Institute of Leadership & Management

INTERNATIONAL QUALIFICATION IN MANAGEMENT

IQual Award in First Line Management

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SECTION A: GENERAL QUALIFICATION INFORMATION

UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

- **Qualification Structure**. A qualification consists of credit based units of assessment. Each qualification will specify which units are mandatory and which are optional.

- **Qualification Sizes**. The sizes of the qualifications are specified in terms of the **minimum** total credits required. An Award is between 1-12 credits, a Certificate between 13-36 credits and a Diploma is more than 36 credits.

- **Learning Time**. One credit is equal to 10 hours of learning time. Learning time includes the average time it takes a learner to complete the learning outcomes. This could include tutorial time, group work, private study, reading, research, practical learning, work-based learning and assessment.

- **Guided Learning Hours**. Each qualification includes the minimum guided learning hours required for quality and funding purposes. Guided learning hours are the time that a member of staff is available to guide learners (this could include tutorials, guided reading, facilitated discussion, one-to-one feedback, online guidance etc).

The table below shows the difference between Guided Learning Hours and Learning Time

	Tutor Directed/Facilitated	Learner Directed	Assessment
Guided Learning Hours	- Induction - Tutorials and tutorial support time - Directed activities such as role play, case studies etc - Facilitated Group discussion - Action Learning Sets - Supervised work-based learning or practice - Directed on-line learning - Guidance prior to assessment		
Learning Time (formerly known as Notional Learning Time)	- Induction - Tutorial and tutorial support time - Directed activities such as role play, case studies etc - Facilitated Group discussion - Action Learning Sets - Supervised work-based learning or practice - Directed on-line learning - Guidance prior to assessment	- Reading - Research - Self-study - Discussion with relevant others in the workplace - Practice in the workplace - Online learning packages	Time taken for candidate to complete assessment

- **Level**. The level of a qualification indicates its complexity, the depth of learning required and the learner autonomy.

- **Certification**. Most learners will opt for full qualifications; however Certificates of Unit Credit are available for individual units if learners are registered on the Unit Payment Route.

ILM MEMBERSHIP

All registered candidates automatically become studying members of the ILM for one year, free of charge, and can enjoy a range of member benefits accessible through the ILM website. Membership can be activated online any time at www.i-l-m.com/activate. For further information contact Membership on 01543 266886 or send an email to membership@i-l-m.com. Studying membership includes:

Leadership and Management Development

- Online materials from Harvard Business Publishing on leading and motivating, delegating, time management, finance and budgeting, team management and coaching.
- Harvard's Stepping up to Management for first time managers to achieve immediate success.
- Skills files to provide quick overviews of key management topics.
- Resource guides with suggestions for useful books, articles and websites.
- A free place at an ILM evening event of your choice – join other members to hear guest speakers on topics such as coaching, leadership, confidence building, and networking.

ILM publications

- Receive *Edge* online, ILM's flagship leadership and management magazine by email nine times a year.
- Monthly e-bulletin, Newsroom, with topical leadership and management stories.

Career development

- Find the job you love with the ILM jobs board.
- Advice on presenting a professional image and dressing for success.
- Expert advice on writing a winning CV, successful interviews, working with recruitment agencies, plus recruiting the right people to fill your vacancies from the ILM Career Centre.

Resource Centre

- E-journals.
- Book loan service (UK only) and e-books.
- Reading lists for ILM qualifications, organised by qualification level.
- Study support for ILM qualifications at all levels.
- Resource guides for suggestions for useful books, articles and websites.
- Useful web links.

Lifestyle

- New Money-saving discounts on:
  - Insurance – car, home, professional indemnity, medical.
  - Business – meeting venues, office supplies, books, tax returns.
  - Leisure – CDs and DVDs, magazines, eye care, bed and breakfast, hotels, family days out, airport parking, foreign exchange, roadside assistance, health clubs, holidays, childcare.

Studying members are encouraged to upgrade to the appropriate professional grade of membership to enjoy additional benefits which will support their career and personal development.

APPROVAL FOR THE QUALIFICATION

Check that the centre has approval for the qualification/units it is intending to offer. If not, liaise with the Business Manager for any add-on approvals.

OCCUPATIONAL COMPETENCE

Tutors and/or those responsible for Centre (Independent Assessment)

Occupational Competence	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	• Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc. • Participation in CPD in relation to the relevant field and qualification requirements. • A qualification at the appropriate level in support of the relevant qualification.
Relevant and credible experience in the field of the relevant qualification.	• Current/recent experience appropriate to the level and key roles of the relevant qualification.
A qualification in support of assessment.	• Ideally hold D32 (workplace assessing qualification) and/or D33 (using diverse evidence qualification) or A1 (combination of D32 and D33). • Ideally hold or working towards the ILM Level 4 Award in Vocational Assessment of Leadership and Management.

Internal Verifiers

Occupational Competence	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	• Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc. • Participation in CPD in relation to the relevant field and qualification requirements. • A qualification at the appropriate level in support of the relevant qualification.
Relevant and credible experience in the field of the relevant qualification.	• Current/recent experience appropriate to the level and key roles of the relevant qualification.
Ideally hold or working towards a qualification in support of assessment and verification.	• Ideally hold D32 and/or D33. • Ideally hold or working towards A1. • Ideally hold or working towards the ILM Level 4 Award in Vocational Assessment of Leadership and Management. • Ideally hold D34 (Award for Internal Verifiers). • Ideally hold or working towards V1 (Award for Internal Verifiers).
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	• Demonstrating understanding of the organisation's management centre policies, procedures and practices. • Demonstrating knowledge and understanding of ILM's quality assurance policy, procedures and requirements. Recent assessment experience in the relevant field.

ENTRY REQUIREMENTS AND RECRUITMENT

- Candidates **must** be in a position to meet the assessment demands, which are work-based and reflective of nature. Ideally candidates should use their workplace as the basis for their assignments; however, candidates who are not employed could use their work in a voluntary organisation or work in an organisation with which they are familiar to complete their assignments.

- Candidates should have a level of literacy and numeracy appropriate to the International Qualification (IQual) they will be working towards. Centres may provide support to intending learners who do not have this level of literacy and numeracy.

- Learners who are sponsored by their employers and those without such sponsorship are equally eligible.

- Centres are required to demonstrate commitment to equal opportunities when recruiting. Guidance is available in the ILM Centre Manual.

- The ILM Centre Manual provides guidance for Centres in making arrangements for learners requiring Reasonable Adjustments or Special Considerations in respect of assessment. This should be done as early in the programme as possible.

PLANNING DELIVERY

- Select units to meet the needs of individuals and/or sponsoring organisation(s) ensuring that the credit value of these units adds up to the minimum number of credits required for the qualification.

- In selecting units ensure that the maximum credit for an Award does not exceed 12 credits and a Certificate 36 Credits.   The Unit Payment Route should be used for any additional units (once the bands have been exceeded).

- Decide on the method of delivery (ie: workshops, use of distance learning materials).

- Schedule diagnostic phases as appropriate.

- Plan tutorial support for the programme and for assessment.

- Prepare session plans to ensure the learning outcomes are met.

- Compile a resource list. This is a requirement for all qualifications that are level 4 or above. Resources may include books, journals, websites, DVDs, audio files etc.

- Select assessment methods to be used for optional units (ie: use of ILM materials) seeking External Verifier (EV) advice if appropriate. If summative assessment includes group work, the assessor must be able to assess individual learners against each of the unit(s) assessment criteria.

- Ensure that all staff who are to be involved in delivery, assessment and internal quality assurance have been authorised by ILM.

COMPILING A SCHEME OF WORK (SOW)

The SOW should show the Learner Journey. The type of information that should be included in this document is as follows:

- Information that will be shared with candidates during induction.
- Which mandatory and optional units are being delivered (including their levels and credit values). It should be clear whether the units are being delivered individually or whether they are being delivered in a thematic modular way (combinations of units and/or learning outcomes).
- It should be clear what tutor and candidate activities will enable the Learning Outcomes to be achieved (for example tutorials, workshops, group exercises, prescribed reading, research, reflection, role play, on-line learning etc). Reading, research and reflection are essential components for levels 4, 5, 6 and 7. Estimated times should also be included for the various activities.
- The names of the tutors who will be involved in delivery (and what components they will deliver).
- What assessment vehicles will be used (this should include both formative and summative assessment).
- The SOW should clearly show how the minimum guided learning hours for the qualification are accounted for.

INDUCTION

Each programme must start with a short induction which should include the following:

- An outline of the qualification and the related learner support available.
- The aims of the programme.
- Format of the programme (content, delivery methods, hours, attendance etc).
- The assessment requirements (assessment methods, support and resources available, submission dates, to whom assignments should be submitted, appeals procedure, plagiarism, any special considerations etc).
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
- Roles and responsibilities of centre staff, learners and ILM.
- Learning and study skills, including reference to use of library, internet and any open or on-line learning to be used.
- Free ILM studying membership and benefits.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Information about Learner Records and Fair Processing.
- Links with S/NVQs and/or Key or Core Skills where appropriate.

LEARNER REGISTRATION

- Full details of registration procedures are to be found in the ILM Centre Manual.
- It is strongly advised that candidate Unique Learner Numbers (ULNs) be obtained or verified prior to registration with ILM, in order to simplify the process, and to ensure that learners' successes can be recorded on their Learner Records (LRs). Further information about ULNs can be obtained at the Managing Information Across Partners (MIAP) Helpdesk on 08456 022589 or LRSsupport@miap.gov.uk or www.miap.gov.uk/lrs.
- Learners must be registered with ILM within **four weeks** of the beginning of a programme lasting more than **three** months, or within **one week** for programmes of shorter duration.
- Registration should be completed electronically via the Walled Garden, although a paper-based system is available if required.

PROGRAMME DELIVERY AND TUTORIAL SUPPORT

- Deliver the programme as scheduled, maintaining records of session attendance, or completion of distance learning as appropriate.
- Provide, and maintain records of, tutorial support (including dates and duration) for learners with particular emphasis on integrated and unit assessments.
- The time for tutorial support is shown in the Qualification Specific Information (Section B).

ASSESSMENT STRATEGY

- All units included in a qualification must be assessed. This includes both mandatory and optional units.
- Units can be assessed individually or in clusters (integrated).
- The assessment must address all of the assessment criteria for the relevant unit(s).
- Methodologies should be work-related and reflective as far as possible and should provide organisational benefits and lead to individual development.

Mandatory Units

- Assessment for mandatory units is prescribed.
- Any enhancement to the mandatory assessment (for example, including additional optional units to the mandatory assessment) must be agreed in writing by your ILM Quality Manager.
- Although you may integrate the assessment, you must still use the mandatory mark sheet (thus for marking purposes you will have a mark sheet for the mandatory components and a mark sheet for the optional components). This is simply to ensure a clear audit trail until this process becomes embedded and more mature. The ILM Quality Manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office.
- In exceptional circumstances and to meet a specific need Centre's may deviate from the prescribed mandatory assessment. This must be done in full consultation with the quality manager and must be approved by them prior to use. The ILM quality manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office. The alternative assessment should be work-based or reflective in nature.

Candidates must achieve 50% overall and a minimum of 33% (one third) for each section of the mandatory assessment. This is to ensure that candidates adequately complete all sections of the mandatory assignment(s).

- The ILM Quality Manager must forward an electronic copy of the agreed assessment to the Head of Quality and Administration at ILM so that this can be appended to the Centre's electronic file.
- Candidates who progress from an Award to a Certificate or from a Certificate to a Diploma at the same level will not have to repeat mandatory assessment. If however, a candidate has completed a mandatory unit as an option and then progresses from a smaller qualification to a larger qualification, they will have to complete the mandatory integrated assessment. They can use the work previously completed for the optional assessment as the base for the integrated assessment.
- Some qualifications allow a choice of Centre (Independent) or ILM (External) assessment. Where this choice exists this is shown in the Qualification Overview.
- All Centre (Independent) assessment is subject to review by the ILM Assessment Support Team (AST). This team may call in scripts from time to time to monitor consistency.

Optional Units

- Centres can assess optional units individually or in combination as integrated assessments. The latter will reduce the number of assessments and replicate the integrated nature of management.
- ILM has provided outline suggestions for optional units contained within a qualification. ILM also has 'ready-to-use' downloadable assessments for most of the management units available from Customer Services in Lichfield. An order form for purchasing these is available for download from the Centre Resources area of the ILM website
- Centres can develop their own assessment, but must use all assessment criteria for the unit(s).
- Candidates must achieve 50% for each optional assessment. Candidates are not required to pass each section in the optional units.

Integrating Assessment

Centres deciding to integrate units should start by looking at the various units and fully understand the learning outcomes before considering the following:

- Units that have some overlap.
- Units where the one may logically follow on from the other (sequence).
- Units where the knowledge required in one unit may be used to evidence the skill required in another.

A group brain-storming activity may be useful in identifying units that can be integrated.

Checklist for Integrating Assessment

Things to Consider	Tick
Decide which template you will use (ILM templates for mandatory units could be used. A mandatory assessment can be saved under a new name and the existing content stripped from this to form the template for the integrated assessment being developed).	
Cut and paste all the assessment criteria from the units that will be integrated into a template.	
Arrange the assessment criteria into a logical groupings (these may form the various sections for the assessment). A mind-map is useful when doing this.	
Choose an assessment method that is fit for purpose.	
Write the section guidance to the candidates at the appropriate level, paying careful attention to the verbs used in the assessment criteria. Give sufficient, clear and appropriate guidance to the learner throughout.	
Use appropriate section headings in the assessment that are descriptive and reflect the content.	
Check that the assessment guidance written matches the assessment criteria.	
Check that the assessment guidance allows the learner the opportunity to provide evidence for all the units assessment criteria.	
Check that the assessment is realistic and work-related (as far as possible).	
Check that the principles of assessment (VACS) have been adhered to.	
Check that the assessment is comprehensive, but clear and presents no artificial barriers to learners.	
Write a good, clear and comprehensive introduction to the assessment that accurately reflects the content.	
Give a relevant word count (if required).	
Allocate marks or a weighting to each section of the assessment based on the complexity of the work (do not only focus on the quantity of the work).	
Ask a competent colleague to check the assessment developed and give feedback.	

Assessment notes for candidates

The information shown below must be conveyed to candidates within the appropriate context:

- Where stated, select topics in your own organisation and/or area of work, (or within another organisation if you are currently unemployed).
- You may wish to discuss your choice of topics with your line manager or tutor prior to writing up your assessment(s).
- Structure your work by using the headings shown in bold when writing up your assessments.
- An approximate word count is shown for each mandatory assessment. This should be seen as a guide only, to help you achieve a balanced piece of work.
- The total marks available for each section and the minimum required to pass is shown in brackets on each mandatory assessment.
- The overall pass mark is 50 marks, but you also have to achieve the minimum marks in each section on the mandatory assessment.
- Candidates must achieve half the total marks (ie: at least 50 per cent) for each optional assessment.
- Study the assessment criteria shown for each unit carefully and check to see that your work "measures up" before you submit.
- Whilst you will not be penalised for weak spelling and grammar, you should remember that this may affect the meaning of your document. It is therefore expected that appropriate attention be given to such matters.
- Remember that your tutor is there to support and guide you.
- All material will be kept confidential and secure as far as is reasonably possible.

- Ask your tutor if you are not sure about the submission date.
- Ensure that you do your own work and do not plagiarise work from others. If you are not sure what is meant by plagiarism speak to your tutor who will clarify, or may provide you with some notes produced by ILM in the Centre Manual.

QUALITY ASSURANCE

- External verifiers have the right to contact learners as part of their routine quality assurance activities. This may be face-to-face, by telephone or e-mail.
- Centres must retain all marked scripts and mark-sheets (hard copy or electronic) for at least 6 months after receipt of the certificates from ILM to facilitate quality assurance and assessment review.
- Centres must also retain assessment records for at least 4 years.
- The role of the QA is to confirm or challenge the judgement of the assessor and to check consistency between assessors. Any inconsistencies should be referred back to the assessor. The QA should also check that the assessor is giving comprehensive objective feedback in line with the assessment criteria.

FINAL RESULTS

Centre (Independent) Assessment

- The results for all mandatory assessment(s) should be entered on the Schedule of Results for each candidate.
- Where a learner's initial attempt is unsuccessful, further attempts may be made before submitting the Schedule of Results.
- All re-assessments must be completed in sufficient time to claim certification before the registration period for the candidate expires.
- Where the Centre does **not** have direct claims status for the qualification, the signature of the EV **must** be obtained before claiming certification.
- Send the Schedule of Results to ILM London to claim certificates for successful candidates.

CERTIFICATES

- Final certificates will be issued to candidates on successful completion of all the mandatory and/or optional unit assessments required for a qualification. The certificate will be accompanied by a transcript listing the actual units achieved by the candidate. Where candidates complete more units than are required for the qualification, these will also be listed on the transcript.

- Certificates of Unit Credit can be claimed where candidates are registered on the Unit Payment Route, by entering successfully completed units onto the individual Schedule of Results.

SECTION B: INTERNATIONAL QUALIFICATION SPECIFIC INFORMATION

QUALIFICATION OVERVIEW:

IQual Award in First Line Management	
Purpose of the qualification	The Award aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing basic management skills and assisting participants in gaining the basic knowledge required at this level.
Progression routes	IQual Certificate in Management
Credit Value	Minimum 5 credits including 2 mandatory credits
Induction	1 hour
Tutorial Support	At least 2 hours
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	Minimum 24 Glh
To be completed within	3 Years

Structure	Mandatory Units	Credit Value
	M3.01 Solving problems and making decisions *11 glh*	2
	Optional Units	**Credit Value**
	M3.02 Understanding change in the workplace *11 glh*	2
	M3.03 Planning Change in the workplace *11glh*	2
	M3.04 Achieving objectives through time management *7 glh*	1
	M3.05 Writing for business *7 glh*	1
	M3.06 Managing creativity and innovation in the workplace *7 glh*	1
	M3.07 Obtaining information for effective management *10 glh*	2
	M3.08 Managing customer service *7 glh*	1
	M3.09 Giving briefings and making presentations in the workplace *6 glh*	1
	M3.10 Introduction to leadership *6 glh*	2
	M3.11 Building the team *5 glh*	1

QUALIFICATION(S) OVERVIEW:

	M3.12 Motivating to perform in the workplace *10 glh*	2
	M3.13 Developing yourself and others *11 glh*	2
	M3.14 Managing conflict in the workplace *4 glh*	1
	M3.15 Managing stress in the workplace *8 glh*	1
	M3.16 Managing the employment relationship *7 glh*	2
	M3.17 Recruiting, selecting and inducting new staff in the workplace *10 glh*	3
	M3.18 Coaching and training your work team *7 glh*	2
	M3.19 Providing quality to customers *6 glh*	2
	M3.20 Planning to work efficiently *6 glh*	2
	M3.21 Organising and delegating *6 glh*	1
	M3.22 Managing projects *7 glh*	2
	M3.23 Managing health and safety at work *10 glh*	3
	M3.24 Understanding organisations in their context *13 glh*	2
	M3.25 Understanding culture and ethics in organisations *7 glh*	2
	M3.26 Managing performance *6 glh*	1
	M3.27 Working with costs and budgets *7 glh*	1
	M3.28 Managing the efficient use of materials *6 glh*	1
	M3.29 Managing the effective use of equipment *6 glh*	1
	M3.30 Understanding the communication process in the workplace *6 glh*	1
	M3.31 Influencing others at work *6 glh*	1
	M3.32 Communicating one-to-one at work *9 glh*	1
	M3.33 Effective meetings for managers *4 glh*	2
	M3.34 Understanding workplace information systems *6 glh*	1
	M3.35 Marketing for managers *4 glh*	1
Assessment	Work Based Assignment – See Appendices B and C Centre (Independent Assessment only).	

APPENDIX A

Unit Specifications for IQual Award in First Line Management

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Please note with regard to the Unit specifications:

1. The entry 'level' refers to the UK National Qualification Framework; the IQual Award in First Line Management has been mapped to this
2. Some of the entries in the 'Additional information' columns make reference to UK National Occupational Standards (NOS) this is for information only

Title:	Solving problems and making decisions (M3.01)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to describe a problem, its nature, scope and impact	1.1 Describe a problem, its nature scope and impact
2 Know how to gather and interpret information to solve a problem	2.1 Gather and interpret information to identify possible solutions to a problem
3 Know how to solve a problem	3.1 Briefly summarise the options, providing facts and evidence, not just opinion 3.2 Use at least one simple decision making technique to evaluate options to arrive at the best solution
4 Know how to plan the implementation and communication of decisions	4.1 Plan the implementation and communication of the decision 4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of solving problems and making decisions as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C2, C5, C6, F6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	11

Additional Guidance about the Unit
Indicative Content:

1	- Simple ways to recognise, investigate and analyse problems - Objective setting in relation to problem - Brainstorming and creative thinking techniques
2	- Difference between data and information - How to calculate and use simple averages and basic summary statistics - How to prepare and use grouped data and tables - Interpretation of charts and diagrams - Methods of indexing, referencing and structuring qualitative information
3	- How to evaluate options - The importance of adequate and relevant information for effective decision-making - Identification of what information is relevant to specific decisions - Simple decision making techniques
4	- Effective presentation of a case – ie, providing facts and evidence, not just opinion - Monitoring and review techniques to evaluate outcomes of problem solving activities

Title:	Understanding change in the workplace (M3.02)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Understand change in an organisation	1.1 Explain the benefits of innovation and change for the organisation 1.2 Identify the barriers to change and innovation in the workplace and explain practical ways of overcoming these barriers 1.3 Explain why communication is important in successful implementation of change
2. Understand the effects of change on people and finance in an organisation	2.1 Explain possible human and financial effects of change upon people, departments and the organisation

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of Understanding Change as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	11

Additional Guidance about the Unit	

	Indicative Content:
1	• The benefits of change and the consequences of not changing • The role of change in the survival and prosperity of organisations • Concepts of creativity and innovation and their significance for organisational success and change management • The role of communication in successful implementation of change • Barriers to change and innovation – how to identify them and other difficulties in implementing change • Means of overcoming barriers and difficulties including unfreezing and freezing techniques • Methods to monitor and control progress of change against plan, including use of Gantt charts, network planning
2	• Change fatigue and its adverse effects • Ways to organise and co-ordinate resources and activities to achieve planned change • Simple introduction to the difference between fixed and variable costs • Direct and indirect aspects of change – human and financial effects upon other people, departments and organisations

Title:	Planning change in the workplace (M3.03)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the forces for change in an organisation	1.1 Identify the forces that may require own organisation to change by conducting a simple PESTLE and/or SWOT analysis
2 Understand planning for change in an organisation	2.1 Give an example of change required in the workplace reflecting the SWOT and/or PESTLE analyses 2.2 Use a technique for planning change within the context of the example given 2.3 Identify relevant human and financial factors in the consideration of change within the context of the example given 2.4 Explain how to communicate with and involve people to facilitate effective change
3 Understand continuous improvement in an organisation	3.1 Explain the importance of quality awareness and the need to continuously improve the organisation 3.2 Identify the organisation's quality standards 3.3 Use a continuous improvement tool or technique relevant to the workplace 3.4 Explain ways of involving the team in quality and continuous improvement 3.5 Discuss ways to evaluate continuous improvement activities

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of planning change as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C5

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	11

Additional Guidance about the Unit

Indicative Content:

1	• Simple PESTLE analysis • Organisational SWOT analysis
2	• The principles of change management • Basics of system theory and process design • Methods of planning for change • Use of Gantt charts, network planning as tools for planning change • Identification of human and financial factors in the consideration of change • Differentiate between fixed and variable costs • The importance of communication and involving people to facilitate effective change
3	• The importance of quality awareness and the need to strive for continuous improvement • Service standards as appropriate to own organisation • Quality circles, benchmarking, Kaizen • The importance of commitment and loyalty to the organisation • Ways to involve people in quality and continuous improvement, including suggestion schemes/role models • Ways to evaluate continuous improvement activities

Title:	Achieving objectives through time management (M3.04)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Know how to use effective time management to prioritise and achieve objectives	1.1 Set SMART objectives for own workload, list them in order of priority and establish appropriate time scales for their achievement 1.2 Plan the achievement of the objectives using an established time management technique 1.3 Identify constraining or limiting factors that could hinder the achievement of any one of these objectives 1.4 Briefly explain the monitoring techniques for any objective

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of achieving objectives through time management as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: A2, F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit
Indicative Content:

| 1 | How to set SMART objectives Setting priorities to achieve objectives Urgency vs. importance when prioritising Negotiating techniques Time logs Constraining or limiting factors Application of simple planning and monitoring techniques Methods to measure achievement of objectives |

Title:	Writing for business (M3.05)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
5 Know how to write a report	1.1 Write a report to meet specified standards 1.2 Incorporate basic statistics and visual material in the content or in an appendix 1.3 Use effective and appropriate tone, language and level of formality in a report

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of writing for business as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit	

Indicative Content:

1
- The value of the written word in avoiding errors and providing permanent records
- The purpose and conventions of letters, memos, reports and e-mails in use within the organisation
- Planning for writing, including use of available information and the needs of the recipient
- Image, structure, layout conventions including "house styles"
- The importance of objectives and the reader
- Report structures – to meet standard and specific requirements (ILM and/or in-company formats)
- Incorporation of statistics and visual materials, and the use of appendices to enhance understanding
- Effective and appropriate use of tone, language, level of formality in a range of cases
- Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Managing creativity and innovation in the workplace (M3.06)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the importance of creativity and innovation for the organisation	1.1 Use a technique to encourage creative ideas amongst team members 1.2 Explain barriers to creative thinking and resistance to innovation within the team 1.3 Explain how to gain the commitment of others in moving creative ideas forward 1.4 Evaluate creative and innovative ideas and make reasoned recommendations to managers and others

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of creativity and innovation as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit

Indicative Content:

1	• The importance of creativity and innovation for organisational success • Auditing techniques to assess an organisation's ability to innovate • A range of different techniques for encouraging creative ideas amongst team members (eg: brainstorming, nominal group technique, TRIZ, SCAMPER, synectics, random juxtaposition) • Barriers to creative thinking and resistance to innovation within organisations • Methods of leading others in a creative ideas generation and assessment process • Evaluation techniques to assist making reasoned recommendations to managers and others

Title:	Obtaining information for effective management (M3.07)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to gather information	1.1 Use basic data collection techniques to gather information from external, internal and internet sources
6 Know how to validate and analyse information and draw conclusions	2.1 Check the validity and accuracy of information gathered 2.2 Analyse information gathered and draw conclusions
7 Know how to design and analyse questionnaires	3.1 Design a simple workplace questionnaire that includes a minimum of four different types of questions 3.2 Describe a representative sampling technique 3.3 Briefly describe how the questionnaire could be administered 3.4 Describe a simple technique for analysing the results of the questionnaire

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of obtaining information as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D1, F1 Links to SFEDI 2006 NOS: YS4
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI Management Standards Centre (MSC)

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	10

Additional Guidance about the Unit	
Indicative Content:	
1	• The value of valid, accurate and timely information to the organisation • Basic means of data collection – questions, observation, surveys, source records • Basic questioning techniques • How to prepare and use surveys and questionnaires • Constraints on the availability of and access to data, including legal issues • How to validate data and information
2	• Means of determining the value (validity, accuracy, efficiency, effectiveness) of information sources • Internal sources – documentation, standard reports, etc • External published sources (including Government statistics) • Accessing the Internet, use of search engines, usefulness of web-based materials • Obtaining information from the internet employing Boolean search terms (the words – and, or, not) • Analysing information • Reaching conclusions
3	• Application of questionnaires in the workplace • Basic representative sampling techniques • Recognition of realistic response rates to questionnaires • How to design effective questions and response options • The importance of structure and appearance in questionnaire design • Pilot surveys to test reliability and validity • Administration of questionnaires by post, telephone or interview • Simple techniques for analysing the results of questionnaires

Title:	Managing customer service (M3.08)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1　Understand basic customer service	1.1　Briefly describe at least two legal rights of customers 1.2　Briefly describe two of the organisation's commitments to customers 1.3　Briefly describe the manager's responsibilities in relation to customer service
2　Know how to care for the customer	2.1　Identify an external and an internal customer of the organisation 2.2　Describe how customer needs are identified 2.3　Explain how customer service standards and procedures are used to meet customer needs 2.4　Explain how they could monitor customer service against the standards set

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of meeting customer needs as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: F6, F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008

Unit guided learning hours	7

Additional Guidance about the Unit

Indicative Content:

1	- How to identify the internal customer chain, external customers, and potential customers - Techniques for identifying customer needs - Methods of establishing relevant customer care standards and procedures - Use of appropriate planning and quality systems to monitor and fulfil customer care standards - Methods to establish and maintain effective relationships with customers at all stages
2	- The legal rights of customers (law of contract, sale of goods and services, trade descriptions, etc) - Organisational commitments to customers (contract terms, warranties and guarantees, service standards, etc) - Methods of identifying customer requirements and expectations - Standards and benchmarks - Manager's responsibilities and authority in relation to customer service

Title:	Giving briefings and making presentations in the workplace (M3.09)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Know how to conduct a briefing or presentation	1.1 Select appropriate information in line with the objectives of the briefing or presentation 1.2 Logically structure the content of the briefing or presentation 1.3 Introduce an appropriate management topic clearly 1.4 Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation 1.5 Present information clearly 1.6 Display confidence in the subject matter 1.7 Keep to time 1.8 Use feedback to check understanding 1.9 Design a simple evaluation form

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of briefing and presentation skills as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1
- Selection of relevant information content
- How to plan and prepare effectively for briefings (account for Purpose; Audience; Content; Form)
- Formal and informal presentation skills including platform techniques and visual aids
- How to evaluate briefings/presentations
- Use of feedback to check understanding
- Reporting back to management after briefing
- The value of various methods of data presentation – tables, graphs, charts, diagrams, Gantt charts, etc
- Evaluation of alternative methods to select the most appropriate for a given situation
- How to construct a range of data presentation methods
- The use of spreadsheets for the creation of graphs, charts and diagrams
- How to interpret information contained in charts and diagrams, and explain this to others
- Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Introduction to leadership (M3.10)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Understand leadership styles	1.1 Identify the factors that will influence their choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour
2. Understand leadership qualities and review own leadership qualities and potential	2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model

Additional information about the unit	
Unit purpose and aim(s)	To develop an introductory knowledge and understanding of leadership as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	• Differences and similarities between leadership and management, and the need for each of them • Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblIQualue leader, transactional/transformational) and their significance for task performance, culture and relationships • Leadership behaviours and the sources of power
2	• Identification, development and appropriate choice of personal leadership styles and behaviours • The role of trust and respect in effective team leadership • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Building the team (M3.11)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand how to develop and maintain trust at work	1.1 Explain behaviours which could develop and maintain trust at work 1.2 Explain why confidentiality is important in building and maintaining trust in the team
2 Know how to build the team	2.1 Give one example of a group and one example of a team within the workplace. Justify the classification of examples given 2.2 Briefly describe the stages of an established model of group formation Explain how a manager could benefit from knowing team members' preferred team roles

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of building the team as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C5, C6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	5

Additional Guidance about the Unit

Indicative Content:

1	• The nature of formal and informal working relationships • Role of open communications and the need to keep people informed, in creating effective working relationships • Range of internal and external contacts • Differences between people, and the effects on relationship building • Differences in organisational culture, and the effects on relationship building at work • Social skills appropriate to the workplace • Range of behaviours which develop, maintain and destroy trust at work • The importance of maintaining confidentiality in the workplace
2	• Characteristics of groups and teams – the differences, examples within the workplace • Tuckman's theory of group formation • How to identify team roles (eg Belbin) and the uses and implications for managers • Building a balanced team to achieve objectives

Title:	Motivating to perform in the workplace (M3.12)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the value of assessing performance to meet organisational and individual needs	1.1 Explain the value of formal and informal performance assessment in the workplace 1.2 Identify ways that could ensure fair and objective formal assessment
2 Know how to motivate the team to improve performance in the workplace	2.1 Outline the factors that influence how people behave at work 2.2 Explain how to apply one basic recognised theory of motivation to team members
3 Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve communication and performance 3.2 Compare the effectiveness of different types of feedback

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of motivating the team to perform as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6, D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008

Unit guided learning hours	10

Additional Guidance about the Unit

Indicative Content:

1	• The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal) • Ways to ensure fair and objective assessment • Preparations necessary for effective, valid and reliable assessments • Feedback techniques following assessment • Roles and responsibilities of individuals in the performance assessment process • Appropriate assessment records • How to conduct formal appraisals
2	• Overview of the factors influencing behaviour at work • Basic theories of motivation and their application to teams and individuals • Styles and patterns of behaviour at work • Range of techniques to motivate individuals and monitor performance • Positive approaches to offset negative attitudes in the workplace
3	• The importance of feedback to improve communication and performance • Types of feedback and their relative values in communication (visual, written, oral, aural) • Use of feedback to improve the performance of individuals in the workplace • How to use feedback techniques (formal/informal; positive/negative; timescale; format) • How to elicit feedback from others to improve own performance

Title:	Developing yourself and others (M3.13)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to identify development needs and develop self and others to achieve organisational objectives	1.1 Use at least one simple technique for identifying own development needs and the development needs of one other member of the team 1.2 Identify own learning style(s) and the learning style(s) of one other member of the team 1.3 Briefly analyse two learning/development options to meet need(s) of self and one other member of the team 1.4 Identify barriers to learning and explain how these barriers can be overcome 1.5 Identify support mechanisms for the development of self and one other member of the team 1.6 Describe methods used to monitor the development of self and one other member of the team

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of developing self and others as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: A2, C6, D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008

Unit guided learning hours	11

Additional Guidance about the Unit

Indicative Content:

1	• Use of job description, matching to own CV • Personal SWOT analysis • Organisation's objectives and development plans and significance for own development • Obtaining feedback on performance from line managers and colleagues • Simple training needs analysis – using outcomes of SWOT and PESTLE analyses • Identification of preferred learning styles • The importance of taking responsibility for own personal development • Value of learning and the importance of encouraging a commitment to learning • Identification of potential development opportunities • Barriers to learning, and methods to overcome them • Development plans including timescale and resource implications • Available support mechanisms • How to compile learning logs and records of activities

Title:	Managing conflict in the workplace (M3.14)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to resolve conflict in the workplace	1.1 Identify causes of conflict at work 1.2 Describe the stages in the development of conflict 1.3 Explain the effects of conflict on individual and team performance at work 1.4 Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace 1.5 Describe how a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of managing conflict and supporting individuals as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	4
Additional Guidance about the Unit	

Indicative Content:	
1	• Possible causes of internal conflict, eg: personal versus business/enterprise objectives/values • Causes of interpersonal friction at work, including bullying and harassment • The effects of conflict on performance and the individual at work • Stages in the development of conflict • The manager's responsibility in minimising and resolving conflict, and techniques to achieve this • Ways to create harmony at work and engender a positive atmosphere

Title:	Managing stress in the workplace (M3.15)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand how to manage own stress and minimise stress in others	1.1 Examine the causes and impact of stress in the organisation 1.2 Describe the symptoms of stress in self and in others 1.3 Explain one practical stress management technique 1.4 Outline management responsibilities and actions in relation to work-related stress in the team
2 Know how to support individuals in the team	2.1 Explain how to decide when to provide advice, mentoring or counselling to support individuals in the workplace

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of managing stress as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C6 Links to SFEDI 2006 NOS: YS3, OP5, OP8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	8

Additional Guidance about the Unit	

	Indicative Content:
1	- Causes and impacts of stress at work - Symptoms of stress in self and in others - Implications of stress for workplace and non-work activities/relationships - Implications and effects of stress for individuals and organisations - Management responsibilities in relation to work-related stress - Simple practical stress management techniques - Sources of available support for stress sufferers - Action planning and review techniques
2	- Definitions of counselling, advising and mentoring and when to use each of them to support individuals - Principles of counselling - Mentoring, and the mentoring cycle - Range of available counselling and support mechanisms

Title:	Managing the employment relationship (M3.16)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand diversity in the workplace	1.1 Identify the main provisions of statutory requirements for the employment relationship, discrimination at work and fair employment 1.2 Identify the organisation's employment policies and procedures that could guide the first line manager in managing diversity in the workplace 1.3 Explain the importance of diversity in the workplace 1.4 Explain the consequences of non-compliance with diversity policies for own work area and for the organisation
2 Know how to maintain discipline in the workplace	2.1 Identify the organisation's employment policies and procedures that could guide the first line manager in dealing with disciplinary issues 2.2 Describe how they could monitor discipline in the workplace 2.3 Briefly describe the legal aspects of the disciplinary process 2.4 Review own ability to maintain discipline in the workplace

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of the employment relationship as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B11, D1, D3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit

Indicative Content:

1	- Definition of diversity and its impact on the organisation and its activities - Legislation as it affects employment – sex, age, ethnicity, disability, etc - Own organisation's policies and procedures - Significance of diversity in the market place - The consequences of non-compliance for own work area and the organisation
2	- Organisational employment policies, (eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct) - Records and other means to support and monitor the disciplinary process - Legal aspects of disciplinary processes

Title:	Recruiting, selecting and inducting new staff in the workplace (M3.17)
Level:	3
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to plan to recruit	1.1 Identify the organisation's policies and procedures that could guide the first line manager in recruitment, selection and induction 1.2 Conduct a job analysis and prepare a job description and person specification for a post within own area of responsibility
2 Know how to select the right person	2.1 Explain how they could prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant 2.2 Explain a recognised selection technique that could be used during interviews
3 Understand the induction process	3.1 Explain the importance of effective induction 3.2 Describe the phases of induction in the organisation 3.3 Describe which legal and practical aspects of health and safety should be included in the organisation's induction process 3.4 Explain one method that could be used to record an individual's progress during induction 3.5 Explain how an induction process could be evaluated

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of recruitment, selection and induction as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	10

Additional Guidance about the Unit

Indicative Content:

1	• Own organisational recruitment policies and procedures • Basic legal aspects of recruitment • Simple techniques for job analysis • How to prepare job descriptions and person specifications • Range of methods of advertising vacancies, internally and externally, and how to select the most appropriate for a variety of posts
2	• The relative merits of internal and external applications • Use of job descriptions and person specifications to shortlist applicants • Preparation for selection interviews to ensure impartiality and optimum decision • Selection interviewing techniques • Alternative methods for selecting the most suitable applicant
3	• The importance of effective induction • The phases of induction (eg: organisational, local team, facilities, spread over time) • Matching of organisational and individual needs during induction • Legal and practical aspects of health and safety to be included • Methods to monitor and record an individual's progress • How to evaluate the effectiveness of the induction process

Title:	Coaching and training your work team (M3.18)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1　Understand training appropriate to the workplace	1.1　Clarify the training need 1.2　Explain two training techniques appropriate to the workplace situation 1.3　Explain how they could cater for different learning styles when training individuals in the workplace 1.4　Explain one relevant feedback technique that could work effectively in the workplace situation 1.5　Describe methods of evaluating the effectiveness of training 1.6　Explain how they could maintain training records
2　Understand how to coach an individual in an organisation	2.1　Clarify the coaching need 2.2　Explain how to plan the coaching for an individual in the organisation 2.3　Explain the importance of feedback in coaching 2.4　Describe one method of evaluating the effectiveness of coaching

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of coaching and training as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private

Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit
Indicative Content:

1	• Identifying when training is an appropriate method to address a development need • Training techniques appropriate to the workplace situation • Range of learning styles and their implications for training design • Relevant feedback techniques • Methods to evaluate effectiveness of training • Appropriate recording systems • Supervised practice or simulation to develop the ability to apply knowledge and skills
2	• Identifying when coaching is an appropriate method to address a development need • Coaching techniques as appropriate to the workplace situation • Role of feedback in coaching • Methods to evaluate effectiveness of coaching • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Providing quality to customers (M3.19)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand quality within an organisation	1.1 Explain why quality is important to internal and external customers in the organisation 1.2 Explain what is meant by Total Quality Management 1.3 Explain the difference between design quality standards and process quality standards 1.4 Identify one example of the cost of quality in the workplace
2 Know how to deliver quality within an organisation	2.1 Briefly describe the quality system used by the organisation 2.2 Identify two quality standards set for the organisation 2.3 Briefly describe tools used to monitor quality in the workplace 2.4 Briefly describe records for maintaining quality in the workplace 2.5 Identify two practical and positive steps to improve quality to meet customer requirements in the workplace

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of providing quality to customers as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management

Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit	

Indicative Content:

1	• Quality and its importance to customers (internal and external); difference between quality assurance and quality control • Difference between design quality and process quality standards • The cost of quality (positive and negative aspects) • Total quality management
2	• Quality systems – ISO 9000, EFQM and IiP (the benefits of accreditation, and how to gain it) • The total quality management concept • Practical steps to quality – team approaches • Records for maintaining quality • Tools for quality – the role of statistics in quality control as relevant to organisation

Title:	Planning to work efficiently (M3.20)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to plan work	1.1 Identify targets set for the team; and state indicators to measure performance 1.2 Use one appropriate planning technique to plan a job activity 1.3 Explain one technique to monitor and control a planned job activity 1.4 Explain the importance of the supply chain in delivering results and meeting customer requirements
2 Understand the importance of efficiency and effectiveness to achieve objectives	2.1 Explain the importance of effectiveness and efficiency to achieve their workplace objectives 2.2 Explain how efficiency and effectiveness are measured in their organisation

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of planning to work efficiently as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit
Indicative Content:
1	• Links between organisational and team objectives • Target setting and performance indicators • Planning techniques appropriate to job activity (eg. task/work/production schedules, timetables, rotas, Kanban systems, Just In Time and Take time, etc, as appropriate) • Importance of supply chain in delivering results and meeting customer requirements • Monitoring and control techniques and records • Use of results to "close the loop", so ensuring that objectives are achieved
2	• Definitions of effectiveness and efficiency, and the difference between them • The need to achieve results and meet objectives • The importance to the organisation of operating efficiently • Potential for conflict between efficiency and effectiveness, and ways to resolve this

Title:	Organising and delegating (M3.21)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to organise people to achieve objectives	1.1 Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives 1.2 Use one technique to identify the appropriate person for an activity 1.3 Explain how human resource planning can be used to assure output and quality
2 Know how to delegate to achieve workplace objectives	2.1 Give one example of delegation and one example of empowerment in the workplace 2.2 Identify one barrier to delegation and one mechanism to support delegation 2.3 Explain one technique that could be used to monitor the outcomes of delegation in the workplace 2.4 Review the effectiveness of feedback, recognition and reward techniques in the workplace

Additional information about the unit

Unit purpose and aim(s)	To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private

Units available from	01/01/2008
Unit guided learning hours	6

| **Additional Guidance about the Unit** ||

| **Indicative Content:** ||

1	- The importance of planning the team's work to achieve objectives - Techniques for deciding the most appropriate individual to undertake the activity - The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this - Outline of the principles of human resource planning to assure continuity of output and quality
2	- Definitions of authority and power; responsibility and accountability - Concepts of delegation and empowerment - Process of delegation including barriers and support mechanisms - Techniques to monitor outcomes of delegation - Feedback, recognition and reward techniques

Title:	Managing projects (M3.22)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use one simple tool for determining the financial viability of the project 1.3 Plan the project using one appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans 1.5 Use one project evaluation technique
2 Understand the costs and benefits resulting from a workplace project	2.1 List areas where net savings could be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that could result from the workplace project

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of managing projects as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

Additional Guidance about the Unit
Indicative Content:

1	- Basic project design principles - Simple tools for financial appraisal of projects - Project planning techniques (Gantt charts, Flow charts, Network planning) - Use of objectives and targets/milestones to monitor performance and review plans - Project evaluation and review techniques
2	- Recent or current examples of change (including the work-based project) - The costs associated with change – increases or savings - Non-financial costs and benefits of change (social, environmental, human elements)

Title:	Managing health and safety at work (M3.23)
Level:	3
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand health and safety at work	1.1 Identify two pieces of legislation relating to health, safety and welfare at work 1.2 Explain two duties statute law imposes on both the manager and the team 1.3 Outline the manager's responsibilities contained within the organisation's Health and Safety Policy 1.4 Explain the meaning of "a competent person" 1.5 Identify two ways to provide Health and Safety information, instruction and training to the team 1.6 Identify expertise available in the organisation to help and advise the manager on health and safety issues
2 Understand risk assessment and accident prevention in the workplace	2.1 Conduct a simple risk assessment in the workplace 2.2 Explain one practical accident prevention and control measure that could be implemented in the workplace
3 Understand the organisation's environmental responsibility	3.1 Explain the importance of environmental responsibility for own organisation 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its environmental responsibility

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of health and safety at work as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D6, E6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if	Management Standards Centre (MSC)

required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	10

Additional Guidance about the Unit

Indicative Content:

1	• General legal background – statute law, common law negligence and their effects on the workplace • Approved Codes of Practice and Guidance Literature as relevant to own organisation • Experts available to help and advise • HSWA 1974 and Regulations and Fire Precautions Act 1971 • Levels of statutory duty and legal obligations to provide Health and Safety information, instruction and training • Consultation with employees duties inc. Safety Representatives and role of Safety Committees • Recording and reporting of injuries, diseases and dangerous occurrences • Importance of creating a safety culture at work and taking account of health and safety in all decision-making
2	• Definition of accident and incident • Simple accident theory – the types and causes of accidents, especially in own organisation • Methods for managing safety in the workplace • Risk assessment procedures and associated documentation • Practical accident prevention in own workplace • Handling and lifting techniques as appropriate • Reacting to and coping with accidents at work
3	• The importance of environmental protection to the organisation • The manager's responsibility to implement environmental protection policies and procedures

Title:	Understanding organisations in their context (M3.24)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
3 Understand the context within which an organisation operates	1.1 Identify the legal entity of the organisation 1.2 List the operational functions within the organisation 1.3 Use an organisational chart to identify own role, span of control and reporting line in the organisation 1.4 Briefly outline the roles and responsibilities of managers at different levels of the organisation 1.5 Briefly explain the relevance to an organisation of its different stakeholders
4 Understand the financial environment within which an organisation operates	2.1 Explain the importance of financial information for management 2.2 Identify the main financial documents needed by the organisation and briefly describe the information they contain 2.3 Identify the most significant financial indicators of business performance in the organisation and briefly describe their relevance 2.4 List the main sources of long, medium and short term funds for the organisation
5 Understand the economic environment within which an organisation operates	3.1 Identify the major economic and political forces which impact upon the organisation 3.2 Briefly describe how government attempts to influence the economy and its effect on the organisation's operations

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of organisations in context as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D7
Assessment requirements or guidance specified by a sector or regulatory body (if	

appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	13

Additional Guidance about the Unit

Indicative Content:

1	• The nature and purpose of organisations • An outline of basic business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc • Operational functions within the organisation, such as marketing, finance, production, etc • Overview of the management task • Formal and informal organisational relationships between departments and people • Various types of organisation chart • Management roles and responsibilities within the organisation • The relevance of stakeholders, and how to identify them
2	• Value of financial information for management • Key source documents used in accounting (invoices, etc) • Simple treatment of the balance sheet, profit and loss account, and cash flow forecast • Simple treatment of income and expenditure accounts (for non-profit organisations) • Financial measures of business performance – how to calculate and interpret simple accounting ratios • An outline of sources of finance
3	• Simple outline of the impact of economics and politics on the organisation • Brief outline of the key economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, "factors of production" affecting business location as relevant to own organisation • How government uses fiscal, monetary and legal measures to influence the economy, and the effects on organisational operations • A brief treatment of key global issues and the challenges they present to organisations • The UK's (or your own country's) key trading partners – international competition • The European Union (or other appropriate trading bloc) – its purpose, scope, membership and key institutions • Other international organisations which have an influence on business – as appropriate • Currency exchange rates and their impact on business operations

Title:	Understanding culture and ethics in organisations (M3.25)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand an organisation's culture	1.1 Describe the dominant culture within the organisation and explain how this influences the management style and team structure 1.2 Recognise own responsibility to promote the organisation's vision and help shape the culture 1.3 Explain how to approach problems in the workplace without creating a 'blame culture" 1.4 Briefly explain how internal politics could arise within the organisation and its possible effects
2 Understand ethics and values in business	2.1 Define values within the context of the organisation 2.2 Describe how to communicate the organisation's values to the team 2.3 Explain how a first line manager could approach a problem between individuals who have different perceptions, values or cultures 2.4 Explain how a first line manager could approach a problem where an individual's personal values clash with that of the organisation 2.5 Describe one of the organisation's corporate social responsibilities 2.6 Briefly explain the rights given to people at work by the Public Interest Disclosure legislation to "blow the whistle" on perceived malpractice
3 Understand the organisation's social responsibility	3.1 Explain the importance of social responsibility and sustainability 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its social responsibility

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of culture and ethics as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	

1	• Types of organisational culture and how they are manifest in terms of structure of teams and management style • Concepts of values and vision and their relevance to the first line manager role • The effects of different cultures and management styles • The effect of "blame cultures" contrasted with problem solving approaches • How internal "politics" arise within organisations, and their effects • The concept of sub-cultures, and their effective management

2	• Definition of ethics in the work context • Alternative perceptions – value judgements • The range of cultures, beliefs and value systems • Personal ethics vs business ethics – potential for both conflict and synergy • Ethical considerations for investment, trading, competition, manufacturing, employment, etc • Social responsibilities of organisations – eg: to the wider community • The costs and possible payback of using an ethical approach • "Whistle-blowing" legislation • Mission statements, business objectives, PR, briefings, community involvement as ways to communicate the organisation's ethical values
3	• The importance of corporate social responsibility and sustainability • The role of first line managers in enabling organisations to fulfil their social responsibility

Title:	Managing performance (M3.26)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to manage performance	1.1 Briefly explain the role of the first line manager in performance management 1.2 Set SMART objectives for the team 1.3 Set performance standards for the team 1.4 Explain how they would measure performance against agreed standards 1.5 Select an example of under-performance in the workplace and explain a performance improvement technique available to address this under-performance

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of performance management as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C6, D1, D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit	
Indicative Content:	

1	• The differing objectives of stakeholders in the organisation – customers, employees, partners, owners, the community • First line manager's responsibility for managing team and individual performance and meeting objectives • The relevance of SMART objectives, and how to set them • How to set performance standards • How to measure performance against agreed standards • A range of methods for measuring performance and how to select the ideal one • Techniques for performance monitoring and evaluation • How to interpret variances in performance and take appropriate action • Range of performance improvement techniques available to the manager

Title:	Working with costs and budgets (M3.27)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to work to a budget	1.1 Explain the importance of agreeing to a budget and operating within it 1.2 Describe a method to monitor variance between actual performance and budget 1.3 Explain how information used in determining and/or revising budgets is gathered
2 Understand costs within an organisation	2.1 Explain fixed and variable costs; and the concept of break even in relation to the organisation 2.2 Explain the purpose and nature of basic cost statements 2.3 Explain the value of standard costing and its role as a control mechanism 2.4 Briefly describe mechanisms in the organisation to maintain control of costs

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: E1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008

Unit guided learning hours	7

| **Additional Guidance about the Unit** ||

| **Indicative Content:** ||

1	• The nature and purpose of budgets, and the advantages of budgetary control • Methods to monitor variance of actual performance against budget • Causes of variance, their significance and ways of reducing adverse effects • How to gather information for use in determining and/or revising budgets
2	• Definition of fixed and variable costs; concept of break even, especially in relation to own organisation • The purpose and nature of basic cost statements; use of standard costs • Role of the manager in cost control • Mechanisms to maintain control of costs, and how to select the optimum method

Title:	Managing the efficient use of materials (M3.28)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand how material stocks are acquired, controlled and recorded in an organisation	1.1 Describe how to determine stock requirements in the workplace 1.2 Explain two consequences of not maintaining optimum stocks in the workplace 1.3 Identify organisational stores/stock control principles and procedures 1.4 Outline the organisation's procedures for recording, receipt and issue of supplies 1.5 Briefly describe why quality standards need to be maintained in the organisation
2 Know how to minimise waste in an organisation	2.1 Identify potential waste in the organisation 2.2 Outline the techniques and/or methods for measuring and monitoring waste in the organisation 2.3 Compile a simple action plan to minimise waste in the workplace

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of using materials efficiently as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private

Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	• The importance of maintaining optimum stocks • Methods of determining stock requirements • Stores and stock control principles and procedures • Procedures for recording receipt and issue of supplies and equipment • Maintenance of records for quality standards
2	• Areas of potential waste inefficiency including misuse, extravagance, scrap, rework, shrinkage or others as appropriate • Techniques and methods for measurement and monitoring waste • Simple principles of action planning and evaluation as relevant to minimising waste

Title:	Managing the effective use of equipment (M3.29)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the need for effective and efficient use of equipment	1.1 Explain why equipment should be used effectively and efficiently 1.2 Describe how the use of equipment is monitored and controlled in the workplace 1.3 Explain why it is important to have a scheduled maintenance programme for equipment in the workplace 1.4 Compile a simple maintenance programme for equipment in the workplace 1.5 Conduct a simple risk assessment of equipment security in the workplace, and explain how these risks could be reduced

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of managing the use of equipment as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit	

	Indicative Content:
1	- Implications of equipment usage – acquisition and operating costs – for the organisation - Awareness of marginal costs, and how these are used within the organisation - Methods of capacity planning - The importance of scheduled maintenance programmes, and how to plan these - Security issues in the workplace - Risk assessments for security issues - Security and care of equipment

Title:	Understanding the communication process in the workplace (M3.30)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1　Understand the communication process and relevant communication media	1.1　Outline the stages in the communication process 1.2　Identify two possible barriers to communication in the workplace and describe how each barrier could be overcome 1.3　Name two different types of communication that could ensure effective communication in the workplace and identify an advantage and a disadvantage of each 1.4　Explain how non-verbal communications can influence the receiver 1.5　Briefly explain how to use feedback to check the effectiveness of communication
2　Know how to increase information awareness in the workplace	2.1　Explain how they could increase information awareness in own workplace

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of the communication process as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management

Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	- The importance of effective communication at work and the effects of poor communication - The stages in communication: sender – encoding – transmission – decoding – receiver - Possible barriers to communication and methods to overcome them - Ways to ensure effective communication in the workplace - Different types of communication including oral, written, visual, and electronic and their relative advantages and disadvantages - Techniques of face-to-face and indirect communication, and when each is appropriate - How to use feedback to check effectiveness of communication
2	- The five human senses, and how to use them effectively in the workplace - Active listening skills - Focused and wide angle observation for data gathering in the workplace - Perception and its effects on the interpretation of data - Significance of non-verbal communication and body language

Title:	Influencing others at work (M3.31)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the value of networking	1.1 Explain the value to the first line manager of networking 1.2 Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network
2 Know how to influence and negotiate with others to achieve objectives	2.1 Explain the general principles of negotiation 2.2 Explain a relevant technique for influencing others to achieve workplace objectives 2.3 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of influencing others as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6

Additional Guidance about the Unit	
Indicative Content:	
1	• Nature, purpose and value of networking • Identification of relevant networks • Effective networking practices and skills • Network and contact creation • Methods to establish and maintain effective professional relationships at various levels
2	• Formal and informal negotiation • Negotiation strategy, tactics and behaviour • Non-verbal communication and social skills • Techniques for influencing others • Value systems and other barriers to acceptance • Conflict and its resolution to achieve a win-win situation • Levels of power and authority, and the impact on negotiation

Title:	Communicating one-to-one at work (M3.32)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the impact of non-verbal communication	1.1 Identify a range of non-verbal behaviours which can affect people in the workplace
2 Understand the importance of one-to-one communication	2.1 Explain the importance of one-to-one communication 2.2 List two methods of direct communication used in the workplace 2.3 Explain the importance of succinct and accurate records of one-to-one oral communication
3 Know how to conduct interviews in the workplace	3.1 Explain how they could prepare for and plan an interview for a specific situation in own organisation 3.2 Explain how to conduct interviews effectively, lawfully and ethically 3.3 Explain how they would evaluate that the interview had been conducted effectively, lawfully and ethically 3.4 Decide what record keeping is required for the type of interview 3.5 Explain how they would provide feedback to the interviewee where appropriate

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of one-to-one communication as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C2, D1, D6, D7, F6, F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	9

Additional Guidance about the Unit

Indicative Content:

1	• Effects of attitudes, perception and cultures on the interpretation of non-verbal messages • Range of non-verbal behaviours which can affect people in the workplace
2	• Aspects of face-to-face communication, including appearance, impact, body language • Consideration of the recipient's needs • A range of direct communication methods relevant to the workplace, such as counselling and disciplinary interviewing • Realisation that choice of communication method is political and cultural • Range of direct communication methods relevant to people outside own area of responsibility, including written, telephone, e-mail and face-to-face discussions • The importance of succinct and accurate records of one-to-one oral communication
3	• Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation • Appropriate climate for conducting interviews • Structure and format of interviews according to purpose • Legal and ethical considerations in relation to interviewing • Questioning and listening techniques • Impact of non verbal communication • Ways to analyse and interpret information • Recording information and interview outcomes • The importance of feedback

Title:	Effective meetings for managers (M3.33)
Level:	3
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Know how to manage and contribute to a meeting	1.1 Explain the purpose of an agenda 1.2 Describe how to prepare prior to a meeting 1.3 Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting 1.4 Explain basic meeting protocol and procedures 1.5 Explain the purposes of minutes and action plans 1.6 Review own effectiveness at meetings

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of meetings as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	4

Additional Guidance about the Unit	
Indicative Content:	
1	• The purpose, value and types of meeting

- How to consult with others and prepare to contribute effectively to a meeting
- How to organise a meeting (physical resources, agenda)
- How to make an effective contribution to discussion/decision making during a meeting
- Roles and responsibilities of the chairperson, the secretary and individuals at a meeting
- Purposes of minutes and action plans
- The importance of follow-up procedures after a meeting and how to use action plans to do so
- Review of own effectiveness at meetings
- Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Understanding workplace information systems (M3.34)
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the need to maintain information systems	1.1 Explain the purpose of record-keeping for the organisation 1.2 Identify key information to be recorded to meet organisational and legal requirements 1.3 Identify appropriate systems to store and retrieve information 1.4 Explain the need to control data access 1.5 Identify records which are included under relevant legislation (for example the Data Protection Act of 1998)
2 Understand the use and application of IT applications in an organisation	2.1 Identify different uses or applications of spreadsheets and/or databases in the organisation 2.2 Explain the value of electronic communication methods 2.3 Describe the back-up system for IT applications in the organisation

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of information systems as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008

Unit guided learning hours	6

Additional Guidance about the Unit

Indicative Content:

1	• The purpose of record-keeping for the organisation including legal requirements • How to identify the essential content of records needed for internal and external use • Storage, indexing and information retrieval systems (manual and IT, as appropriate) • Confidentiality/security of records (level of access, backup, virus protection, legal aspects)
2	• Basics of using spreadsheets • Basics of using databases • Advantages and disadvantages of e-mail, internet and intranet • The method of IT backup within an organisation

Title:	**Marketing for managers (M3.35)**
Level:	3
Credit value:	1

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand basic marketing concepts	1.1 Explain the marketing concept and why it is relevant for managers 1.2 Conduct a simple organisational SWOT analysis in the marketing context 1.3 Describe the four elements of the marketing mix and give an example of how each is used within the context of the organisation

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of information systems as required by a practising or potential first line manager.
Unit expiry date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6, D3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	4

Additional Guidance about the Unit
Indicative Content:
1	• Simple definition of marketing and its relevance to managers • The idea of the Marketing Mix (product, price, place and promotion, and 7P model for services) and its relevance • Nature and role of market segmentation • Simple organisational SWOT analysis in the marketing context • Outline of market planning and its purpose • Sales promotion and advertising methods • Public and customer relations activities

APPENDIX B

Mandatory assessment for IQual Award in First Line Management

IQual AWARD IN FIRST LINE MANAGEMENT
WORK-BASED ASSIGNMENT: M3.01

Centre Number	Centre Name
Candidate Registration No	Candidate Name

TASK

Identify a workplace problem facing you or your team (or a team within another organisation if you are currently unemployed) and examine ways to resolve it.

For the purposes of this assignment, 'problem' may be interpreted as 'a deviation from the norm' OR 'an improvement opportunity' OR 'a potential or anticipated problem'.

The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.

Check your assignment carefully prior to submission using the assessment criteria.

Please use the headings shown below when writing up your Assignment	**Assessment Criteria**
Introduction to your organisation Help the reader to understand the context of the problem by briefly describing your organisation, what it does, and your role within it. *(min 2 marks required from 5 available)*	• Context of assignment is provided
Present situation (Analysis of the problem) Describe: • what the problem is and what may have caused it • its scope (e.g. how widespread, how often, how much, etc.) • who, how and what it affects in the workplace/team; • what you are trying to achieve by solving the problem; and • what the result would be if no action is taken. *(min 5 marks required from 15 available)*	• The problem, its nature, scope and impact are described
Investigation and identification of possible solutions to the problem Briefly describe possible solutions to the problem. To do this you must gather and interpret information to identify possible solutions. The information you gather should be <u>fact</u> supported by <u>evidence</u> and not just your opinion. *(min 8 marks required from 25 available)*	• Information to identify possible solutions to a problem is gathered and interpreted
Evaluation of possible solutions Evaluate the possible solutions using simple decision making technique(s) to arrive at the best solution. Your evaluation should include human, material and financial resources. State your chosen solution clearly and concisely. *(min 10 marks required from 30 available)*	• Briefly summarised the options providing facts and evidence not just opinion • Used at least one simple decision making technique to evaluate options to arrive at the best solution
Recommended implementation plan to solve problem Provide an action plan for the implementation and communication of the solution. Your action plan should include actions, time-scales and required resources including people. Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of your chosen solution. *(min 8 marks required from 25 available)*	• Planned the implementation and communication of the decision • Briefly described which monitoring and review techniques which could be used to evaluate outcomes
By submitting I confirm that this assessment is my own work	

MARK SHEET: M3.01: WORK-BASED ASSIGNMENT

Centre Number	Centre Name			
Candidate Registration No	Candidate Named below confirms authenticity of submission NAME:			

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Introduction to your organisation • Context of assignment is provided			/ 5 marks (min 2)	
Present situation (Analysis of the problem) • The problem, its nature, scope and impact are described			/ 15 marks (min 5)	
Investigation and identification of possible solutions to the problem • Information to identify possible solutions to a problem is gathered and interpreted			/ 25 marks (min 8)	
Evaluation of possible solutions • Briefly summarised the options providing facts and evidence not just opinion • Used at least one simple decision making technique to evaluate options to arrive at the best solution			/ 30 marks (min 10)	
Recommended implementation plan to solve problem • Planned the implementation and communication of the decision • Briefly described which monitoring and review techniques which could be used to evaluate outcomes			/ 25 marks (min 8)	

Assessor's Decision		Quality Assurance Use	
Total Marks	**Outcome** (circle as applicable)	**Total Marks**	**Outcome** (circle as applicable)
Total 50+ overall, AND minimum in each section	**PASS FAIL**	Total 50+ overall, AND minimum in each section	**PASS FAIL**
Section fail if applicable:		Date of QA check:	
Name of Assessor		Name of QA	
Assessor Signature and date		QA Signature and date	

APPENDIX C

Suggested outline assessments for optional units for IQual Award in First Line Management

Assessments in a ready to use format are available to purchase from ILM Customer Services

M3.02	Understanding change in the workplace

Reflective Review

The benefits and barriers to change

Look at a change that has taken place in the recent past in the organisation and using this example explain:

• The benefits of this change to your organisation
• The barriers to the change and practical ways that these were/or could have been overcome

Effectiveness of communication

Look at a change that has taken place in the recent past and using this example explain how well the change was communicated to people in the workplace

Human and financial effects

Look at a change that has taken place in the recent past and using this example explain the possible human and financial effects that the change had upon people, departments and the organisation

Assessment Criteria

• The benefit of innovation and change for the organisation is explained
• The barriers to change and innovation in the workplace are identified and practical ways of overcoming these barriers is explained
• The importance of communication in successful implementation of change is explained
• Possible human and financial effects of change upon people, departments and the organisation is explained

M3.03	Planning change in the workplace

Work-based Assignment

Identifying a change in the organisation

Carry out a simple SWOT and/or PESTLE analysis to identify a change that is needed in your organisation. Identify any service standards that relate to this proposed changed

Implications of the change

Identify what financial implications this proposed change would have for the organisation and its potential impact on people

Plan the change

Use a relevant technique (eg a Gantt chart or network plan) to plan the implementation of this proposed change

Communicating the change

Explain how you could communicate your proposed change to people and involve them in facilitating the change

Continuous improvement

Explain the need for the organisation to continuously improve, how you would involve your team in continuous improvement activities, what tools you would use and how you would evaluate improvement activities

Assessment Criteria

• A simple PESTLE and/or SWOT analysis was conducted to identify the forces that may require organisational change
• An example of change required in the workplace is given reflecting the SWOT and/or PESTLE analysis
• The organisation's quality standards are identified
• Relevant human and financial factors in the consideration of change are identified
• A technique for planning change within the context of the example is used
• Communication with and involvement of people to facilitate effective change is explained
• The importance of quality awareness and the need to continuously improve the organisation is explained
• A continuous improvement tool or technique relevant to the workplace is used
• Ways of involving the team in quality and continuous improvement is explained
• Ways to evaluate continuous improvement activities are discussed

M3.04	Achieving objectives through time management

Work-based Assignment

Set SMART objectives for your own workload, listing them in order of priority and plan their achievement, with appropriate, timescales for their achievement. Plan the achievement of the objectives using an established time management technique. Identify any factors that could stop you achieving any <u>one</u> of your objectives and briefly explain how you will monitor the achievement of any <u>one</u> of the objectives.

Assessment Criteria

- SMART objectives set for own workload and listed in order of priority with established time scales for their achievement
- The achievement of objectives is planned using an established time management technique
- Constraining or limiting factors that could hinder the achievement of any one of these objectives is identified
- The monitoring techniques for an objective is explained

M3.05	Writing for business

Report

Write a report on a management problem that has been **agreed** with your tutor.   If you use the content of another unit as your topic, then the assessment criteria for both units apply.

Your report should include the headings shown in bold and basic statistics and visual material, either in the content or in an appendix. Use an appropriate tone, language and level of formality in your report

Background
Briefly describe the organisation, what it does and your role within it
Introduction
Write an introduction that includes some or all of the following:
- A brief description of a management problem
- The background, circumstances or history of your topic
- Any explanations where necessary
Investigation (or Methodology)
Investigate the problem and identify possible solutions to the problem. Use basic statistics and visual material in the content or in an appendix
Evaluation possible solutions
Evaluate your options to arrive at the best solution
Recommendations
Provide a clear statement of your proposed solution and provide an action plan for implementing your recommendation
Appropriate tone, language and level of formality
Ensure that you have used suitable language, tone and level of formality in the report

Assessment Criteria

- A report is written to meet specified standards
- Basic statistics and visual material is included in the content or in an appendix
- Effective and appropriate tone, language and level of formality is used in the report

M3.06	Managing creativity and innovation in the workplace

Work-based Assignment

Creativity and Innovation

Lead a group of people in generating creative ideas relevant to your workplace, employing an appropriate technique. Having done this, review your own performance and the ideas that were generated, and identify anything you would do to improve the process in future. Your review should consider:

- How effective the technique was in encouraging creative ideas
- Any barriers to creative thinking and resistance to innovation that were apparent
- Which if any of these ideas you would like to take forward at work, and why
- How you would gain the commitment of managers and others in your organisation in moving any of the creative ideas forward

Assessment Criteria

- A technique was used to encourage creative ideas amongst team members
- Barriers to creative thinking and resistance to innovation within the team is explained
- Gaining the commitment of others in moving creative ideas forward is explained
- Creative and innovative ideas are evaluated and reasoned recommendations made to managers and others

M3.07	Obtaining information for effective management

Work-based Assignment

Workplace questionnaire
Plan and prepare a simple survey in your workplace on a topic that is relevant to you and your role. In doing this you should:

- Briefly gather information relating to the topic using basic data collection techniques (questions, observation, surveys, source records, etc), from external, internal and internet sources, to help you develop your questionnaire. Check the validity of the information that you gathered.
- Design a simple workplace questionnaire that includes a minimum of <u>four</u> different types of questions

Representative sampling and administration
Describe how you would ensure representative sampling and how you would administer your workplace questionnaire

Evaluation of results
Briefly describe how you would analyse the results of your questionnaire to identify the information you require

Assessment Criteria

- Information relating to the topic was gathered using basic data collection techniques from external, internal and internet sources
- The validity and accuracy of information gathered was checked
- Information gathered is analysed and conclusions drawn
- A simple workplace questionnaire is designed that includes a minimum of <u>four</u> different types of questions
- A representative sampling technique is described
- The way that the questionnaire could be administered is described
- A simple technique for analysing the results of the questionnaire is described

M3.08	Managing customer service

Work-based Assignment

Understanding basic customer service
In relation to the laws and practices operating in the candidate's country of employment and your employer's regulations:
You should describe your organisation's customer service by briefly describing at least <u>two</u> legal rights of your customers, <u>two</u> of your organisation's commitments to customers and the manager's responsibilities in relation to customer service

Caring for the customer
You should also describe how your organisation cares for its customers. To do this, identify an internal and an external customer, and explain how customer service standards and procedures are used to meet their needs. In addition, explain how customer service is monitored against the standards set by your organisation

Assessment Criteria

- Two legal rights of customers are described
- Two of the organisations' commitments to customers are described
- The managers' responsibilities in relation to customer service is described
- The needs of an internal and an external customer is described
- How customer needs are identified is described
- The use of service standards and procedures to meet customer needs is explained
- Customer service monitoring against set standards is explained

M3.09	Giving briefings and making presentations in the workplace

Presentation

Plan and deliver a briefing or presentation on a management topic of your choice, and collect written feedback on your performance. In doing this, you should ensure that you:
- Select appropriate information in line with your topic and objectives
- Logically structure the content of your presentation/briefing
- Introduce your topic clearly
- Use appropriate presentation techniques and aids
- Present information clearly
- Display confidence in the subject matter
- Keep to time
- Use feedback to check understanding from your audience
- Design a simple evaluation form

Assessment Criteria

- Appropriate information is selected in line with the objectives of the briefing or presentation
- The structure of the content of the briefing or presentation is logical
- The topic is clearly introduced
- Appropriate presentation techniques and aids are used
- The information is presented clearly
- The candidate displayed confidence in the subject matter
- The candidate kept to the time allocated
- The candidate used feedback to check understanding
- The candidate designed a simple evaluation form

M3.10	Introduction to leadership

Reflective Review

Identify factors at work that will influence your choice of leadership styles and explain why your leadership styles are likely to positively affect your team

Assess your own leadership behaviours and potential by referring to a relevant leadership model, your organisation's working practices, and by collecting feedback from others. Describe what actions you could take to improve as a leader

Assessment Criteria

- The factors that will influence your choice of leadership styles or behaviours in workplace situations is identified
- The reason why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour is explained
- Own leadership behaviours and potential assessed in the context of a particular leadership model and organisation's working practices and culture using feedback from others
- Appropriate actions to enhance own leadership behaviour in the context of a particular leadership model is described

M3.11	Building the team

Work-based Assignment

Explain how you develop and maintain trust at work and why confidentiality is so important in building and maintaining trust at work

Describe the difference between a group and a team using examples from your workplace to illustrate this difference

Briefly describe the stages of an established model of group formation (using examples from your experience to illustrate these, if possible)

Note: If this is not possible describe the stages of an established model of group formation
Explain the benefits of knowing your team members' preferred team roles

Assessment Criteria

- Behaviours which could develop and maintain trust at work are explained
- The reason why confidentiality is important in building and maintaining trust in the team is explained
- One example of a group and one example of a team within the workplace is given
- Justification is provided for the classification of the examples given
- The stages of an established model of group formation is briefly described
- The way that a manager could benefit from knowing team members' preferred team roles is explained

M3.12	Motivating to perform in the workplace

Work-based Assignment

Describe your organisation's formal systems of assessment/appraisal, and your own informal practices. Explain the value of each and identify ways that you ensure that it is fair and objective, or suggest any changes that would ensure that it is.

Briefly describe the factors that influence the way that people in your workplace behave and, based on this, explain how you would apply <u>one</u> recognised theory of motivation to your team to improve their performance.

Explain why feedback is important to improve communication and the performance of your team and compare the effectiveness of different types of feedback used in your workplace

Assessment Criteria

The value of formal and informal performance assessment in the workplace is explained
Ways that could ensure fair and objective formal assessment are identified
The factors that influence how people behave at work is outlined
The application of one basic recognised theory of motivation is explained
The importance of feedback to improve communication and performance is explained
The effectiveness of different types of feedback is compared

M3.13	Developing yourself and others

Work-based Assignment

Using at least <u>one</u> simple technique carry out a simple development needs analysis on yourself and <u>one</u> member of your team. Also identify your own and <u>one</u> other members of the team's learning styles. Record the outcomes and briefly outline the technique you used

Briefly analyse <u>two</u> learning/development options available to you, and <u>two</u> learning/development options available to the member of your team. Identify any barriers which might prevent any of these options being accomplished and explain how these barriers might be overcome. You should also describe support mechanisms that are available for both you and the member of your team.

Describe how you would monitor both your own development and the team member's development.

Assessment Criteria

- At lease one simple technique for identifying own development needs and the development needs of one other member of the team is used
- Own learning style(s) and the learning style(s) of one other member of the team is identified
- Two learning/development options to meet the need(s) of self and one other member of the team are briefly analysed
- The barriers to learning are identified and an explanation given as to how these barriers can be overcome
- The support mechanisms for the development of self and one other member of the team are identified
- The methods used to monitor the development of self and one other member of the team is described

M3.14	Managing conflict in the workplace

Reflective Review

Identify a conflict situation that you directly or indirectly experienced that affected others in the workplace. Explain what may have caused the conflict, describe the stages in the development of the conflict and explain the effects of the conflict on the performance of the team and individuals at work

Explain any recognised technique you used (or could have used) to minimise and resolve this conflict in your workplace and explain how you could create a positive atmosphere at work to minimise the adverse effects of conflict.

Note: If the conflict was one that you directly experienced explain how you dealt with it or how, with hindsight, you could have dealt with it to produce a better outcome. If you did not directly experience the conflict explain how those involved may have dealt with it

Assessment Criteria

- The causes of conflict at work are identified
- The stages in the development of conflict are described
- The effects of conflict on individual and team performance at work are explained
- Any recognised technique the manager could use to minimise and resolve conflict in the workplace is explained
- The way that a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict is described

M3.15	Managing stress in the workplace

Reflective Review

Identify a situation at work where you or a colleague has felt under stress. Explain what caused this stress and examine its impact on your workplace

Note: If neither you nor a colleague has experienced any stress, you may choose to use the experience of a friend or relation who has experienced stress at work, or you may explain the general causes and impact of stress in organisations

Describe how you would recognise stress in yourself and in other members of your team and explain one practical stress management technique that you could use to overcome this stress in yourself or in your team

Outline the responsibilities your organisation's management has in relation to work related stress in your team, and explain how you could use counselling, advising or mentoring to provide support for individuals

Note: If you have had experience of using counselling, advising or mentoring, you should describe the circumstances. Otherwise, describe the conditions under which you would do so.

Assessment Criteria
- The causes and impact of stress in the organisation is examined
- The symptoms of stress in self and in others is described
- One practical stress management technique is explained
- Management responsibilities and actions in relation to work-related stress in the team are outlined
- How and when to use counselling, advising and mentoring to support individuals in the workplace is explained

M3.16	Managing the employment relationship

Work-based Assignment

In relation to the laws and practices operating in your country of employment and your employer's regulations:

Identify the main provisions of statutory requirements and your organisation's employment policies and procedures that guide you in good employment practices. (The statutory requirements and organisational policies should include the employment relationship, discrimination at work and fair employment)

Explain why diversity is important in your workplace and the consequences of not complying with diversity policies

Identify your organisation's employment policies and procedures that deal with disciplinary issues and describe how you monitor discipline in your team

Review your own ability to maintain discipline in the workplace by identifying your strengths and weaknesses in this aspect of your role

Assessment Criteria

- The main provisions of statutory requirements for the employment relationship, discrimination at work and fair employment are identified
  The organisation's employment policies and procedure that could guide the first line manager in managing diversity in the workplace are identified
- The importance of diversity in the workplace is explained
  The consequences of non compliance with diversity policies for own work area and for the organisation is explained
- The organisation's employment policies and procedures that could guide the first line manager in dealing with disciplinary issues are identified
- The ways that you could monitor discipline in the workplace is described
- The legal aspects of the disciplinary process is briefly described
- Own ability to maintain discipline in the workplace is reviewed

M3.17	Recruiting, selecting and inducting new staff in the workplace

Work-based Assignment

Note: For this task you will, ideally, be preparing to recruit someone for a post in your area of responsibility. If this opportunity does not occur, you should ask for the opportunity to be involved in the recruitment of someone for a post elsewhere in the organisation. If this is not possible, you should use the scenario of replacing any existing member of your team. Please identify which of these three options you have selected

Identify a post for which a new employee needs to be recruited. In order to recruit to this post you should:

- Identify your organisation's policies and procedures that could guide you in recruitment, selection and induction in the workplace
- Conduct a job analysis and prepare a job description and person specification for the post
- Explain how you would prepare for selection interviews to ensure impartiality and good decision making to ensure that the best person is selected
- Explain a recognised selection technique that could be used
-

Having appointed someone to a post in your organisation, you should prepare a suitable induction for the new employee. You should:

- Explain the importance of effective induction
- Describe the phases of induction in your organisation
- Describe any legal and/or practical health and safety aspects that should be included in an induction for your workplace
- Explain one method that you could use to record the progress of an individual during induction in your workplace
- Explain how you could evaluate an induction process in your workplace

Note: If your organisation does not have an established induction system, you should describe the phases of induction that you believe should be there

Assessment Criteria

- The organisation's policies and procedures that could guide the first line manager in recruitment, selection and induction are identified
- A job analysis is conducted and a job description and person specification for a post within own area of responsibility
- The way that you would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant is explained
- A recognised selection technique that could be used during interviews is explained
- The importance of effective induction is explained
- The phases of induction in the organisation is described
- The legal and practical aspects of health and safety that should be included in the organisation's induction process is described
- One method that could be used to record an individual's progress during induction is explained
- How an induction process could be evaluated is explained

M3.18	Coaching and training your work team

Work-based Assignment

This activity requires that you identify an opportunity to train and coach members of your team or other individuals in your workplace. You should:
- Describe the training and coaching need in your workplace
- Explain how you would use training and coaching to meet the need in your workplace and cater for individuals in your workplace with different learning styles
- Explain how you would use feedback to improve workplace performance in relation to this training and coaching need
- Explain how you would evaluate the effectiveness of the training and coaching techniques you have identified
- Explain how you would maintain records of the training and coaching that team members have undertaken

Assessment Criteria

- The training need is clarified
- The two training techniques appropriate to the workplace situation is explained
- How you could cater for different learning styles when training individuals in the workplace is explained
- One relevant feedback technique that could work effectively in the workplace situation is explained
- Methods of evaluating the effectiveness of training is described
- Ways of maintaining training records is explained
- The coaching need is clarified
- Planning coaching for an individual in the organisation is explained
- The importance of feedback in coaching is explained
- One method of evaluating the effectiveness of coaching is described

M3.19	Providing quality to customers

Reflective Review

Briefly describe the quality system used by your organisation. Using this quality system to illustrate your answers, where appropriate, you should:
- Explain why quality is so important to both internal and external customers in your workplace
- Explain what is meant by Total Quality Management
- Explain the difference between design quality standards and process quality standards
- Briefly describe the quality system used by the organisation
- Identify <u>two</u> quality standards set for your organisation and <u>one</u> example of the cost of quality

Briefly describe the tools that you use to monitor quality in your workplace and the way that quality maintenance is recorded

Identify two practical steps you could take to improve quality in your workplace

Assessment Criteria

- The reason that quality is important to internal and external customers in the organisation is explained
- Total Quality Management is explained
- The difference between design quality standards and process quality standards is explained
- One example of the cost of quality in the workplace is identified
- The quality system used by the organisation is briefly described
- Two quality standards set for the organisation are identified
- The tools used to monitor quality in the workplace are briefly described
- The records for maintaining quality in the workplace are briefly described
- Two practical and positive steps to improve quality to meet customer requirement in the workplace is identified

M3.20	Planning to work efficiently

Reflective Review

This activity is concerned with the way that you plan work for your team. You should:
- Identify the targets set for your team, including the indicators that will be used to measure these targets
- Identify which, if any, of these targets is related to efficiency and/or effectiveness
- Use <u>one</u> planning technique to plan a job activity in your workplace and explain how you would monitor the planned job activity
- Explain why the supply chain is so important in delivering results and meeting your customers' requirements

Assessment Criteria

- The targets set for the team are identified and the performance measurement indicators stated
- One appropriate planning technique to plan a job activity is used
- One technique to monitor and control a planned job activity is explained
- The importance of the supply chain in delivering results and meeting customer requirements is explained
- The importance of effectiveness and efficiency to achieve workplace objectives is explained
- How efficiency and effectiveness are measured in your organisation is explained

M3.21	Organising and delegating

Reflective Review

Review how you plan and delegate tasks to your team and:

- Explain why it is so important to make effective and efficient use of your team's knowledge and skills while planning to achieve work objectives
- Explain <u>one</u> technique you use to schedule and allocate work to your team and individuals
- Explain how human resource planning can be used to assure output and quality

Identify <u>one</u> occasion when you have delegated responsibility to, and <u>one</u> occasion when you have attempted to empower, a member of your team (or opportunities for delegation and empowerment that may occur at some point in the future):

- Briefly discuss each of these examples of delegation and empowerment in your workplace
- Identify and describe <u>one</u> barrier to delegation in your workplace and <u>one</u> mechanism to support delegation in your workplace
- Explain <u>one</u> technique that you use (or could use) to monitor the outcomes of delegation in your workplace
- Review the effectiveness of feedback, recognition and reward techniques in your workplace

Assessment Criteria

- The importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives is explained
- One technique is used to identify the appropriate person for an activity
- How human resource planning can be used to assure output and quality is explained
- One example of delegation and one example of empowerment in the workplace is given
- One barrier to delegation and one mechanism to support delegation is identified
- One technique that could be used to monitor the outcomes of delegation in the workplace is explained
- The effectiveness of feedback, recognition and reward techniques in the workplace is reviewed

M3.22	Managing projects

Work-based Assignment

Identify and describe a simple project you could undertake that should lead to savings in the workplace and, having done this, you should:

- Plan the project using <u>one</u> appropriate project planning technique
- Identify <u>one</u> simple tool that could be used to determine the financial viability of the project
- Set targets to monitor your performance
- Explain <u>one</u> technique you would use to evaluate your project
- List those areas where savings in the workplace would be achieved as a result of your project
- Identify the wider non financial implications that could arise as a result of your project

Assessment Criteria

- A simple workplace project is identified
- One simple tool for determining the financial viability of the project is used
- The project is planned using one appropriate project planning technique
- Objectives and targets/milestones to monitor performance and review plans are set
- One project evaluation technique is used
- Areas where net savings could be achieved as a result of the workplace project is listed
- Wider non financial implications that could result from the workplace project are identified

M3.23	Managing health and safety

Reflective Review

In relation to the laws and practices operating in the candidate's country of employment and your employer's regulations carry out a review of your role and responsibilities in relation to health, safety, welfare and environment protection at work. You should:

- Identify two pieces of legislation relating to health, safety, welfare and environmental protection relevant to your workplace
- Explain two duties the law imposes on you, as a manager, and on your team
- Outline your responsibility as a manager   contained in your organisation's Health and Safety Policy or Environmental Protection Policy
- Explain what is meant by "a competent person" in your workplace in the context of health and safety
- Identify <u>two</u> ways you can provide health and safety or environmental protection information, instruction and training to your team
- Identify the expertise available in your organisation to help and advise you regarding issues of health and safety and environmental protection

Conduct a simple risk assessment in your workplace and explain <u>one</u> practical accident prevention and control measure that could be implemented

Assessment Criteria

- Two pieces of legislation relating to health, safety and welfare at work are identified
- Two duties statute law imposes on both the manager and the team is explained
- The manager's responsibilities contained within the organisation's Health and Safety Policy are outlined
- The meaning of "a competent person" is explained
- Two ways to provide Health and Safety information, instruction and training to the team are   identified
- Expertise available in the organisation to help and advise the manager on health and safety issues is identified
- A simple risk assessment is conducted in the workplace
- One practical accident prevention and control measure that could be implemented in the   workplace is explained
- The importance of environmental responsibility for your organisation is explained
- The action the first line manager could take to enable the organisation to fulfil its environmental responsibility is described

M3.24	Understanding organisations in context

Reflective Review

Provide a short profile of your organisation and its stakeholders, explain your own role within it, and compare it to managers at other levels within the organisation.

Note: To complete the profile effectively you should identify the organisation's legal entity, its principal stakeholders and their relevance to the organisation and list the organisation's operational functions, and use an organisation chart to identify and explain your own role, span of control and reporting lines in relation to other managers

Identify the main financial documents used by your organisation and briefly describe their importance and the information they contain

Give examples of long-, medium- and short-term funds used by (or which could be used by) the organisation and identify a performance indicator that is relevant to each of these

Identify the major economic and political forces that currently have an impact upon the organisation (either positive or negative). Describe any actions that a government could take which would have an effect on these.

Note: In identifying the economic and political impacting on the organisation you should make some reference to the effects of international organisations, globalisation and exchange rates (explaining why they do NOT affect your organisation, if that is the case)

Assessment Criteria

- The legal entity of the organisation is identified
- The operational functions within the organisation is listed
- An organisational chart is used to identify own role, span of control and reporting line in the organisation
- The roles and responsibilities of managers at different levels of the organisation is briefly outline
- The relevance to an organisation of its different stakeholders if briefly explained
- Important financial information for management is explained
- The main financial documents needed by the organisation are identified and the information they contain are briefly described
- The most significant financial indicators of business performance in the organisation are identified and their relevance is briefly described
- The main sources of long, medium and short term funds for the organisation are listed
- The major economic and political forces which impact upon the organisation are identified
- How government attempts to influence the economy and its effect on the organisation's operations is briefly described

M3.25	Understanding culture and ethics in organisations

Reflective Review

Carry out a 'values and culture' assessment of the organisation, identifying and describing the culture of the organisation and their commitment to social responsibility and sustainability

Note: Your answer should explain what is meant by culture and values and describe the dominant culture and values within the organisation. You should also explain how they influence the management style and team structure, and extent to which they encourage or discourage 'internal politics'. Finally, you should consider how well the organisation demonstrates a sense of social responsibility, giving an example of any one way that it does this, or could do it

Review your own role in promoting the organisation's values, culture, social responsibility and sustainability, and how you would respond to any problems that may occur. In your answer you should:

- Describe how you communicate the organisation's values to your team
- Explain what you would do if <u>two</u> of your team members had differing perceptions, values or cultures that adversely effected the workplace (or what you have done, if this has occurred)
- Explain how to approach problems in the workplace without creating a "blame culture"
- Explain what you would do if a team member's personal values clashed with that of the organisation's (or what you have done, if this has occurred)
- Explain how you would advise a team member who felt that the organisation had not responded to reports of malpractice at work, including the person's rights under Public Interest Disclosure legislation

Assessment Criteria

- The dominant culture with the organisation is describe and how this influences the management style and team structure is explained
- Own responsibility to promote the organisation's vision and help shape the culture is recognised
- How to approach problems in the workplace without creating a "blame culture" is explained
- How internal politics could arise within the organisation and its possible effects is briefly explained
- Values within the context of the organisation are defined
- How to communicate the organisation's values to the team is described
- How a first line manager could approach a problem between individuals who have different perceptions, values or cultures is explained
- How a first line manager could approach a problem where an individual's personal values clash with that of the organisation is explained
- One of the organisation's corporate social responsibilities is described
- The rights given to people at work by the Public Interest Disclosure legislation to "blow the whistle" on perceived malpractice is briefly explained
- The importance of social responsibility and sustainability is explained
- What action the first line manager could take to enable the organisation to fulfil its social responsibility is described

M3.26	Managing performance

Reflective Review

Explain your role in performance management in your workplace. In your answer you should:
- Briefly explain your role in performance management
- Give an example of a SMART objective and a performance standard you have agreed for your team
- Explain how you would measure performance against this standard
- Select an example of underperformance that has occurred in your workplace (or could potentially occur) and explain a performance improvement technique that you used (or could use) to address this variance

Assessment Criteria

- The role of the first line manager in performance management is briefly explained
- SMART objectives are set for the team
- Performance standards are set for the team
- How you would measure performance against agreed standards is explained
- An example of underperformance in the workplace is selected and a performance improvement technique available to address this underperformance explained

M3.27	Working with costs and budgets

Reflective Review

Explain how budgetary and cost control helps you (or could help you if you do not yet have budgetary responsibility) to manage your team more effectively. In your answer you should:
- Explain the importance of agreeing to a budget and operating within it
- Describe how you (could) monitor variance between actual performance and budget
- Explain how you (could) gather information to be used in determining and/or revising budgets
- Explain the concepts of fixed and variable costs and break even
- Explain how basic cost statements and standard costs are used (or could be used) in your workplace, explaining their purpose and nature and how they are (or could be) used to control costs

Assessment Criteria

- The importance of agreeing to a budget and operating within it are explained
- A method to monitor variance between actual performance and budget is described
- How information is gathered and used in determining and/or revising budgets is explained
- Fixed and variable costs and the concept of break even in relation to the organization is explained
- The purpose and nature of basic cost statements is explained
- The value of standard costing and its role as a control mechanism is explained
- The mechanisms in the organisation to maintain control of costs are briefly explained

M3.28	Managing the efficient use of materials

Reflective Review

Describe how stock requirements are determined in your workplace and how stocks of supplies are recorded, received and issued. Identify organisational stores/stock control principles and procedures and their role in ensuring that quality standards are met. Explain <u>two</u> consequences of not maintaining optimum stocks.

Outline how waste is measured and monitored in the organisation. Identify <u>two</u> areas where it may be possible to reduce waste in the workplace and put together a simple action plan to do this.

Assessment Criteria

- How to determine stock requirements in the workplace is described
- Two consequences of not maintaining optimum stocks in the workplace is explained
- Organisational stores/stock control principles and procedures are identified
- The organisation's procedures for recording, receipt and issue of supplies is outlined
- Why quality standards need to be maintained in the organisation is briefly described
- Potential waste in the organisation is identified
- The techniques and/or methods for measuring and monitoring waste in the organisation is outlined
- A simple action plan to minimise waste in the workplace is compiled

M3.29	Managing the effective use of equipment

Reflective Review

Review the way that equipment is used, monitored, maintained and secured. In your answer you should:
- Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced
- Explain <u>why</u> equipment should be used effectively and efficiently and <u>why</u> it is important to have a scheduled maintenance programme for equipment in the workplace
- Describe how the use of equipment is monitored and controlled in the workplace and compile a simple maintenance programme for equipment in the workplace

Assessment Criteria

- Why equipment should be used effectively and efficiently is explained
- How the use of equipment is monitored and controlled in the workplace is described
- Why it is important to have a scheduled maintenance programme for equipment in the workplace is explained
- A simple maintenance programme for equipment in the workplace is compiled
- A simple risk assessment of equipment security in the workplace is conducted and how these risks could be used is explained

M3.30	Understanding the communication process in the workplace

Reflective Review

Identify two specific communication needs that you have at work and plan how you can best meet these needs, using one oral (ie spoken) and one written means of communication. In your answer you should:
- Explain your two chosen communication activities with reference to the stages in the communication process and give at least one advantage and one disadvantage of your two chosen ways of communicating your message

You should identify potential barriers to communication that might occur and show how you will overcome them. In your answer you should:
- Identify two possible barriers to communication in your workplace, in relation to either of the two communication activities, and describe how each barrier could be overcome
- In your chosen oral communication, you should describe how you would take account of the influence of non-verbal communication on the receiver

Identify ways that you can increase your awareness of information in the workplace and improve your attention and concentration span

Explain how you will use feedback to check the effectiveness of your communication.

Assessment Criteria

- The stages in the communication process are outlined
- Two possible barriers to communication in the workplace are identified and how each barrier could be overcome described
- Two different types of communication that could ensure effective communication in the workplace is named and an advantage and a disadvantage identified of each
- How non-verbal communications can influence the receiver is explained
- How to used feedback to check the effectiveness of communication is briefly explained
- How you could increase information awareness in your workplace is explained

M3.31	Influencing others at work

Reflective Review

Identify a network that you are part of (or that you could be part of) and explain what its value is (or would be) to you and what you (could) do to establish and maintain your relationship with the network.

Identify a situation in the workplace where you have wanted to persuade someone to accept your point of view on a topic. Review how effective you were, with reference to the general principles of negotiation. Describe what you did to reduce resistance and minimise conflict in order to achieve a win-win situation.

Review your effectiveness in influencing people in your team to achieve workplace objectives

Assessment Criteria

- The value to the first line manager of networking is explained
- An appropriate network for a first line manager is identified and methods described to establish and maintain effective professional relationships with the identified network
- The general principles of negotiation are explained
- A relevant technique for influencing others to achieve workplace objectives is explained
- How to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations is described

M3.32	Communicating one-to-one at work

Reflective Review

Identify a situation where you have specifically chosen to use one-to-one communication.
- Identify any other methods of direct communication that were open to you to use and explain why it was important for you to use one-to-one communication.
- Identify some of the non-verbal behaviours that either of you used which were significant in the communication process

Identify a situation in the workplace where an interview is required. You should then
- Prepare for and plan the interview
- Explain how you would conduct interviews effectively, ethically and within the law
- Describe what record keeping is required for the type of interview you will conduct
- Explain how you would provide feedback to the interviewee after the interview where appropriate

Assessment Criteria

- A range of non-verbal behaviours which can affect people in the workplace is identified
- The importance of one-to-one communication is explained
- Two methods of direct communication used in the workplace is listed
- The importance of succinct and accurate records of one-to-one oral communication is explained
- How you could prepare for and plan an interview for a specific situation in your organisation is explained
- How you could conduct interviews effectively, lawfully and ethically is explained
- How you would evaluate that the interview had been conducted effectively, lawfully and ethically is explained
- What record keeping is required for the type of interview is decided
- How you would provide feedback to the interviewee where appropriate is explained

M3.33	Effective meetings for managers

Work-based Assignment

Describe how you would prepare prior to a meeting

Explain the following:
- The purpose of an agenda
- The role and responsibilities of the chairperson, secretary and individuals
- Basic meeting protocol and procedures
- The purpose of minutes and action plans
- How you could review your own effectiveness at meetings

Assessment Criteria

- The purpose of an agenda is explained
- How to prepare prior to a meeting is described
- The role and responsibilities of the chairperson, the secretary and individuals at a meeting is explained
- Basic meeting protocol and procedures are explained
- The purposed of minutes and action plans are explained
- Own effectiveness at meetings is reviewed

M3.34	Understanding workplace information systems

Reflective Review

Purposes of record keeping
Explain the purposes of record-keeping for your organisation
Key information
- Identify key information that should be recorded to meet your organisation's requirements and legal requirements
- Identify records which are included under relevant legislation (for example the Data Protection Act of 1998)

Storage and retrieval of information
Identify appropriate systems to store and retrieve information in your organisation
Data Access Control
Explain the need to control access to data
Electronic communication
- Identify the different uses or applications of spreadsheets and/or databases in your organisation
- Explain the value of electronic communication methods
- Explain the back-up systems for IT applications in your organisation

Assessment Criteria

- The purposes of record-keeping for the organisation are explained
- Key information that should be recorded to meet organisational and legal requirements is identified
- Appropriate systems to store and retrieve information is identified
- The need to control data access is explained
- Records which are included under relevant legislation (for example the Data Protection Act of 1998) are identified
- The different uses or applications of spreadsheets and/or databases in the organisation are identified
- The value of electronic communication methods is explained
- The back-up system for IT applications in the organisation is explained

M3.35	Marketing for Managers

Work-based Assignment

Marketing concepts – You should:
- Explain why the marketing concept is relevant for managers
- Explain your organisation's strengths, weaknesses, opportunities and threats in the marketing context
- Describe how each of the <u>four</u> elements of the marketing mix is used within the context of your organisation

Assessment Criteria

- The relevance of the marketing concept for managers is explained
- The strengths, weaknesses, opportunities and threats in the marketing context is explained
- An example of how each of the <u>four</u> elements of the marketing mix is used within the organisation is described

Appendix D

Resources and Validated Products

available for the

IQual Award Management

Support materials

Please refer to the ILM Resources Brochure for full details of all products

ILM Products

ILM Super Series 5 *(published by Elsevier from April 2007)*	A fully refreshed fifth edition of Super Series - the best-selling text-based open learning material, providing a direct match to each unit, in a 'one workbook = one unit' format – comprising initially 35 units. *Details from Business Managers or ILM Customer Services at Lichfield, or available through a network of distributors, or telephone Elsevier on* 01865 474010 or directorders@elsevier.com
Unit assessments	A full range of ready-to-use assessments, complete with mark sheets and based on single units. Available to purchase and download from the Centres' Central section of the ILM website.
Videos	Two to choose from: Teams that Work, and Vision for Change
Candidate Ring Binders	Available at a competitive price from ILM Customer Services

Products Validated by ILM which are appropriate to these Qualifications*

Kent Learning Resources	A series of wire-bound workbooks, printed on demand, in a one-workbook = one unit format, specially written for the ILM qualifications. *Details from Kent Learning Resources on Tel: 01622 743659 or tony@kentlearningresources.co.uk*
LRI (Learning Resource International)	A complete E-Solution supporting specific ILM qualifications as indicated in courseware, combining: • E-process – Portal (hosted) • E-content – Learning and support material • Portfolio – hard copy The levels of all LRI courseware have been determined using the National Qualifications Framework Level Indicators as the guideline. An LRI course may offer full or partial coverage of one or more ILM units on the same level, and mapping is clearly indicated on courseware. Contact: Pete Bennett, Chief Executive Officer, LRI, The Old Maltings, 102a High Street, Olney, Buckinghamshire MK46 4BE or visit www.lri.co.uk or telephone 01234 714 778

• Correct at time of print.
• Up-dated details of validated products can be found on the ILM website: www.i-l-m.com

In addition, ILM will provide for centres, free of charge:

• Programme brochures
• Posters
• Exhibition stand loan (return costs + postage payable)

Appendix E

IQual Award in First Line Management

Mapping to July 2005
IMQ programme specifications

(Guidance for Centres who have previously operated the
IMQ Introductory Certificate and Certificate in Management)

IMQ Key Area, Modules & Sessions	VRQ Ref.	Unitised Ref.
Key Area 01 Managing Self **Module 1 Managing Self**	**C1**	
Session A Time Management	**C1.1**	M3.04 - Combines with C2.1 to form new unit
Session B Identifying Self Development Needs	**C1.2**	M3.13 - Combines with C1.3, C1.5 and C7.3 to form new unit
Session C Self Development	**C1.3**	M3.13 - Combines with C1.2, C1.5 and C7.3 to form new unit
Session D Manage Own Stress	C1.4	M3.15 - Combines with C8.4and C7.7 to form new unit
Session E How to Learn	C1.5	M3.13 - Combines with C1.2, C1.3 and C7.3 to form new unit
Session F Effectiveness and Efficiency	C1.6	M3.20 – Combines with C5.2 to form new unit
Session G Networking	C1.7	M3.31 – Combines with C2.6 and C2.7 to form new unit
Key Area 02 Managing People **Module 1 Management Skills & Competency**	**C2**	
Session A Objectives	**C2.1**	M3.04 - Combines with C1.1 to form new unit
Session B Problem Solving Skills	**C2.2**	M3.01 – Combines with C10.2 and C10.3 to form new unit
Session C Briefing Skills	**C2.3**	M3.09 - Combines with C10.4 to form new unit
Session D Producing Project Reports	C2.4	M3.05 new unit
Session E Interpersonal Skills and Trust	C2.5	M3.11 - Combines with C7.1 to form new unit
Session F Information Awareness	C2.6	M3.31 – Combines with C1.7 and C2.7 to form new unit
Session G Influencing and Negotiating	C2.7	M3.31 – Combines with C1.7 and C2.6 to form new unit
Key Area 02 Managing People **Module 2 Developing People**	**C7**	
Session A Building the Team	**C7.1**	M3.11 - Combines with C2.5 to form new unit
Session B Delegation	**C7.2**	M3.21 – Combines with C6.5 to form new unit
Session C Planning Development	**C7.3**	M3.13 - Combines with C1.2, C1.3 and C7.3 to form new unit
Session D Coaching	C7.4	M3.18 – Combines with C7.5 to form new unit
Session E Training	C7.5	M3.18 – Combines with C7.4 to form new unit
Session F Induction	C7.6	M3.17 - Combines with C8.5 and C8.6 to form new unit
Session G Supporting Individuals	C7.7	M3.15 - Combines with C1.4 and C8.4 to form new unit
Session H Assessing Performance	C7.8	M3.12 - Combines with C8.1 and C9.4 to form new unit
Key Area 02 Managing People **Module 3 Managing People**	**C8**	
Session A **Motivation**	**C8.1**	M3.12 - Combines with C7.8 and C9.4 to form new unit
Session B **Managing Performance**	**C8.2**	M3.26 – Combines with C6.1 to form new unit
Session C **Leadership**	**C8.3**	M3.10 new unit
Session D Minimising Stress	C8.4	M3.15 - Combines with C1.4and C7.7 to form new unit
Session E Planning to Recruit	C8.5	M3.17 - Combines with C7.6 and C8.6 to form new unit
Session F Selecting the Right Person	C8.6	M3.17 - Combines with C7.6 and C8.5 to form new unit
Session G Maintaining Discipline	C8.7	M3.16 - Combines with C3.3 to form new unit
Session H Resolving Conflict	C8.8	M3.14 New Unit
Key Area 03 Managing Information **Module 1 Communication**	**C9**	
Session A Communication Process	**C9.1**	M3.30 – Combines with C9.2 to form new unit
Session B Communications Media	**C9.2**	M3.30 – Combines with C9.1 to form new unit
Session C Non-Verbal Communication	**C9.3**	M3.32 – Combines with C9.7 and D7.5 to form new unit
Session D Giving and Receiving Feedback	C9.4	M3.12 - Combines with C7.8 and C8.1 to form new unit
Session E Meetings	C9.5	M3.33 new unit
Session F Written Communication	C9.6	*No match*
Session G One-to-One Communication	C9.7	M3.32 – Combines with C9.3 and D7.5 to form new unit
Session H Word Processing	C9.8	*No match*
Key Area 03 Managing Information **Module 2 Managing Information**	**C10**	
Session A Gathering Valid Information	**C10.1**	M3.07 - Combines with C10.7 and C10.8 to form new unit
Session B Analysing Information	**C10.2**	M3.01 - Combines with C2.2 and C10.3 to form new unit
Session C Using Information for Decisions	**C10.3**	M3.01 - Combines with C2.2 and C10.2 to form new unit
Session D Presenting Information	C10.4	M3.09 - Combines with C2.3 to form new unit
Session E Maintaining Information Systems	C10.5	M3.34 – Combines C10.6 to form new unit
Session F IT Applications	C10.6	M3.34 – Combines C10.5 to form new unit
Session G Sources of Information	C10.7	M3.07 - Combines with C10.1 and C10.8 to form new unit
Session H Questionnaire Design and Analysis	C10.8	M3.07 - Combines with C10.1 and C10.7 to form new unit

IMQ Key Area, Modules & Sessions	VRQ Ref.	Unitised Ref.
Key Area 04 Managing Activities **Module 1 Managing Change**	**C4**	
Session A Continuous Improvement	**C4.1**	M3.03 - Combines with C4.2 and C4.5 to form new unit
Session B Planning Change	**C4.2**	M3.03 - Combines with C4.1 and C4.5 to form new unit
Session C Promoting Change	**C4.3**	M3.02 - Combines with C4.4 and C4.6 to form new unit
Session D Implementing Change	C4.4	M3.02 - Combines with C4.3 and C4.6 to form new unit
Session E Forces for Change	C4.5	M3.03 - Combines with C4.1 and C4.2 to form new unit
Session F Managing the Consequences of Change	C4.6	M3.02 - Combines with C4.3 and C4.4 to form new unit
Session G Cost/Benefit Analysis	C4.7	M3.22 – Combines with C5.9 to form new unit
Not in IMQ - Customer Service	C4.8	M3.08 - Combines with C5.1 to form new unit
Key Area 04 Managing Activities **Module 2 Managing Activities**	**C5**	
Session A Understanding Customers	**C5.1**	M3.08 - Combines with C4.8 to form new unit
Session B Planning Work	**C5.2**	M3.20 – Combines with C1.6 to form new unit
Session C Health & Safety – Law and Practice	**C5.3**	M3.23 – Combines with C5.6 and C5.7 to form new unit
Session D Understanding Quality	C5.4	M3.19 – Combines with C5.5 to form new unit
Session E Delivering Quality	C5.5	M3.19 – Combines with C5.4 to form new unit
Session F Preventing Accidents	C5.6	M3.23 – Combines with C5.3 and C5.7 to form new unit
Session G The Environment	C5.7	M3.23 – Combines with C5.3 and C5.6 to form new unit
Session H Statistical Process Control	C5.8	*No match*
Not in IMQ - Manage Projects	C5.9	M3.22 – Combines with C4.7 to form new unit
Key Area 05 Managing Resources **Module 1 Understanding Organisations**	**C3**	
Session A Organisational Context	**C3.1**	M3.24 – Combines with C3.2, C3.4 and C3.6 to form new unit
Session B Financial Environment	**C3.2**	M3.24 – Combines with C3.1, C3.4 and C3.6 to form new unit
Session C Managing Diversity	**C3.3**	M3.16 – Combines with C8.7 to form new unit
Session D Economic Environment	C3.4	M3.24 – Combines with C3.1, C3.2 and C3.6 to form new unit
Session E Organisational Culture	C3.5	M3.25 – Combines with C3.7 to form new unit
Session F European/International Context	C3.6	M3.24 – Combines with C3.1, C3.2 and C3.4 to form new unit
Session G Ethics in Business	C3.7	M3.25 – Combines with C3.5 to form new unit
Session H Marketing	C3.8	M3.35 new unit
Key Area 05 Managing Resources **Module 2 Managing Resources**	**C6**	
Session A **Performance Indicators**	**C6.1**	M3.26 – Combines with C8.2 to form new unit
Session B **Working to a Budget**	**C6.2**	M3.27 – Combines with C6.3 to form new unit
Session C **Understanding Costs**	**C6.3**	M3.27 – Combines with C6.2 to form new unit
Session D Materials	C6.4	M3.28 – Combines with C6.8 to form new unit
Session E People as a Resource	C6.5	M3.21 – Combines with C7.2 to form new unit
Session F Equipment	C6.6	M3.29 – Combines with C6.7 to form new unit
Session G Security	C6.7	M3.29 – Combines with C6.6 to form new unit
Session H Minimising Waste	C6.8	M3.28 – Combines with C6.4 to form new unit