



**Unit Title: Quality Management of ICT Products and Services**

OCR unit number: 36  
 Level: 3  
 Credit value: 12  
 Guided learning hours: 100  
 Unit reference number: T/500/7210

Candidates undertaking this unit must complete real work activities in a work environment. Simulation is only allowed in exceptional circumstances (please refer to the centre handbook for further details).

**Unit purpose and aim**

To develop an understanding of quality management procedures and the ability to implement them, monitoring work performance and product quality, and collecting and processing quality related information.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p><b>The Learner will:</b></p> <p>1 Understand specified organisational quality management procedures</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain specified parts of organisational quality management procedures including:</p> <ul style="list-style-type: none"> <li>• customer agreements</li> <li>• activity planning</li> <li>• third-party monitoring</li> <li>• change control</li> <li>• work-in-progress</li> <li>• testing</li> <li>• defects and defective components</li> <li>• audit and inspection</li> <li>• customer feedback</li> <li>• communication</li> </ul>	<p>Candidates must have a detailed understanding of:</p> <ul style="list-style-type: none"> <li>• The quality management procedures of their organisation.</li> </ul>
<p>2 Monitor quality management procedures</p>	<p>2.1 Monitor compliance with relevant parts of procedures by:</p> <ul style="list-style-type: none"> <li>• participating in audits of working practices and inspections of work</li> <li>• gathering and recording information on quality</li> <li>• initiating suitable actions to deal with identified failures in quality</li> </ul>	<p>Candidates must have a detailed understanding of how to:</p> <ul style="list-style-type: none"> <li>• monitor compliance with the quality management procedures within their organisation including:             <ul style="list-style-type: none"> <li>- audits</li> <li>- record keeping</li> <li>- action planning</li> </ul> </li> <li>• provide guidance to others</li> </ul>

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	2.2 Provide guidance to immediate colleagues on quality	using a range of communication techniques to include: <ul style="list-style-type: none"> <li>- verbal</li> <li>- written</li> </ul>

## Assessment

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Candidates undertaking this unit must complete real work activities in order to produce evidence to demonstrate they are occupationally competent. Real work is where the candidate is engaged in activities that contribute to the aims of the organisation by whom they are employed, for example in paid employment or working in a voluntary capacity.

Simulation is only allowed for aspects of units when a candidate is required to complete a work activity that does not occur on a regular basis and therefore opportunities to complete a particular work activity do not easily arise. When simulation is used, assessors must be confident that the simulation replicates the workplace to such an extent that candidates will be able to fully transfer their occupational competence to the workplace and real situations.

Internal quality assurance personnel must agree the use of simulated activities before they take place and must sample all evidence produced through simulated activities.

It is the assessor's role to satisfy themselves that evidence is available for all performance, knowledge and evidence requirements before they can decide that a candidate has finished a unit. Where performance and knowledge requirements allow evidence to be generated by other methods, for example by questioning the candidate, assessors must be satisfied that the candidate will be competent under these conditions or in these types of situations in the workplace in the future. Evidence of questions must include a written account of the question and the candidate's response. Observations and/or witness testimonies must be detailed and put the evidence into context ie the purpose of the work etc.

All of the assessment criteria in the unit must be achieved and clearly evidenced in the submitted work, which is externally assessed by OCR.

Evidence for the knowledge must be explicitly presented and not implied through other forms of evidence.

## Evidence requirements

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**All aspects of the assessment criteria must be covered and evidence must be available that shows where and how the assessment criteria have been achieved.**

### Assessment Criterion 1

Candidates must provide a detailed explanation of the quality management procedures within their organisation to include how the organisation addresses:

- customer agreements
- activity planning
- third-party monitoring
- change control
- work-in-progress

- testing
- defects and defective components
- audit and inspection
- customer feedback
- communication

## Assessment Criterion 2

Candidates must provide evidence of monitoring compliance of the organisational procedures for quality managements. This will include documentary evidence such as audit records and timetables and other appropriate records used for obtaining/retaining information. Action plans relating to failures in quality must also be included.

Candidates must also provide evidence of providing guidance to immediate colleagues this may include documentary evidence eg emails, memos, reports, manuals etc. If the only evidence is in relation to verbal guidance, then there must be a detailed explanation as to who the guidance was for, what the guidance was and why was it required. There also needs to be a confirmatory statement from someone who can confirm that the guidance was given.

**Candidates are encouraged to choose activities which will allow them to cover all or a majority of the criteria at one time. It is not necessary to use different activities for each element of the criterion.**

## Guidance on assessment and evidence requirements

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Evidence can reflect how the candidate carried out the process or it can be the product of a candidate's work or a product relating to the candidate's competence.

For example: The process that the candidate carries out could be recorded in a detailed personal statement or witness testimony. It is the assessor's responsibility to make sure that the evidence a candidate submits for assessment meets the requirements of the unit.

Questioning the candidate is normally an ongoing part of the assessment process, and is necessary to:

- test a candidate's knowledge of facts and procedures
- check if a candidate understands principles and theories *and*
- collect information on the type and purpose of the processes a candidate has gone through.
- candidate responses must be recorded

It is difficult to give a detailed answer to how much evidence is required as it depends on the type of evidence collected and the judgement of assessors. The main principles, however, are as follows: for a candidate to be judged competent in a unit, the evidence presented must satisfy:

- all the items listed, in the section 'Learning Outcomes'
- all the areas in the section 'Assessment Criteria'

The quality and breadth of evidence provided should determine whether an assessor is confident that a candidate is competent or not. Assessors must be convinced that candidates working on their own can work independently to the required standard.

## Additional information

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