and use practical, conceptual or technological understanding to create ways forward in contexts where there are many interacting factors.
2. Critically analyse, interpret and evaluate complex information, concepts and theories to produce modified conceptions.
3. Understand the wider contexts in which the area of study or work is located.
4. Understand current developments in the area of study or work.
5. Understand different theoretical and methodological perspectives and how they affect the area of study or work.

3. Application and Action

1. Conceptualise and address problematic situations that involve many interacting factors.
2. Determine and use appropriate methodologies and approaches.
3. Design and undertake research, development or strategic activities to inform the area of work or study, or produce organisational or professional change.
4. Critically evaluate actions, methods and results and their short- and long-term implications.

4. Autonomy and accountability

1. Take responsibility for planning and developing courses of action that initiate or underpin substantial changes or developments.
2. Exercise broad autonomy and judgement across a significant area of work or study.
3. Lead complex tasks and processes, taking responsibility, where relevant, for the work and roles of others.

Annexe 2 - Reading list

The following list provides examples of texts that may be of use to candidates when preparing for the Diploma in Quality Management. Individuals may want to review books such as these, along with those used for their IBQH training. Please be aware that IBQH presents this as a means to provide examples of textbooks that are available. IBQH does not endorse or recommend that students purchase all of these texts or try to study all of them in depth. Both of the IBQH Certification Examination Content Outlines have been provided as guides to the areas of content in which candidates will be tested.

Books

-The Healthcare Quality Handbook: A Professional Resource and Study Guide

Editor Janet A. Brown

Publisher: JB QUALITY SOLUTIONS INC; 26 edition 2011/2012

Language: English

ISBN-10: 0972726470

ISBN-13: 978-0972726474

-Managing Performance Measurement Data in Health Care

Editor: JCAHO

Publisher: Joint Commission on Accreditation of Healthcare

Language: English

ISBN-10: 0866886931

ISBN-13: 978-0866886932

-Advances in Health Care Management

Editor: Dr. Leonard H. Friedman, Dr. Jim Goes, Professor Grant T. Savage

ISSN:1474-8231

Publisher: Emerald Group Publishing Limited

Journals

-International Journal of Health Care Quality Assurance	ISSN: 0952-6862
-Leadership in Health Services	ISSN: 1751-1879
-Clinical Governance An International Journal	ISSN: 1477-7274
-International Journal of Quality & Reliability Management	ISSN: 1466-4100
-Journal of Health Organization and Management	ISSN: 1477-7266