Qualification Specification

ProQual Level 7 Diploma in Quality Control & Quality Assurance (QA/QC)

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This qualification is part of ProQual's broad offer of qualifications in the Administration and Management Sector.

To find out more about other qualifications in this, or any other sector, or for our latest fees; check our Fees Schedule via the QR code below:

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Contents

Introduction

The ProQual Level 7 Diploma in Quality Control and Quality Assurance provides a nationally recognised qualification for professionals aspiring to advance their expertise in quality management, quality control, and assurance. This qualification is ideal for quality managers, auditors, consultants, and senior professionals in manufacturing, service industries, and other sectors where high standards of quality are crucial. It is also suitable for individuals looking to specialize in strategic quality management, audit and inspection, and continuous improvement.

This qualification designed in line with internationally recognized standards such as ISO 9001 and other relevant regulatory frameworks. The curriculum integrates the principles and practices outlined in these standards to ensure that learners are equipped with the knowledge to comply with and implement these standards in their professional roles. The qualification emphasizes alignment with regulatory compliance, quality management systems (QMS), and continuous improvement models to ensure best practices are followed in various industries.

The aims of this qualification are:

- To provide learners with advanced knowledge and skills in quality control and assurance.
- To equip leaners to lead quality initiatives, manage risks, apply statistical methods for quality control, and integrate continuous improvement processes into their operations.
- To foster a culture of quality, driving organizational success and competitiveness.

The awarding body for this qualification is ProQual AB. This qualification has been approved for delivery in England. The regulatory body for this qualification is Ofqual, and this qualification has been accredited onto the Regulated Qualification Framework (RQF), and has been published in Ofqual's Register of Qualifications.

Qualification Profile

Qualification Title:	ProQual Level 7 Diploma in Quality Control & Quality Assurance (QA/QC)
Qualification Number:	610/5243/7
Level:	7
Total Qualification Time (TQT):	1200 Hours 120 Credits
Guided Learning Hours (GLH):	600 Hours
Assessment:	Pass / Fail
	Internally assessed and verified by centre staff
	Externally verified by ProQual Verifiers
Qualification Start Date:	24/01/2025
Qualification Review Date:	24/01/2028

Learner Profile

There are no formal academic entry requirements for this qualification. Centres should carry out an initial assessment of candidate skills and knowledge to identify and gaps and inform the assessment plan.

Candidates must be aged 19 years or older on the day they are registered for this qualification. Centres are reminded that no assessment should take place before candidates are registered.

Qualification Structure

This qualification consists of **ten** mandatory units. Candidates must complete all mandatory units to complete this qualification.

Unit Number	Unit Title	Level	TQT	GLH
Mandatory Units – Candidates must complete **all** units in this group.				
K/651/4547	Strategic Quality Management	7	120	60
M/651/4549	Advanced Quality Auditing and Inspection Techniques	7	120	60
Y/651/4550	Statistical Methods for Quality Control	7	120	60
A/651/4551	Quality Assurance in Manufacturing and Service Industries	7	120	60
D/651/4552	Risk Management and Mitigation in QA/QC	7	120	60
F/651/4553	Lean Six Sigma and Process Optimisation	7	120	60
H/651/4554	Advanced Quality Management Systems (QMS)	7	120	60
J/651/4555	Supplier Quality Management and Control Strategic Quality Management	7	120	60
K/651/4556	Regulatory Compliance and Standards in QA/QC	7	120	60
L/651/4557	Research and Development in Quality Control	7	120	60

Centre Requirements

Centres must be approved to deliver this qualification. If your centre is not approved to deliver this qualification, please complete and submit the **ProQual Additional Qualification Approval Form.**

Materials produced by centres to support candidates should:

- Enable them to track their achievements as they progress through the learning outcomes and assessment criteria.
- Provide information on where ProQual's policies and procedures can be viewed.
- Provide a means of enabling Internal and External Quality Assurance staff to authenticate evidence.

Centres must have the appropriate equipment to enable candidates to carry out the practical requirements of this qualification.

Certification

Candidates who achieve the requirements for this qualification will be awarded:

- A certificate listing all units achieved, and
- A certificate giving the full qualification title:

Level 7 Diploma in Quality Control & Quality Assurance (QA/QC)

Claiming certificates

Centres may claim certificates for candidates who have been registered with ProQual and who have successfully achieved the qualification. All certificates will be issued to the centre for successful candidates.

Unit certificates

If a candidate does not achieve all of the units required for a qualification, the centre may claim a unit certificate for the candidate which will list all of the units achieved.

Replacement certificates

If a replacement certificate is required a request must be made to ProQual in writing. Replacement certificates are labelled as such and are only provided when the claim has been authenticated. Refer to the Fee Schedule for details of charges for replacement.

Assessment Requirements

Each candidate is required to produce a portfolio of evidence which demonstrates their achievement of all of the learning outcomes and assessment criteria for each unit.

Evidence can include:

- Observation report by assessor
- Assignments/projects/reports
- Professional discussion
- Witness testimony
- Candidate product
- Worksheets
- Record of oral and written questioning
- Recognition of Prior Learning

Candidates must demonstrate the level of competence described in the units. Assessment is the process of measuring a candidate's skill, knowledge and understanding against the standards set in the qualification.

Centre staff assessing this qualification must be **occupationally competent** and qualified to make assessment decisions. Assessors who are suitably qualified may hold a qualification such as, but not limited to:

- ProQual Level 3 Certificate in Teaching, Training and Assessment.
- ProQual Level 3 Award in Education and Training.
- ProQual Level 3 Award in Assessing Competence in the Work Environment. *(Suitable for assessment taking place in a working environment only.)*
- ProQual Level 3 Award in Assessing Vocational Achievement. *(Suitable for assessment taking place in a simulated training environment only.)*

Candidate portfolios must be internally verified by centre staff who are **occupationally knowledgeable** and qualified to make quality assurance decisions. Internal verifiers who are suitably qualified may hold a qualification such as:

- ProQual Level 4 Award in the Internal QA of Assessment Processes and Practice.
- ProQual Level 4 Certificate in Leading the Internal QA of Assessment Processes and Practice.

Occupationally competent means capable of carrying out the full requirements contained within a unit. **Occupationally knowledgeable** means possessing relevant knowledge and understanding.

Enquiries, Appeals and Adjustments

Adjustments to standard assessment arrangements are made on the individual needs of candidates. ProQual's Reasonable Adjustments Policy and Special Consideration Policy sets out the steps to follow when implementing reasonable adjustments and special considerations and the service that ProQual provides for some of these arrangements.

Centres should contact ProQual for further information or queries about the contents of the policy.

All enquiries relating to assessment or other decisions should be dealt with by centres, with reference to ProQual's Enquiries and Appeals Procedures.

Units – Learning Outcomes and Assessment Criteria

Title:	Strategic Quality Management			Level:	7
Unit Number:	K/651/4547	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Demonstrate a comprehensive understanding of strategic quality management principles	1.1	Explain the key principles of quality management at a strategic level.
		1.2	Discuss the impact of quality management on organisational success and competitiveness.
		1.3	Analyse quality management frameworks and their application in strategic decision-making.
		1.4	Evaluate the alignment of quality strategy with organisational goals.
2	Develop and implement a strategic quality management plan	2.1	Produce a strategic quality management plan tailored to an organisation's needs.
		2.2	Identify key performance indicators (KPIs) to measure the success of the quality strategy.
		2.3	Develop action plans to implement quality improvements within the organisation.
3	Analyse the role of leadership in driving quality management initiatives	3.1	Discuss the role of leadership in fostering a culture of quality.
		3.2	Discuss how leadership decisions impact quality assurance practices across the organisation.
		3.3	Suggest leadership strategies to overcome challenges in quality management.
4	Assess the impact of external and internal factors on quality strategy	4.1	Analyse the external factors influencing quality management (e.g., market conditions, regulatory changes).
		4.2	Discuss how internal organisational factors affect the implementation of quality strategies.

5	Evaluate continuous improvement processes within strategic quality management	5.1	Discuss continuous improvement models (e.g., PDCA, TQM).
		5.2	Produce a continuous improvement plan as part of the quality strategy.

Additional Assessment Information

This unit is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Title:	Advanced Quality Auditing and Inspection Techniques			Level:	7
Unit Number:	M/651/4549	**TQT:**	120	**GLH:**	60

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Demonstrate advanced knowledge of auditing and inspection processes	1.1	Explain the importance of quality audits in maintaining standards and compliance.
		1.2	Describe the different types of audits, including: • Internal. • External. • Compliance.
		1.3	Discuss the key stages and methodologies in quality auditing.
2	Analyse inspection techniques used to assess product quality	2.1	Describe various inspection methods including: • Visual. • Dimensional. Non-destructive testing.
		2.2	Identify the appropriate inspection techniques for different products or services.
		2.3	Analyse the effectiveness of inspection processes in maintaining product quality.
3	Apply advanced auditing techniques to evaluate quality systems	3.1	Conduct a detailed quality audit using established auditing standards and techniques.
		3.2	Identify areas of non-compliance and potential risks in quality systems.
		3.3	Develop corrective action plans based on audit findings.
4	Evaluate the effectiveness of quality auditing and inspection systems	4.1	Evaluate the overall effectiveness of quality audit and inspection systems within an organisation.
		4.2	Suggest improvements to the audit and inspection processes based on evaluation outcomes.

5	Communicate audit and inspection results effectively	5.1	Prepare comprehensive audit and inspection reports for stakeholders.
		5.2	Present findings and recommendations clearly to non-technical and technical audiences.

Additional Assessment Information

Learning outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 3 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
- Documents and other work produced by the candidate.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills may be generated as part of the candidate's work in their real job role, or it may be generated through the use of case studies and simulated scenarios.

Title:	Statistical Methods for Quality Control			Level:	7
Unit Number:	Y/651/4550	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand advanced statistical methods in quality control	1.1	Explain the role of statistics in quality control and continuous improvement.
		1.2	Identify different statistical tools used in quality control (e.g., control charts, histograms, regression analysis).
2	Evaluate the application of statistical quality control methods in various industries.	2.1	Compare the application of statistical quality control methods across different industries.
		2.2	Discuss the limitations and challenges of using statistical methods in quality control.
3	Apply statistical methods to monitor and control quality in processes.	3.1	Use control charts to monitor process variation and identify trends.
		3.2	Apply statistical sampling methods to assess product quality.
		3.3	Perform regression analysis to predict future quality outcomes based on historical data.
4	Interpret statistical data to improve quality control processes	4.1	Analyse statistical results to identify areas for improvement in processes.
		4.2	Make data-driven decisions to optimise quality control systems.
		4.3	Report on the statistical findings and their implications for quality improvement.
5	Use software tools to perform statistical analysis for quality control.	5.1	Demonstrate proficiency in using statistical software for quality analysis.
		5.2	Interpret software-generated results to improve quality control practices.

Additional Assessment Information

Learning outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 3 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

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Title:	Quality Assurance in Manufacturing and Service Industries			**Level:**	7
Unit Number:	A/651/4551	**TQT:**	120	**GLH:**	60

Learning Outcomes *The learner will be able to:*		**Assessment Criteria** *The learner can:*	
1	Understand quality assurance principles in manufacturing and service industries	1.1	Explain quality assurance (QA) and its significance in manufacturing and service sectors.
		1.2	Explain the key principles and approaches of QA in both sectors.
		1.3	Compare the QA strategies used in manufacturing and service industries.
4	Address challenges in implementing QA systems	4.1	Identify challenges faced by organisations in implementing QA systems in manufacturing and service sectors.
		4.2	Propose solutions to overcome challenges faced by organisations in implementing QA systems in manufacturing and service sectors.
2	Apply QA methodologies in manufacturing and service settings	2.1	Produce and implement quality assurance plans in manufacturing processes.
		2.2	Produce and implement QA methods in service-based environments.
3	Evaluate the impact of QA on organisational performance	3.1	Evaluate the effectiveness of QA in contributing to improved product/service quality and customer satisfaction.
		3.2	Measure the performance of QA systems through key performance indicators (KPIs).
5	Integrate continuous improvement into QA systems	5.1	Produce strategies for continuous quality improvement in QA systems.
		5.2	Implement quality assurance audits and evaluations to ensure ongoing improvement within an organisation.

Additional Assessment Information

Learning outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 3 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
- Documents and other work produced by the candidate.

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Title:	Risk Management and Mitigation in QA/QC			Level:	7
Unit Number:	D/651/4552	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Identify risks associated with quality control and assurance processes.	1.1	Define the concept of risk in QA/QC.
		1.2	Explain the significance of risk in QA/QC.
		1.3	Identify potential risks in QA/QC processes (e.g., product defects, compliance issues).
2	Evaluate risk management strategies in QA/QC	2.1	Discuss different risk management strategies used in quality control.
		2.2	Evaluate the effectiveness of risk management techniques in mitigating risks.
3	Develop risk mitigation plans for QA/QC processes	3.1	Produce risk mitigation strategies to minimise identified risks in QA/QC.
		3.2	Implement risk mitigation plans and assess their effectiveness.
4	Monitor and evaluate risk management processes in QA/QC.	4.1	Develop tools for monitoring risks within QA/QC processes.
		4.2	Evaluate the success of risk management and mitigation strategies within an organisation.
5	Communicate risk assessments and mitigation strategies effectively.	5.1	Prepare risk reports for senior management and stakeholders.
		5.2	Present risk mitigation strategies clearly and confidently.

Additional Assessment Information

Learning outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 3 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
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Title:	Lean Six Sigma and Process Optimisation			Level:	7
Unit Number:	F/651/4553	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand Lean Six Sigma principles and their application.	1.1	Explain the key principles of Lean Six Sigma and their impact on process improvement.
		1.2	Discuss how Lean Six Sigma principles reduce waste and improve quality.
2	Apply Lean Six Sigma methodologies to optimise quality processes.	2.1	Implement Lean Six Sigma tools, such as DMAIC and value stream mapping, to identify and eliminate waste.
		2.2	Measure the success of Lean Six Sigma projects using performance metrics.
3	Evaluate the effectiveness of Lean Six Sigma in quality improvement.	3.1	Evaluate the impact of Lean Six Sigma implementation on organisational performance.
		3.2	Compare Lean Six Sigma results with other quality improvement methods.
4	Integrate Lean Six Sigma techniques into organisational culture.	4.1	Produce strategies for embedding Lean Six Sigma practices into everyday operations.
		4.2	Implement strategies for embedding Lean Six Sigma practices into everyday operations.

Additional Assessment Information

Learning outcomes 1 and 2 are **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 3 and 4 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
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Evidence of practical skills may be generated as part of the candidate's work in their real job role, or it may be generated through the use of case studies and simulated scenarios.

Title:	Advanced Quality Management Systems (QMS)			Level:	7
Unit Number:	H/651/4554	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the key principles and components of an advanced Quality Management System (QMS).	1.1	Define Quality Management Systems (QMS).
		1.2	Explain the significance of QMS in organisational performance.
		1.3	Identify the key components and standards of an advanced QMS.
		1.4	Discuss the relationship between QMS and continuous improvement.
2	Design and implement an advanced QMS tailored to an organisation's needs.	2.1	Produce a strategy for implementing a QMS within an organisation.
		2.2	Identify key roles and responsibilities within a QMS.
		2.3	Produce documentation and policies supporting QMS implementation.
3	Evaluate the effectiveness and efficiency of a QMS.	3.1	Use audits and performance metrics to assess the effectiveness of a QMS.
		3.2	Analyse data from QMS systems to identify areas for improvement.
4	Apply advanced problem-solving techniques to enhance QMS.	4.1	Use root cause analysis to identify problems within the QMS.
		4.2	Implement corrective and preventive actions to improve QMS processes.
5	Integrate QMS into organisational culture.	5.1	Produce a plan for embedding QMS practices across departments.
		5.2	Implement a plan for embedding QMS practices across departments.

Additional Assessment Information

Learning outcomes 1 is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 2 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
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Title:	Supplier Quality Management and Control			Level:	7
Unit Number:	J/651/4555	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the principles of supplier quality management and control.	1.1	Explain the role of suppliers in the overall quality management process.
		1.2	Describe the key principles and methodologies used to manage supplier quality.
		1.3	Identify the risks associated with poor supplier quality and its impact on the final product/service.
2	Develop effective supplier quality management strategies.	2.1	Produce a supplier selection and evaluation process based on quality criteria.
		2.2	Implement a supplier quality audit system to monitor compliance with quality standards.
		2.3	Produce a strategy for managing non-conformance with suppliers.
3	Evaluate supplier performance.	3.1	Use performance metrics and audits to assess supplier quality.
		3.2	Produce action plans for improving underperforming suppliers.
4	Manage risks associated with supplier quality.	4.1	Identify potential risks in the supply chain related to quality.
		4.2	Produce risk mitigation strategies for managing supplier quality issues.
		4.3	Implement risk mitigation strategies for managing supplier quality issues.
5	Utilise technology and software tools in supplier quality management	5.1	Use software tools to track and manage supplier performance.
		5.2	Evaluate the effectiveness of digital tools in enhancing supplier quality control.

Additional Assessment Information

Learning outcomes 1 is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 2 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
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- Expert witness testimony.
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An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills may be generated as part of the candidate's work in their real job role, or it may be generated through the use of case studies and simulated scenarios.

Title:	Regulatory Compliance and Standards in QA/QC			Level:	7
Unit Number:	K/651/4556	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the importance of regulatory compliance in quality assurance and control.	1.1	Define regulatory compliance in the context of QA/QC.
		1.2	Discuss the significance of compliance with international standards.
		1.3	Identify key regulatory bodies and their role in establishing quality standards.
2	Analyse the impact of non-compliance on organisational operations.	2.1	Assess the potential consequences of failing to meet regulatory compliance in QA/QC.
		2.2	Discuss the legal, financial, and reputational risks associated with non-compliance.
3	Apply regulatory standards in the development and implementation of QA/QC processes.	3.1	Implement a quality assurance system that aligns with relevant regulatory standards for an organisation.
		3.2	Produce compliance-checking mechanisms within QA/QC processes.
4	Monitor and audit regulatory compliance.	4.1	Design audits to ensure compliance with applicable standards and regulations.
		4.2	Conduct audits to ensure compliance with applicable standards and regulations.
		4.3	Produce corrective action plans to address regulatory non-compliance issues.
5	Stay up to date with changes in regulations and industry standards.	5.1	Identify key sources of regulatory updates and industry standards.
		5.2	Adapt QA/QC systems to ensure compliance with evolving standards and regulations.

Additional Assessment Information

Learning outcomes 1 is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 2 – 5 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
- Documents and other work produced by the candidate.

An observation report and witness testimony are differentiated as follows:

- An **assessor's report** is completed by a qualified assessor who observes the candidate carrying out practical work. The assessor will make assessment decisions as they observe and record these in the report, alongside a commentary of what they observe.
- A **witness statement** is completed by a suitably qualified or experienced expert who observes the candidate carrying out practical work. The witness statement will contain **only** a commentary of what has been observed. An assessor must then use the witness statement, alongside any additional evidence to make assessment decisions.
- In all cases, an assessor's report is preferred as evidence over a witness statement; as it is always better for an assessor to observe a candidate live.

Assessors may wish use to use a checklist or evidence matrix to organise and track the assessment outcomes that have been achieved, but these **do not,** in themselves, constitute evidence of achievement.

An assessor's report or witness statement alone is unlikely to be sufficient evidence of achievement. Reports and statements should always be accompanied by photographic and/or video evidence.

Evidence of practical skills may be generated as part of the candidate's work in their real job role, or it may be generated through the use of case studies and simulated scenarios.

Title:	Research and Development in Quality Control			Level:	7
Unit Number:	L/651/4557	TQT:	120	GLH:	60

Learning Outcomes *The learner will be able to:*		Assessment Criteria *The learner can:*	
1	Understand the role of research and development (R&D) in quality control.	1.1	Define R&D in the context of quality control
			Explain the significance of R&D within the context of quality control.
		1.2	Describe how R&D contributes to innovation and improvement in QA/QC processes.
		1.3	Analyse the relationship between R&D outcomes and organisational quality standards.
2	Conduct research to enhance quality control processes.	2.1	Design a research project focused on improving QA/QC systems.
		2.2	Use appropriate research methods and tools to gather data and insights.
		2.3	Analyse research findings to identify potential improvements to quality control processes.
3	Apply research findings to solve real-world quality control problems.	3.1	Use research outcomes to develop new strategies or methodologies for quality control.
		3.2	Implement research-based solutions and assess their effectiveness in improving quality.
4	Communicate research findings to stakeholders.	4.1	Prepare research reports and presentations for relevant stakeholders.
		4.2	Present research findings clearly and effectively, with recommendations for implementation.
		4.3	Develop initiatives to promote innovation in quality control across the organisation.

Additional Assessment Information

Learning outcomes 1 is **knowledge based.** This means that evidence is expected to take the form of candidate's written work and/or records of appropriate professional discussions.

Learning outcomes 2 – 4 are **competency based.** This means that the candidate is expected to perform the tasks, and demonstrate the level of competence, outlined in the assessment criteria. It is expected that evidence will be a combination following:

- Photographic and/or video evidence of the candidate's practical work.
- Assessor's observation report.
- Expert witness testimony.
- Candidate reflection on own practical work.
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Evidence of practical skills may be generated as part of the candidate's work in their real job role, or it may be generated through the use of case studies and simulated scenarios.

Appendix One – Command Verb Definitions

The table below explains what is expected from each **command verb** used in an assessment objective. Not all verbs are used in this specification

Apply	Use existing knowledge or skills in a new or different context.
Analyse	Break a larger subject into smaller parts, examine them in detail and show how these parts are related to each other. This may be supported by reference to current research or theories.
Classify	Organise information according to specific criteria.
Compare	Examine subjects in detail, giving the similarities and differences.
Critically Compare	As with compare but extended to include pros and cons of the subject. There may or may not be a conclusion or recommendation as appropriate.
Describe	Provide detailed, information about a subject.
Discuss	Give a detailed account of a subject, including a range of contrasting views and opinions.
Explain	As with describe but extended to include causation and reasoning.
Identify	Select or ascertain appropriate information and details from a broader range of information or data.
Interpret	Use information or data to clarify or explain something.
Produce	Make or create something.
State	Give short, information about something.
Specify	State a fact or requirement clearly and in precise detail.

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