### LEARNING OUTCOMES

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<td>1</td>
<td>Understand how to identify stakeholders and their requirements</td>
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### ASSESSMENT CRITERIA

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<tr>
<td>1.1</td>
<td>Determine organisational stakeholders and their expectations</td>
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CMI’s Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 8 level of difficulty.

This criterion would benefit from an introductory paragraph that outlines the value to a business of understanding its stakeholders and, then to link this to who stakeholders are (be sure to consider both internal and external stakeholders). This would ideally be supported by your own organisational examples.

In terms of determining ‘stakeholder expectations’ this will, again, vary from organisation to organisation however, some typical examples
1.2 Discuss methods of meeting stakeholder expectations or requirements

could include the following:

- Shareholders – expecting a financial return on their investment
- Workforce – expecting secure employment and fair wages
- Regulators – expecting compliance with relevant standards and regulations
- Local community - expecting consideration of their needs in decision making, contribution to community causes, environmental expectations
- Customers – expecting products and/or services that conform to (amongst other things) their particular quality, availability and price requirements

These sections consider how organisations can meet stakeholder expectations and key to this is the process of updating the understanding of what those expectations are. There are many examples from the world of business and industry that illustrate both good and bad examples of this that could support this section including, potentially, examples from the Learners own organisation. As an example, Henry Ford once famously said that his customers could have one of his cars in “any colour as long as it’s black”. Coupled with contemporary examples (which will vary depending on when the assessment is taken) Learners can illustrate this point through real-life
1.3 Evaluate methods of communicating stakeholders’ requirements with team members

Other examples of content that would illustrate ‘processes for updating information on stakeholder requirements’ could include but are not confined to:

- Determining ‘customer gaps’ (the difference between expected and experienced service levels) and causes (e.g. using tools such as Ishikawa)
- Understanding the seasonality and patterns of demand through record keeping and, for example, stock monitoring
- Market research
- Customer (internal or external) surveys, attitude surveys, mystery shopper reports
- Complaints analysis
- External reports and comments concerning the organisation (e.g. Trip Advisor, Which?, Watchdog)

In evaluating methods of communicating stakeholders’ requirements with team members, the examples used would ideally be drawn from the Learners organisational context, however, if this is limiting some of the more general approaches could also be considered as follows:

- Through so called ‘Quality Circles’ or similar task groups
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<td>1.4</td>
<td>Explain processes for updating information on stakeholder requirements</td>
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<td>As a regular agenda item in team meetings</td>
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<td>As part of feedback on KPI’s and other targets whether individually or on a team basis</td>
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<td>Through service standards or service level agreements</td>
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<td>Through training</td>
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<td>2</td>
<td>Understand how to apply and improve quality standards</td>
<td>2.1 Evaluate the meaning of quality to an organisation</td>
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<td>Presenting the ideal opportunity to include a definition of ‘quality’ using a recognised source (e.g. from a quality standard such as the ISO 9000 family or an author such as Dale, Juran, Deming, or, Crosby) this definition can then be matched against the Learners own organisation where possible to evaluate the meaning of quality from the organisation’s point of view. The following points may assist:</td>
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<td>Does the organisation use quality control, quality assurance or total quality management approaches? Does it know what its objective is around quality? Are quality approaches explicit or have they simply evolved over time (ad hoc)?</td>
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<td>Does the organisation know why it manages quality and what its expectations are in terms of the business benefits? Does it measure its progress towards these?</td>
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<td>Where does the organisation place the</td>
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2.2 Establish how to apply organisational quality policies and procedures

In terms of applying organisational quality policies and procedures, there are many ‘tools’, methods and ‘philosophies’ that have seen popularity over the years; the learner’s organisation may have been involved with particular approaches that can be used to respond to this criteria; however in general terms the following examples are all relevant to this section too:

- Using the Continuous Improvement Cycle (and similar Plan Do Check Act approaches)
- Reviewing processes and creating policy frameworks
- Using ‘Zero defect’ (Crosby) approaches (including Lean Six sigma)
- Setting standards/benchmarking
- Using Service Level Agreements/targets
- Using inspection systems for quality control
- Using Operations Management for quality control

- How does quality feature in the organisation’s culture?
| 2.3 | Determine how to encourage staff to contribute ideas to improving quality |

Linking very closely to 4.3 below (and those methods being mostly relevant to this criterion also) this element looks for examples of the ways in which staff are encouraged to contribute ideas to improving quality.

| 3 | Be able to conduct a quality audit |
| 3.1 | Conduct a quality audit and make recommendations for improvement |

This element requires evidence in the form of an actual or simulated quality audit in some form that is, ideally, relevant to the Learners organisation. Therefore, evidence for this section could be an extract or actual audit document (if commercial confidentiality allows) that outlines the activities, assurance

- Using whole organisation process management for TQM (Total Quality Management)
- Promoting awareness, giving training
- Using change management, bringing about cultural change
- Promoting a culture of organisational learning (the so called ‘Learning Organisation’)
- Working towards accreditations in line with external quality systems such as ISO (International Organisation for Standardisation) BRC (British Retail Consortium) and others
objectives, measurements, scope etc.

In every case there should be justifiable recommendations for improvement so, if the audit reveals “Waste on line 4 running at 20% over the target” then there should be recommendations that support the findings in line with organisational objectives.

In this case those recommendations could be, for example, “training required on correct operation of packaging machine”, “maintenance required for machine X” and “analysis of raw material batch X for conformance to purchase standard”.

| 4 | Understand how to promote continuous improvement and change |
| 4.1 | Discuss the concept of and need for continuous improvement |

Although readily responded to as one discussion, the following elements have been separated for clarity.

This element would benefit from a definition of ‘continuous improvement’ for which there are many contributors including Drucker, Juran and Deming along with the recognition that incremental small step improvements have business benefits in terms of (for example):

- Culture
- Change management
- Customer focus
• Remaining competitive
• Reducing costs

Links to so called lean philosophies and approaches may be relevant to the Learner and their organisation and could be discussed here too if they are familiar with these.

The need for continuous improvement has clear connections with commercial or organisational sustainability in the face of the changing environment – links with PEST factors – and the need to avoid complacency, and there are a number of high profile examples (like Woolworths) which might be used as illustrations.

Potentially cross referencing to AC’s 3.1, 4.3 and 2.2, this section can be covered through the use of examples (ideally from own organisational context) of evaluating a work activity in order to identify areas for improvement. The following examples would all meet this requirement:

• Quality audit content and activities
• Process reviews and analysis
• Task breakdowns, workflows
• Identifying bottlenecks ("Theory of Constraints")
• Using efficiency and effectiveness as ways
4.3 Determine a range of methods that can be used to encourage staff to contribute ideas for continual improvement

- Benchmarking
- Using tools such as Ishikawa diagrams, Pareto, Value Stream mapping (if known by the candidate) to ‘diagnose’ work activities

Some examples relevant to this section are as follows (it should be noted that different terminology may be used for the same method, these are not exhaustive and the Learners own organisation may have different approaches)

- Quality improvement groups (key process groups, innovation groups, quality circles)
- Ideas and suggestions schemes
- Project group /matrix groups
- Training and qualifications with business improvement projects as part of the assessment
- The company participating in quality accreditation such as the ISO9000 family, ISO14000, EFQM, Investor in People and many others

Learners may also find that tools and techniques to encourage the contributions and involvement of staff have a strong link to motivational theory, and
## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about meeting stakeholder requirements to agreed quality standards and seeking improvements.