IQM3007

LEVEL 3 · CONTROLLED STAFF DOCUMENT

INTO QUALIFICATIONS

Business and Accounting

Component 3: Business Viva

STAFF ONLY · Controlled five-question viva bank

Duration
10 minutes

Total marks
100

Assessment window
Sample assessment

Assessment set
Set S of 2026

Audience
Staff only

Release timing
at coursework release

STAFF ONLY · Do not release these questions to students in advance.

Delivery rules

- Ask all five questions within the 10-minute assessment.
- Use the approved bank version for the assessment window.
- Neutral clarification may be used; do not coach or lead the candidate.
- Record the viva and complete the delivery and marking records.

Question 1

A delivery business is introducing a new booking system. Its supervisor checks daily deadlines, but staff do not understand why the change is needed. Explain how leadership and management could each help. Which should receive more attention now, and why?

Question 2

A growing café can initially fund either better staff training or faster supplier payments. Staff turnover is high, and a key supplier says late payment may stop deliveries. How should the owner decide which stakeholder need to address first?

Question 3

At a repair company, managers praise the number of jobs completed but rarely discuss faults. Staff believe that raising a quality concern will slow the team down. Analyse how this culture could obstruct a new quality policy and recommend an initial response.

Question 4

A clothing retailer is considering independent checks on its supplier’s working conditions. The checks cost money now; a major customer wants reliable evidence before renewing its contract. Should the retailer view the checks mainly as a cost or an investment?

Question 5

A customer-support business pays staff reliably but gives them repetitive scripts and little responsibility. Managers can introduce either individual bonuses or greater ownership of customer cases. Use a motivation theory to recommend an approach, explaining one limitation.

Staff administration

Before the assessment, check identity, recording arrangements, the controlled bank version and any approved access arrangements. Record these checks without inserting invented learner or approval details. Start the recording before the assessed exchange.

Ask all five questions in order. Read each context and question exactly as printed. Plan approximately two minutes per question including reading and any clarification; this is a pacing guide, not a separate timed test or mark allocation. Prompt a transition neutrally so all five questions can be attempted within 10 minutes.

Repeat the question verbatim if requested. Ask the listed Q5 neutral follow-up for every candidate. Use another listed neutral follow-up only when needed to clarify reasoning and time permits. Do not supply concepts, examples, corrections, preferred judgements or missing accounting steps. Record every follow-up used.

No candidate-provided notes, sources, case studies, calculator or live assistance. Do not show staff indicative guidance or provide it as reading material. Follow approved access arrangements without improvising a changed assessed demand.

Record actual start/end times, all question IDs, clarification wording, interruptions and recording reference in the delivery record. Follow the controlling assessment policy for interruptions or recording failure; do not invent a completed assessment or a mark for missing evidence.

Assess the whole recorded performance using four independent criterion marks: knowledge 30, application 30, critical thinking/analysis 20, communication 20. Use the verbatim component-specific MCS descriptors and displayed raw ranges. No question has a separate score; do not award five marks out of 20 or average band labels.

Indicative guidance identifies possible evidence and misconceptions, not a model script or exhaustive checklist. Credit accurate alternatives and justified conditional conclusions. A judgement can differ from the examples. Do not require every indicative point in a two-minute response or use omitted examples as automatic score caps.

Record specific spoken evidence and one focused improvement for every criterion. Preserve the first-marker decision and complete the moderator/second-marker column according to the controlling policy; do not fabricate double marking, signatures, agreement or approval. Sum the four agreed raw marks to 100.

Q1 · Indicative evidence

A delivery business is introducing a new booking system. Its supervisor checks daily deadlines, but staff do not understand why the change is needed. Explain how leadership and management could each help. Which should receive more attention now, and why?

Management can organise training, roles, resources and monitoring; leadership can communicate purpose, engage concerns and build commitment. Apply these functions to deadlines and staff uncertainty, explaining effects on adoption or service. Functions overlap and may be exercised by the same person. A reasoned emphasis on leadership is plausible from the stated lack of understanding; a management emphasis is also defensible if training or implementation is the diagnosed need. Credit named theories when accurate but do not require one absent an explicit demand. Strong analysis explains why either alone could be insufficient.

Optional neutral clarification: What in the situation supports your priority?

Mapped learning outcomes: LO14, LO16, LO17, LO18. AO3 and AO4 are evidenced through the question demand and whole performance. Apply the controlled four-criterion rubric without a numerical AO split. No separate question score.

Q2 · Indicative evidence

A growing café can initially fund either better staff training or faster supplier payments. Staff turnover is high, and a key supplier says late payment may stop deliveries. How should the owner decide which stakeholder need to address first?

Apply stakeholder interests, power, urgency and business dependence. Supply interruption threatens ability to trade; turnover threatens service and continuing cost. Weigh evidence, timescales and potential negotiated payment or staged training rather than asserting owners/customers always come first. A justified provisional priority and recognition of information needed can demonstrate evaluation. Mendelow can support reasoning but the candidate need not name it to earn valid criterion evidence. Do not treat future supply failure as certain when the case says may.

Optional neutral clarification: What further information might change your decision?

Mapped learning outcomes: LO4, LO5, LO37. AO3 and AO4 are evidenced through the question demand and whole performance. Apply the controlled four-criterion rubric without a numerical AO split. No separate question score.

Q3 · Indicative evidence

At a repair company, managers praise the number of jobs completed but rarely discuss faults. Staff believe that raising a quality concern will slow the team down. Analyse how this culture could obstruct a new quality policy and recommend an initial response.

Visible praise signals valued speed; the shared belief discourages speaking up, so a formal quality policy can fail through continued concealment or rushed work. Schein’s artefacts, expressed values and underlying assumptions can explain the tension; credit another accurate culture framework applied coherently. Possible responses include managers modelling discussion of faults, recognising reliable work or safe reporting. Explain how the response changes incentives or beliefs, and why a poster or policy announcement alone may be insufficient. Evaluate feasibility or persistence of old rewards; do not require coverage of all culture levels.

Optional neutral clarification: Why would your proposed response affect staff behaviour?

Mapped learning outcomes: LO31, LO32, LO33. AO3 and AO4 are evidenced through the question demand and whole performance. Apply the controlled four-criterion rubric without a numerical AO split. No separate question score.

Q4 · Indicative evidence

A clothing retailer is considering independent checks on its supplier's working conditions. The checks cost money now; a major customer wants reliable evidence before renewing its contract. Should the retailer view the checks mainly as a cost or an investment?

CSR/ethical responsibility concerns impacts on workers and stakeholders, not only immediate profit. Checks consume resources but may reveal problems, support corrective action, strengthen credible assurance and protect the customer relationship. Merely buying a check does not prove good conditions or guarantee renewal. Weigh immediate costs, quality of evidence, action on findings and wider worker interests. Accept a balanced or conditional judgement; do not require the preferred label investment. Distinguish prospective business value from accounting classification of expenditure: the question is about managerial reasoning, not capitalisation.

Optional neutral clarification: What would make the checks worthwhile?

Mapped learning outcomes: LO34, LO35, LO36, LO37, LO38. AO3 and AO4 are evidenced through the question demand and whole performance. Apply the controlled four-criterion rubric without a numerical AO split. No separate question score.

Q5 · Indicative evidence

A customer-support business pays staff reliably but gives them repetitive scripts and little responsibility. Managers can introduce either individual bonuses or greater ownership of customer cases. Use a motivation theory to recommend an approach, explaining one limitation.

Herzberg can distinguish reliable pay/hygiene from responsibility/achievement as motivators; Maslow or McGregor can also support a coherent answer. Apply the theory to repetitive work and limited autonomy. Ownership can improve engagement and resolution but requires training/support; bonuses may reward effort but risk narrow targets or miss dissatisfaction with job content. Weigh the chosen approach and one credible limitation. Do not claim that pay can never motivate, that all staff share identical needs or that a theory guarantees behaviour. No uniquely correct theory or choice.

Mandatory Q5 neutral follow-up for every candidate: Why is your chosen theory useful in this situation?

Mapped learning outcomes: LO24, LO25, LO26. AO3 and AO4 are evidenced through the question demand and whole performance. Apply the controlled four-criterion rubric without a numerical AO split. No separate question score.