

INTERNATIONAL QUALIFICATION IN MANAGEMENT

IQual Diploma in Advanced Management

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INTERNATIONAL QUALIFICATIONS IN MANAGEMENT GENERIC QUALIFICATION INFORMATION

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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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Current/recent experience appropriate to the level and key roles of the relevant qualification.
A qualification in support of assessment.	<ul style="list-style-type: none"> 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).	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. <p>Recent assessment experience in the relevant field.</p>

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 LRSupport@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 <u>could</u> 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 <u>all</u> 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
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QUALIFICATION OVERVIEW:

IQual Diploma in Advanced Management		
Purpose of the qualification	The IMQ Diploma in Management aims to give practising managers the widest choice for their formal development in this role. The qualification does this by developing a very wide range of basic middle management skills and assisting participants in gaining the comprehensive knowledge required at this level. This qualification builds on the ILM IQ Certificate in Management, and is more suited to the practising manager, due to the more challenging demands of the programme. Candidates are not required to undertake the IQ Certificate as a pre-requisite and may join Diploma programmes directly. Note- A minimum of 24 credits must be achieved at Level 5	
Progression routes	There are no suggested ILM IQ progression routes and the candidate should look at local opportunities to progress (e.g. University access to Management qualifications).	
Credit Value	Minimum 45 credits including 23 Mandatory credits	
Induction	2 hours	
Tutorial Support	At least 9 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	Minimum 203 Glh	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M4.01 Understanding the management role 15 glh	4
	M5.01 Developing the reflective manager 18 glh	4
	M5.02 Managing improvement 14 glh	3
	M5.03 Making a financial case 14 glh	3
	M5.04 Developing the manager as a critical thinker 18 glh	4
	M5.05 Leading innovation and change 24 glh	5
	Optional Units	Credit Value
	M4.27 Communication in management 18 glh	4
	M4.28 Understanding financial management 18 glh	2
	M4.29 Managing a healthy and safe environment 9 glh	2
	M4.30 Managing meetings 15 glh	3
	M4.31 Managing marketing 15 glh	3
	M4.32 Analysing and presenting data to inform management decisions 10 glh	2
	M5.06 Becoming an effective leader 25 glh	5
	M5.07 Managing individual development 18 glh	4
M5.08 Managing stress and conflict in the organisation 14 glh	3	
M5.10 Understanding the organisational environment 24 glh	5	

QUALIFICATION OVERVIEW:

	M5.11 Understanding organisational culture and ethics <i>14 glh</i>	3
	M5.12 Managing customer relations <i>14 glh</i>	3
	M5.13 Managing for efficiency and effectiveness <i>18 glh</i>	4
	M5.15 Managing projects in the organisation <i>18 glh</i>	4
	M5.17 Managing resources <i>18 glh</i>	4
	M5.18 Managing information <i>18 glh</i>	4
	M5.20 Managing recruitment <i>24 glh</i>	5
	M5.23 Analysing and interpreting statistics to inform management decisions <i>10 glh</i>	2
	M5.26 Managing facilities <i>9 glh</i>	2
	M5.27 Making professional presentations <i>9 glh</i>	2
	M5.28 Leading teams <i>18 glh</i>	4
	M6.07 Conducting operations research <i>10 glh</i>	2
Assessment	Work based assignment plus Improvement report plus Innovation report See Appendices B and C Centre (Independent Assessment only).	

APPENDIX A

Unit Specifications for the IQual Diploma in Advanced 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 Diploma in Advanced 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:	Understanding the management role (M4.01)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the organisation's purpose, stakeholders, structure and functional areas and managerial roles	1.1 Describe the organisation's purpose and its stakeholders 1.2 Explain the organisation's structure, functional areas and managerial roles	
2 Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals	2.1 Describe the specific responsibilities of middle managers in enabling the organisation to achieve its goals	
3 Understand how communication and interpersonal relationships affect managerial performance in the workplace	3.1 Explain how interpersonal relationships and communication skills affect managerial performance 3.2 Identify barriers to communications and effective interpersonal relationships in the organisation and devise strategies to overcome these	
4 Evaluate personal development opportunities to improve own managerial	4.1 Critically assess own knowledge, skills, personal attributes and behaviour, and their effect on own managerial ability 4.2 Identify areas for personal development to improve own managerial behaviour 4.3 Plan and set priorities for future development	
Additional information about the unit		
Unit purpose and aim(s)	To appreciate the nature of the middle manager role and their ability to perform effectively.	
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: A3, B1, B6, C4, D2, 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	Institute of Leadership & Management	

unit	
Availability for use	Private
Units available from	01/10/2007
Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature and purpose of organisations, including mission and value statements • Stakeholders and their objectives • Organisation charts, including hierarchical and matrix structures; indication of the range of operational functions • Levels of management and associated roles and responsibilities within organisation
2	<ul style="list-style-type: none"> • Profile and job functions of middle managers • Formal and informal organisational relationships • The management task, including planning, organising, motivating and controlling • Range of management styles • Differences between management and leadership
3	<ul style="list-style-type: none"> • Range of human behaviours, including how cultural and individual differences, verbal (especially questioning and active listening skills) and non-verbal communication interact to affect understanding, and their effect on communication in the workplace • Methods/procedures to overcome particular communication challenges (e.g. those with learning difficulties, hearing impaired, visually impaired, foreign languages, etc) • Communications climate and culture • Importance of feedback skills to facilitate communication and workplace relationships • Networking skills
4	<ul style="list-style-type: none"> • Personal style and approach; image and presentation; non-verbal communication; social skills applicable to workplace • Respect for others; balance between trust and control • Attitudes to knowledge management and sharing of information • Personal management styles and their effects on situations and individuals

Title:	Communication in management (M4.27)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand communication theories, concepts and practises	1.1 Explain communication theories, concepts and practises 1.2 Explain the importance of effective communication for a middle manager	
2 Communicate effectively in writing	2.1 Communicate information in a range of appropriate written business formats using the appropriate tone, language and level of formality 2.2 Select appropriate criteria to evaluate own ability to communicate effectively in writing 2.3 Collect feedback on own written communication performance 2.4 Identify own strengths, weaknesses and areas for improvement in communication	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of communication as required by a practising or potential middle 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: A3, B6, C2, D2, D3, 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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Communication theories, including the communication cycle and overcoming barriers • Different types of communication, including oral, written, visual and electronic and their relative advantages and disadvantages • Non-verbal communication – body language and facial expression • Business language – including tone, style and vocabulary • Need for feedback, and implications of no feedback
2	<ul style="list-style-type: none"> • Value of the written word and the importance of objectives and the reader(s) • Letters, memos, reports, e-mails or other forms of written communication in use within the organisation • Planning for writing, including use of available information and the needs of the recipient • Tone, language, level of formality • Image, structure, layout conventions including “house styles” • Inclusion of statistical/visual materials and appendices in reports

Title:	Understanding financial management (M4.28)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand finance within the context of an organisation	1.1 Explain the use of source documents in accounting 1.2 Identify the organisation's sources of finance or funding 1.3 Explain the purposes of the main financial documents used within the organisation 1.4 Explain the importance of cash flow forecasting and cash flow management to the organisation 1.5 Provide a general assessment of business/organisational performance using appropriate financial measures	
2 Understand the value of management accounting	2.1 Explain the role of the management accountant as the provider of management information 2.2 Analyse the range of stakeholders and explain their various expectations of the organisation 2.3 Explain the role of performance indicators in monitoring the achievement of objectives	
3 Understand budgets for the management of own area of operation	3.1 Explain the process of budget setting used in the organisation 3.2 Explain how to use budgetary techniques to contribute to controlling cost in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of finance within the context of an organisation as required by a practising or potential middle 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: E2	
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	01/10/2007
Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Financial information and its value for management and decision-making • Balance Sheet, Profit & Loss Account • Income & Expenditure Accounts (for non-profit organisations) • Financial measures of business/organisational performance – calculation and interpretation of Accounting Ratios • Cash, profit and cash flow forecasting and credit control • Sources of finance/funding and their characteristics • Source documents in accounting (invoices, etc)
2	<ul style="list-style-type: none"> • Role of the management accountant – as provider of management information • Range of stakeholders and their various expectations of the organisation • Performance indicators and their role in achieving objectives
3	<ul style="list-style-type: none"> • Nature and purpose of financial and non-financial budgets • Methods of preparing budgets • Budgetary techniques for controlling operations • How variances are calculated and used to analyse extent, source and cause of budgetary deviation • Techniques for monitoring and controlling costs

Title:	Managing a healthy and safe environment (M4.29)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand how to manage a healthy and safe environment	1.1 Critically review own organisation's health and safety policy and procedures and make recommendations for improvements 1.2 Conduct a risk assessment in own area of operation 1.3 Explain the actions required to ensure the health, safety and welfare of people in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing a healthy and safe environment as required by a practising or potential middle 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: B8, B10, B11, 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 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	01/10/2007	
Unit guided learning hours	9	

Additional Guidance about the Unit	
Indicative Content:	
1	<p>In relation to the laws and practices operating in the candidate's country of employment and his/her employer's regulations:</p> <ul style="list-style-type: none"> • Health and safety law, civil claims, negligence, relevant Health and Safety legislation, role and powers of any Health and safety regulatory body • Workplace (Health Safety and Welfare) Regulations • Organising risk assessment procedures, identifying prevention and control measures • Accident causation, immediate and root causes, investigating accidents and incidents, producing reports. Recommending prevention and control measures • Costs of accidents at work, effects on people and productivity • Monitoring health and safety performance, inspection, audits, sampling, safety tours and use of accident statistics • Employee consultation systems in place e.g. Safety Representatives and Safety Committees Regulations, Health and Safety Consultation with Employees Regulations • Environmental protection legislation, reusing, reducing and recycling resources, sustainable activities, waste disposal duties

Title:	Managing meetings (M4.30)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the purpose of and preparation required prior to a meeting	1.1 Explain the different types and purposes of meetings in the organisation and justify situations when these different types of meetings would be appropriate	1.2 Explain how a manager should prepare effectively prior to a meeting
	1.3 Explain the importance of listening and other interpersonal skills	
2 Chair/lead a meeting within an organisation	2.1 Set objectives for and plan a meeting in the organisation	2.2 Chair/lead a meeting adhering to meeting terminology, protocol and procedures
3 Develop a negotiation strategy in an organisation	3.1 Develop a negotiation strategy, tactics and behaviour in relation to an objective in the organisation where negotiation is required to achieve a "win-win" relationship	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing meetings as required by a practising or potential middle 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: D2, 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	01/10/2007	

Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Situations when meetings are/are not appropriate • Different types and purposes of meetings (including formal/informal, decision-making, informing, instructing, negotiating) • Measures to prepare effectively including consultation, reference to documents and other evidence; preparation of papers/presentations • Importance of listening and other interpersonal skills • Methods of ensuring actions are completed as required by the meeting
2	<ul style="list-style-type: none"> • Role and responsibilities of chairperson/leader in relation to formal and informal meetings • Setting the objectives for a meeting • Methods of planning a meeting to achieve particular outcomes (including participants, objective agendas, format and location) • Meetings documents, terminology and protocol • Ways to encourage contributions, and control digression and conflict to ensure outcomes are achieved within timescale and authority • Nature, purpose, style and format of minutes or other records
3	<ul style="list-style-type: none"> • The importance of defining objectives, and deciding whether negotiation is the appropriate measure to take • Formal and informal negotiation • Ways to identify acceptable outcomes, from the ideal to least acceptable, and their consequences • Techniques for influencing others, including non-verbal communication and social skills • Assertiveness • Levels of power and authority, and the impact on negotiation • Negotiation strategy, tactics and behaviour • Conflict and its resolution • Value systems and other barriers to acceptance • The importance of achieving “win-win” and its effects on long term relationships

Title:	Managing marketing (M4.31)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Analyse the effectiveness of product and service management in an organisation	1.1 Analyse the effectiveness of product and service management within the organisation and make recommendations for improving the effectiveness of product and service management	
2 Analyse the effectiveness of marketing and selling in an organisation	2.1 Analyse the effectiveness of marketing and selling within the organisation and make recommendations for improving marketing and selling within the organisation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of marketing management as required by a practising or potential middle 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, F9	
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	01/10/2007	
Unit guided learning hours	15	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Concepts of “product” across all sectors and organisations • Application of the concept of product life cycles • Stages in bringing new or improved products or services to the market • Ways to test market reaction and operational feasibility by use of prototypes and pilots • Patents and copyright, and their application to own organisation where relevant
2	<ul style="list-style-type: none"> • Concepts of marketing and selling • The marketing mix • Range of marketing tools and activities, including market research and segmentation, advertising, promotion and publicity, public relations • Range of sales techniques and sales management

Title:	Analysing and presenting data to inform management decisions (M4.32)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Use spreadsheets to analyse and present numerical data	1.1 Gather and analyse raw data about the organisation using spreadsheets 1.2 Create tables, graphs and charts to present data they have gathered and analysed	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of analysing and presenting data as required by a practising or potential middle 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	01/10/2007	
Unit guided learning hours	10	

Additional Guidance about the Unit**Indicative Content:**

1

- Published statistics – government and other sources; including use of internet
- Tables, mean, median and mode, and frequency distributions
- Charts and diagrams – construction and use
- Range of applications of spreadsheets for management
- Creation of spreadsheets, including calculations and graphical presentation

Title:	Developing the management manager (M5.01)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Analyse and review feedback to support personal development	1.1 Analyse and review feedback on personal performance from line manager, those accountable to self and peers	
2 Reflect on own development needs	2.1 Identify own strengths and weaknesses as a reflective manager, and career development opportunities and threats 2.2 Prepare and justify a personal development plan, based on career development goals and learning preferences	
3 Communicate complex information in diverse written formats	3.1 Present information clearly and coherently in both business and academic written formats, using appropriate conventions for quotations, references and bibliographies	
4 Solve a problem using creative techniques problem	4.1 Identify and define a complex workplace problem and collect and analyse data about it 4.2 Lead a group in a creative problem-solving activity to develop innovative solutions to the problem 4.3 Present and justify a case for implementing a selected solution	
Additional information about the unit		
Unit purpose and aim(s)	To develop the practising or potential middle manager as a reflective learner, capable of leading a group in creative problem solving.	
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, 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	01/10/2007
Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature and purpose of feedback • Emotions and attitudes towards giving and receiving feedback • Skills in giving feedback • Skills in inviting and receiving feedback
2	<ul style="list-style-type: none"> • Role and purpose of CPD • Formal and informal learning, the learning cycle and learning styles • Learning domains (e.g. cognitive, affective, psycho-motor) and levels of learning within each (e.g. Bloom's taxonomy) • Techniques for self-assessment (skills and knowledge tests, psychometric tests, etc) to identify self development needs • Value and use of range of development techniques (including reflection, deputising, shadowing, distance learning, projects and special assignments) • Different models of reflection (e.g. Dewey, Boud; Schon and Argyris' 'Double loop' learning) • Structured techniques for reflecting on own experience and behaviour • Techniques for reviewing own values attitudes and beliefs and their effect on personal decision-making • Career advice and information systems; mentoring • Career planning and development • Portfolio preparation skills
3	<ul style="list-style-type: none"> • Planning and writing different report forms (summary, short and long) and essay-style (to present ideas and develop a coherent argument) • Reviewing and proofing a document or presentation • Use of quotations and referencing protocols (especially Harvard) • Importance of acknowledging sources and nature and implications of plagiarism • Use of bibliographies
4	<ul style="list-style-type: none"> • Importance of defining the problem and gathering information about its size, frequency, impact, etc • Techniques for analysing problems (e.g. graphing or charting data, using cause and effect diagrams) • Techniques for developing creative solutions to problems in groups (e.g. brainstorming, nominal group technique, lateral thinking, use of metaphor) and for sorting and evaluating options for solving problems • Skills in inviting and receiving feedback

Title:	Managing improvement (M5.02)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Evaluate the effectiveness of the organisation and of self in managing and improving quality to meet customer requirements	1.1 Evaluate the organisation's effectiveness in managing quality to meet or exceed customer requirements 1.2 Evaluate own ability to manage quality to meet or exceed customer requirements	
2 Plan to meet and if possible exceed customer requirements	2.1 Plan activities to meet, and if possible exceed customer requirements in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing quality as required by a practising or potential middle 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: F2, F8, F9, F11	
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	01/10/2007	
Unit guided learning hours	14	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Quality and customers; quality assurance, quality control and quality auditing • Quality systems – BSI, ISO and IIP (benefits and accreditation) • Total quality management • Tools for maintaining quality – including records and, where relevant to organisation, the use of statistics • Conformance and development including practical steps to improve quality • The cost of quality (positive and negative aspects)
2	<ul style="list-style-type: none"> • Concept of internal and external customers, and their importance as the focus of the organisation's activities • Means of identifying potential customers • Methods to identify customer requirements and monitor customer satisfaction • Benchmarking service standards • Techniques of work planning to meet customer requirements including specifications, scheduling, and logistics

Title:	Making a financial case (M5.03)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1	Understand cost behaviour	1.1 Use information about costs to inform management decisions
2	Make a financial case and present the findings	2.1 Make a financial case using effective methods to present the findings
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of financial management as required by a practising or potential middle 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: E2, F3, F9
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		01/10/2007
Unit guided learning hours		14

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Nature of revenue costs and capital expenditure • Costs of products and services and costing techniques • Break-even analysis • Concept and application of marginal cost • Relevant costs in decision-making • Techniques to reduce costs
2	<ul style="list-style-type: none"> • Financial evaluation techniques including payback, ROCE, DCF and NPV • Simple non-financial cost/benefit analysis • Factors in considering and recommending revenue expenditure, including make/buy and/or employ/subcontract decisions • Effective methods to present financial information to support recommendations

Title:	Developing the manager as a critical thinker (M5.04)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
5 Examine the validity and appropriateness of theories and practices to inform effective management and leadership practice	1.1 Assess the validity and appropriateness of a widely used management or leadership theory or practise and employ it in an evaluation of an organisational activity	
6 Critically review own beliefs, attitudes and value systems	2.1 Distinguish between beliefs, attitudes and values 2.2 Identify own beliefs, attitudes and values and reflect on how these shape own behaviours and perceptions of others' behaviour	
Additional information about the unit		
Unit purpose and aim(s)	To develop the ability to think and reflect critically as required by a potential or practising middle 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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basic principles of logic • Use of logic to establish causal relationships • Skills in presenting rational arguments and debating points of view • Value and purpose of reflection in supporting learning • Using structured reflection to make sense of experience • Value of discussion in resolving problems • How emotions, values and beliefs affect rational discourse • Techniques for comparing and evaluating alternative propositions critically • The development of the scientific method (observation, hypothesis, prediction and testing) and its value in natural and social sciences • Inductive and deductive reasoning • Techniques for testing theories (experimentation, empirical studies, observation, etc) • Best practice in the development and dissemination of theories or practices
2	<ul style="list-style-type: none"> • Significance of beliefs, attitudes and value systems in shaping human behaviour • Relationship between beliefs, attitudes and value systems and culture and norms (eg socialisation) • Reality and perceptions of reality

Title:	Leading innovation and change (M5.05)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
7 Innovate and improve areas within an organisation	1.1 Identify an opportunity for innovation and improvement in the organisation and explain the rationale for this choice in the context of organisational objectives Use appropriate techniques to enhance understanding of the situation and to evaluate alternative options to determine feasibility and viability 1.2	
8 Lead and manage change within an organisation	2.1 Evaluate the benefits and implications of the change for stakeholders 2.2 Explain how stakeholders will be lead through the change 2.3 Provide a detailed implementation plan	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of leading change and innovation as required by a practising or potential middle 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: B1, C2, C4, C5, C6, D2, F3, 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	01/10/2007	
Unit guided learning hours	24	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • SWOT and PESTLE analyses within organisations • Concepts of creativity and innovation and the conditions and processes required to encourage them • Methods of assessing the risks and uncertainties associated with proposed changes • Methods of determining feasibility and viability of opportunities and options, and of contingency planning • Problem solving and decision-making techniques including the use of quantitative and qualitative information • Need for effective management of change • Continuous Improvement Techniques • The difference between Kaizen (continuous or incremental change) and Breakthrough change (eg business process re-engineering) • Principles and practices associated with managing creativity and innovation
2	<ul style="list-style-type: none"> • Ways to identify stakeholders in change and the benefits and costs to them, in order to overcome resistance • Leadership and change, transactional/transformational leadership and other leadership models relevant to change • The role of communication in overcoming barriers other difficulties • The nature and role of vision in the change process • Direct and indirect effects upon other people, departments and organisations • Forces for and inevitability of change in assuring the survival and prosperity of organisations • Theories of organisation development (eg systems, human relations) and their implications for change management • Need for environmental scanning and organisational analyses (PESTLE, core competencies, SWOT, etc) • Ways to organise and co-ordinate resources and activities to achieve planned change, including use of Gantt charts and network planning as tools for planning change • Techniques for critical decision-making • Identification of human and financial factors in the consideration of change • Techniques for monitoring and evaluating outcomes of change

Title:	Becoming an effective leader (M5.06)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
9 Evaluate own ability to fulfil key responsibilities of the leadership role	1.1 Critically review own ability to fulfil the key responsibilities of the leadership role 1.2 Critically evaluate own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role	
10 Evaluate own awareness of emotions in shaping performance	2.1 Employ theories of emotional intelligence to review critically the effect of emotions on own and others' performance	
11 Evaluate own ability to set direction and to gain the commitment of others	3.1 Critically review own ability to set direction and communicate this to others 3.2 Critically review own ability to motivate, delegate and empower others	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of developing and leading teams as required by a practising or potential middle 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	01/10/2007	
Unit guided learning hours	25	

Additional Guidance about the Unit

Indicative Content:

1

- The key responsibilities of the leadership role in terms of:
 - taking responsibility
 - contributing to overall vision and goals
 - setting and providing guidance on values
 - setting direction for significant programmes or projects
 - stimulating innovation and enterprise
 - anticipating, planning for and leading change
 - overcoming obstacles
 - delegating
 - setting objectives for teams and individuals
 - communicating and motivating
 - supporting and developing programmes, projects, teams and individuals
 - modelling appropriate behaviour
 - representing the team and feeding back its experiences and views
 - protecting the team and its members
- A range of leadership theories and different leadership styles these illustrate, for example:
 - the trait approach to leadership
 - the behavioural school (MacGregor, Blake and Mouton)
 - the contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Smidt, Adair)
 - leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational)
- Dispersed Leadership
- How to evaluate the appropriateness of different leadership styles in the context of own responsibilities
- The importance of being able to use a repertoire of leadership styles in different situations and with different people

2

- The concept of emotional intelligence as developed by different theorists and how it applies to the leadership role
- The importance of understanding one's own strengths and limitations
- Using and interpreting different techniques to identify their own characteristics, strengths and limitations
- The importance of continuous self-development and how to identify opportunities to develop oneself in the leadership role
- The importance of leaders displaying confidence and self-assurance and to do this by playing to own strengths and showing a readiness to take calculated risks
- Social awareness in terms of:
 - empathy
 - organisational and 'political' awareness
 - service to others
- Relationship management in terms of:
 - inspiring
 - influencing
 - networking
 - conflict management
- The characteristics of self-leadership in terms of:
 - controlling own emotions, particularly when under stress
 - being open and honest with others
 - showing integrity and trustworthiness
 - being flexible
 - setting challenging but realistic objectives for themselves and others
 - taking risks
 - taking personal responsibility for significant challenges
 - seeing setbacks as opportunities rather than threats
- The role that effective communication plays in conveying overall vision and goals and how to win and maintain the commitment of teams and individuals to these

	<ul style="list-style-type: none"> • Effective techniques for: <ul style="list-style-type: none"> ▪ communicating both directly and indirectly with teams and individuals ▪ persuading ▪ negotiating • How to select communication, persuasion and negotiation skills appropriate to different situations and people
3	<ul style="list-style-type: none"> • How to develop vision and goals for significant projects or programmes of work • The importance of being aware of and analysing the internal and external environments in which the leader operates • Spotting opportunities • How to develop objectives and values that support overall strategy and vision • Theories and principles of delegating responsibility and empowering others • The critical importance of the leader gaining the motivation and commitment of others • Critiques of the main theories of motivation, for example: <ul style="list-style-type: none"> ▪ Maslow's Hierarchy ▪ MacGregor's Theory X and Theory Y ▪ Herzberg's Two Factor Theory ▪ Vroom's Expectancy Theory ▪ McClelland's 3-Needs Theory • Motivational factors that are available to the leader, for example: <ul style="list-style-type: none"> ▪ safety and security ▪ sense of belonging and common purpose ▪ respect ▪ recognition of achievement ▪ empowerment and self-actualisation ▪ sense of fulfilment ▪ personal and professional development ▪ material rewards ▪ sanctions ▪ job roles and employment conditions • How to evaluate motivational factors and select those that are appropriate to different situations and people • The leader's role in protecting and mentoring team members • Needs for mentoring and support that individuals may have and how to meet these • The role of continuous development and its importance to the organisation and to individuals • How to evaluate different methods of developing others, both directly and indirectly and how to choose methods most appropriate to the people involved

Title:	Managing individual development (M5.07)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Develop individuals in an organisation	1.1 Analyse the performance/behaviour gap between an individual and their job role in the organisation to determine development needs 1.2 Evaluate a range of development vehicles to meet the development needs and identify the most suitable vehicle 1.3 Provide a development plan to enable the identified development needs to be met and progress monitored	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing individual development as required by a practising or potential middle 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, D3, D6, 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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Techniques for informal performance assessment and formal appraisal • Methods of ensuring fair and objective assessment/appraisal • Training needs analysis • The role of training • Links between quality, appraisal and training • Range of training and development techniques activities, their strengths and weaknesses • Learning styles and range/sources of learning opportunities • Learning styles and techniques for designing appropriate, cost effective training to meet identified needs • Reporting and recording performance assessment, including confidentiality • Mechanisms to provide appropriate feedback and guidance to the individual • Techniques for promoting responsibility for self appraisal and development • Career development strategies • Mechanisms to prepare development plans, including resource implications and timescales • Mentoring and the mentoring cycle, and other support techniques • Coaching techniques, including evaluation and feedback • Content and format of effective induction to meet organisational and individual needs • Methods to monitor, evaluate and record individual development <ul style="list-style-type: none"> • Relevant feedback techniques • Methods to evaluate effectiveness of training • Appropriate recording systems

Title:	Managing stress and conflict in the organisation (M5.08)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Evaluate the effectiveness of the organisation and of self in recognising workplace stress and in providing the necessary support	1.1 Evaluate the effectiveness of the organisation in recognising workplace stress and providing the necessary support mechanisms 1.2 Analyse own ability to provide the necessary support using organisational mechanisms	
2 Evaluate the effectiveness of the organisation and of self in recognising people problems and addressing them	2.1 Evaluate the effectiveness of the organisation in recognising and addressing people problems 2.2 Evaluate own ability to recognise people problems and address them	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing individuals as required by a practising or potential middle 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	01/10/2007	
Unit guided learning hours	14	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Causes and effects of stress; implications workplace and non-work activities/relationships • Symptoms of stress in self; recognition of stressful situations • Setting objectives and determining priorities to balance personal and organisational needs • Time management techniques as major factor • Benefits of delegating • The place of alternative stress reduction therapies • Sources of support, and when to seek professional advice/counselling • Role of assertiveness in stress management • Active planning for stress management
2	<ul style="list-style-type: none"> • Causes of conflict and interpersonal friction (including bullying and harassment) and ways to resolve them • Causes, symptoms and impacts of stress and the implications/effects of stress for individuals and organisations • Management responsibilities in relation to work-related stress • Methods to manage stress at work, sources of support and techniques to counsel staff • Grievance and discipline procedures, including supporting records • Organisational employment policies, (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct) • Awareness of legal aspects of disciplinary processes

Title:	Understanding the organisational environment (M5.10)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Analyse the organisation within its broader environment	1.1 Analyse the organisation within its broader environment using a PESTLE and SWOT analysis	
2 Analyse the impact of economics and politics on the organisation	2.1 Analyse the impact on the organisation of <u>one</u> economic and <u>one</u> political factor from the PESTLE analysis	
3 Analyse the legal environment within which the organisation operates	3.1 Analyse the impact on the organisation of <u>one</u> legal factor from the PESTLE analysis	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of the organisational environment as required by a practising or potential middle 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: B8, D3, 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	01/10/2007	
Unit guided learning hours	24	

Additional Guidance about the Unit	
Indicative Content:	
1	<p>In the context of the candidate's country of employment:</p> <ul style="list-style-type: none"> • Impact of economics and politics on the organisation • Economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, “factors of production” affecting business location • Governmental influence on the economy and organisational operations – fiscal, monetary, legal • Global issues and challenges for organisations • International trade – key trading partners – international competition • If based in the European Union – purpose, scope, membership and institutions • International organisations which have an influence on business • Exchange rates and their impact on business
2	<ul style="list-style-type: none"> • Concept and methods of conducting PESTLE and SWOT analyses • Practical use of PESTLE and SWOT analyses to create outline organisational profiles <p>The concept of appropriate access to knowledge and information within the organisation to facilitate its activities</p>
3	<p>In the context of the candidate's country of employment:</p> <ul style="list-style-type: none"> • Nature of law, rules, sanctions, enforcement and administration. Civil and criminal law affecting business and employment • The law of contract, terms and conditions, remedies for breach of contract. Legislation affecting contracts for the sale of goods and services • Product liability, Consumer Protection legislation, civic and criminal liability and enforcement • Law of agency and application to the job role • Employment law, contracts of employment, individual statutory employment rights, unfair dismissal • Legal duties in relation to sex, race and disability and unfair discrimination <p>Trade union law, membership rights, recognition, consultation and Workers/Employees Councils</p>

Title:	Understanding organisational culture and ethics (M5.11)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Analyse the organisation's culture and ethics and explain how this manifests in terms of management style and team structure	1.1 Analyse the organisation's ethical considerations for investment, trading, competition, manufacturing, employment and social responsibilities 1.2 Examine the type of culture within the organisation and explain how this manifests itself in terms of management style and the structure of teams	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of organisational culture and ethics as required by a practising or potential middle 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: B8, B11, D3, 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	01/10/2007	
Unit guided learning hours	14	

Additional Guidance about the Unit

Indicative Content:

1

- The importance of governance in shaping the ethics and values of the organisation
- Definition of diversity and its impact on the organisation
- Legislation and social attitudes, and their effect on organisational policies and procedures in relation to diversity and equal opportunities
- Issues of human rights, harassment, bullying and “whistle-blowing” legislation
- Own organisation’s policies and procedures to deal with legal and moral obligations
- Alternative perceptions about right and wrong – value judgements
- Definition of ethics in the work context including cultures, beliefs and value systems; personal v. business ethics – conflict/synergy
- Ethical considerations for investment, trading, competition, manufacturing, employment, etc
- Social responsibilities of organisations and the resource implications and financial costs and returns of using an ethical and equitable approach
- Business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc
- Types of organisational culture and how they are manifest in terms of structure of teams and management style
- Techniques for influencing culture
- Importance of creating a culture that encourages creativity and innovation and welcomes change
- Blame cultures – problem solving approaches
- “politics” within organisations
- The concept of sub-cultures, and their management
- Empowerment, delegation and leadership

Title:	Managing customer relations (M5.12)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Evaluate an organisation's ability to manage and improve customer relations	1.1 Evaluate the organisation's ability to manage customer relations 1.2 Formulate actions to improve the management of internal and/or external customer relations in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing customer relations as required by a practising or potential middle 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, F9, F11	
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	01/10/2007	
Unit guided learning hours	14	

Additional Guidance about the Unit**Indicative Content:**

1

- Concept of decision-makers and decision-making units within customer organisations
- Nature of client/customer relations and the role of key account management
- Need for and systems to provide after sales service
- The need for good internal networks to facilitate customer service
- Cognitive dissonance and its impact on current and future business
- Concept of industry sectors and customer segmentation to analyse the market
- Internal and external customers
- Methods to analyse main competitors
- Market pressures – including PESTLE and geographical aspects
- Techniques for identifying and developing new markets and products
- Methods to assess business risk and feasibility of developing activities to satisfy future markets

Title:	Managing for efficiency and effectiveness (M5.13)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Evaluate the organisation's ability to manage efficiently and effectively to achieve targets and objectives	1.1 Assess the organisation's ability to translate vision, mission and strategic goals into operational objectives with measurable targets which create a balance between effectiveness and efficiency 1.2 Assess the organisation's effectiveness in delegating to achieve overall objectives 1.3 Assess the effectiveness of control mechanisms used to monitor outcomes and ensure achievement of objectives 1.4 Assess to what extent the organisation has a culture of continuous improvement 1.5 Suggest areas for improvement in organisational practice	
2 Evaluate own ability to manage efficiently and effectively	2.1 Review own ability to manage effectively and efficiently and identify areas for improvement	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing for efficiency and effectiveness as required by a practising or potential middle 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: B1, B6, C6, D6, F3	
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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Nature, purpose and importance of vision and mission in setting values and strategic direction, and the significance of stakeholders in shaping vision and mission • Importance of translating vision, mission and strategic goals in to operational objectives • Setting SMART objectives • Need for negotiating techniques • Setting priorities • Objective terms of reference for projects (applicable in general, and specifically to Management Report) • Principles of delegation to achieve overall objectives • Control mechanisms to monitor outcomes and ensure achievement of objectives
2	<ul style="list-style-type: none"> • Definitions of, and conflicts between, effectiveness and efficiency • Measurable organisational, team and individual objectives • Target setting and performance indicators • Planning techniques appropriate to activity • Systems theory and process design • Monitoring and control techniques and records • Use of results to “close the loop” and make continuous improvements

Title:	Managing projects in the organisation (M5.15)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Plan, communicate, conduct, monitor and evaluate a project in an organisation	1.1 Plan, communicate, conduct, monitor and evaluate a project within the organisation using project management tools and techniques	
2 Evaluate own ability to manage a project	2.1 Evaluate own ability to manage a 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 middle manager.	
Unit expiry date	30/12/2014	
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, F2	
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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Project sponsors, stakeholders and scope • Work breakdown and product breakdown structure • Gantt and bar charts, critical path analysis • Methods of reducing project times and costs • Resource analysis, and re-scheduling • Methods to monitor and evaluate project progress and final outcomes, including finance • Project communication methods • Links to change management • Information technology solutions
2	<ul style="list-style-type: none"> • Benefits of project management • Key project management terminology • Characteristics of project managers • Organisational structures to support projects • Types of project; the project life cycle, including the PRINCE 2 model • Feasibility studies; risk management techniques • Project team roles; critical relationships • Procedures for project closure

Title:	Managing resources (M5.17)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand how to manage resources in own area of operation	1.1 Analyse how to ensure the provision of; the effective, efficient and safe use of, the maintenance of and the security of resources in own area of operation in the organisation 1.2 Examine ways of minimising physical waste in own area of operation in the organisation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing resources as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: F3	
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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit**Indicative Content:**

1

- Implications of equipment usage – acquisition and operating costs, lean management
- Methods of capacity planning
- Routine scheduled maintenance programmes
- Measures to ensure the safety and security of equipment
- Measures for the safe operation of equipment, including training
- Methods of determining materials requirements, including MRP and JIT
- Purchasing/procurement procedures
- Materials control principles and procedures, including EBQ and EOQ
- Procedures for recording receipt and issue of materials
- Materials storage, including safety and security
- Incidents of waste and measures to minimise it

Title:	Managing information (M5.18)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Understand how to gather, analyse and validate information from a wide variety of sources to reach conclusions, make decisions or solve problems	1.1 Gather, analyse and validate information from a wide variety of sources to reach conclusions, make decisions and/or solve problems	
2 Evaluate information flow within the organisation	2.1 Evaluate information flow within the organisation and make recommendations for improvement	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing information as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: A3, C6, F9, F11	
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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Types and sources of information about the organisation, its operations, resources, markets, suppliers and competitors • Value of valid, accurate and timely information to the organisation • Techniques for assessing the validity, accuracy and reliability of information about • Constraints on the availability of and access to data • Means of data collection and validation – including questioning, observation, surveys, source records, pilot studies and sampling • Data vs. information • Indexing, referencing and structuring qualitative information • Using and interpreting information for decision making and problem solving
2	<ul style="list-style-type: none"> • Information flows • Ways to identify information requirements • Manual and IT systems to receive, record, process store and transfer information • Data Protection legislation and security of data • Range of source documents and IT systems • Cost effectiveness – IT vs. manual systems • Knowledge management • Intranets • Internet and e-business

Title:	Managing recruitment (M5.20)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Analyse human resource planning techniques in an organisation	1.1 Analyse human resource planning techniques in the organisation and make recommendations for improvement	
2 Analyse recruitment selection in an organisation	2.1 Analyse recruitment selection in the organisation and make recommendations for improvement	
1 Analyse the manner in which interviewing is conducted in an organisation	3.1 Analyse the way in which interviewing is conducted in the organisation and make recommendations for improvement	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing recruitment as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
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, D2, 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	01/10/2007	
Unit guided learning hours	24	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Human resource planning techniques • Techniques for job analysis • Job specifications and job descriptions • Person specifications • Reward systems • Ways to redeploy human resources to achieve individual and organisational objectives • Techniques for succession planning • Causes of poor attendance and retention and strategies for improvement • Techniques for monitoring and evaluating attendance and retention • Use of outsourcing, subcontracting, outworkers • Legal and organisational aspects of redundancy and redeployment • Human aspects of redundancy and redeployment
2	<ul style="list-style-type: none"> • Organisational recruitment policies and procedures • Legal aspects of recruitment and selection • Relevant methods of advertising vacancies, internally and externally • Internal and external applications • Use of job descriptions and person specifications to shortlist applicants • Selection techniques including interviewing, testing, assessment centres, references etc • Alternative methods of advising applicants of outcomes • The need to maintain comprehensive records to support and justify decisions
3	<ul style="list-style-type: none"> • Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation • Appropriate climate for conduct of an interview • 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 gained (facts, evidence, opinion, meaning) • Recording information (e.g.: for subsequent challenges) and interview outcomes • Importance of feeding back during and after interviews to interviewee and authorised people, and methods of doing so

Title:	Analysing and interpreting statistics to inform management decisions (M5.23)
Level:	5
Credit value:	2
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)
1 Analyse data using statistical tools and interpret the results	1.1 Use index numbers or time series analysis to analyse data relevant to the organisation and interpret the results Use any <u>one</u> of the following statistical tools to analyse data relevant to the organisation and interpret the results: <ul style="list-style-type: none"> • correlation and regression analysis • chi squared analysis • probability and sampling • distribution theory and standard deviation • estimation and significance testing • statistical process control
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of analytical statistics as required by a practising or potential middle manager.
Unit expiry date	30/12/2014
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	01/10/2007
Unit guided learning hours	10

Additional Guidance about the Unit**Indicative Content:**

1

- Index numbers
- Time series analysis

plus a minimum of two options (a-f) from list below, as appropriate to candidate:

- a) Correlation and regression analysis
- b) Chi squared analysis
- c) Probability and sampling
- d) Distribution theory and standard deviation
- e) Estimation and significance testing
- f) Statistical process control

Title:	Managing facilities (M5.26)	
Level:	5	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Develop a facilities management plan in an organisation	1.1 Develop a facilities management plan for own area of operation that includes: <ul style="list-style-type: none"> • The range of people likely to work within, or visit the organisation • Legal obligations and insurance requirements • Location of premises, planning, access, size and cost factors • Adequacy and maintenance of heating, lighting, ventilation and other internal facilities and equipment • Health, safety and environmental issues • Effects of premises and facilities on the organisation's image • Security measures for premises, contents and users, including protection from malicious attack • Hiring out of accommodation/equipment (if relevant) 	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of facilities management as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
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	01/10/2007	
Unit guided learning hours	9	

Additional Guidance about the Unit**Indicative Content:**

1

- Range of people likely to work within, or visit the organisation
- Legal obligations and insurance requirements
- Location of premises, planning, access, size and cost factors
- Adequacy and maintenance of heating, lighting, ventilation and other internal facilities and equipment
- Health, safety and environmental issues
- Effects of premises and facilities on the organisation's image
- Security measures for premises, contents and users, including protection from malicious attack
- Advantages and disadvantages of hiring out accommodation/equipment
- Procedures and responsibilities associated with hiring out premises and equipment

Title:	Making professional presentations (M5.27)	
Level:	5	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Plan a professional presentation	1.1 Identify the aim and objectives of the presentation and the intended audience 1.2 Research and evaluate information 1.3 Plan the content of the presentation and prepare visual aids 1.4 Prepare the location, equipment and materials for a presentation	
2 Deliver a professional presentation	2.1 Present your argument substantiated by facts Respond appropriately to questions from the audience 2.2	
3 Evaluate own ability to make professional presentations	3.1 Evaluate own ability to make professional presentations	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of making professional presentations as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
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	01/10/2007	
Unit guided learning hours	9	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Relevance of objectives, audience and contexts in relation to presentations • Research, evaluation and logical grouping of valid and relevant information • Difference between fact and opinion • Options and constraints applicable to presentation – including time, duration, venue, equipment, language, etc) • Use of standard computer software, such as Microsoft PowerPoint • Non-IT visual aids for presentations (e.g.: OHTs, models, handouts, demonstrations, etc)
2	<ul style="list-style-type: none"> • Techniques for effective and flexible delivery • Techniques for controlling and responding to questions
3	<ul style="list-style-type: none"> • Evaluation techniques (self and others) and performance improvement

Title:	Leading teams (M5.28)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Evaluate the effectiveness of the organisation and of self in managing individuals to achieve organisational goals and objectives	1.1 Evaluate how effectively the organisation manages individuals to achieve its stated goals and objectives 1.2 Analyse own ability to manage individuals to achieve organisational goals and objectives	
2 Develop and lead teams	2.1 Explain the importance of direction and values in creating effective teams 2.2 Explain how to apply <u>one</u> recognised theory of motivation to teams in own area of operation 2.3 Explain the use of techniques to evaluate the team's performance Review own ability to develop and lead teams	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of developing and leading teams as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B1, B6, C2, C4, C5, C6, D6, F1, F2, F11	
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	01/10/2007	
Unit guided learning hours	18	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Concepts of authority and power; responsibility and accountability • Differences between managing in public, private and voluntary sectors • Processes of delegation and empowerment • Factors influencing behaviour at work; theories of motivation and their application to individuals, including incentives and rewards • Strategies to encourage managed risk-taking and to learn from failure • The characteristics and behaviours associated with initiative, leadership, creativity and innovation, and how to foster them • Need for performance assessment, and provision of development and/or counselling where necessary • Feedback, recognition and reward techniques to support, motivate and monitor
2	<ul style="list-style-type: none"> • Characteristics of groups and teams, team membership and leadership • The importance of direction and values in creating effective teams • Stages in team development, use of team roles for building a balanced team • Teams in different contexts, e.g.: operational, project, management, contractors, volunteers • Inter-relationships between team and individual performance and development • Factors influencing behaviour, theories of motivation and their application to teams, including reward systems, promotion, succession, and job rotation • Techniques to evaluate team performance • Management and leadership styles and qualities • Methods to promote trust and respect within the team

Title:	Conducting operations research (M6.07)	
Level:	6	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)	
1 Conduct operational research in an organisation	1.1 Conduct operational research in the organisation using relevant and appropriate operational research techniques 1.2 Make recommendations for improvements based on findings	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of operational research techniques as required by a practising or potential middle manager.	
Unit expiry date	30/12/2014	
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	01/10/2007	
Unit guided learning hours	10	

Additional Guidance about the Unit**Indicative Content:**

1

- Origin and nature of operations research
- Range of techniques available
- In depth coverage of concepts and practice of at least two of the following techniques, as relevant:
 - Linear programming
 - Queuing theory
 - Simulation
 - Decision trees and decision lists

APPENDIX B

Mandatory Assessment for IQual Diploma in Advanced Management

M4.01: UNDERSTANDING THE MANAGEMENT ROLE**ASSESSMENT****Work-based Assignment**

Centre Number	Centre Name
Candidate Registration No	Candidate Name
TASK	
This task will allow a greater understanding of the role of the middle manager in the organisation and the way in which organisations work. Check your assignment carefully prior to submission using the assessment criteria shown alongside. This task should be between 1500 to 2500 words.	
<i>Please use the headings shown below when writing up your Assignment</i>	
The organisation in relation to its purpose and its stakeholders	Assessment Criteria
Identify your organisation and describe its purpose Explain your organisation's structure, functional areas and managerial roles in relation to its purpose Identify your organisation's stakeholders and explain their objectives <i>(min 8 marks required from 25 available)</i>	<ul style="list-style-type: none"> The organisation's purpose and its stakeholders are described The organisation's structure, functional areas and managerial roles are explained
The role of management in achieving goals	
Describe the specific responsibilities of middle managers in enabling your organisation to achieve its goals <i>(min 6 marks required from 20 available)</i>	<ul style="list-style-type: none"> The specific responsibilities of middle managers in enabling the organisation to achieve its goals is described
The effect of communication and interpersonal relationships on managerial performance	
Explain the positive and negative effects that interpersonal relationships and communication skills can have on managerial performance in your organisation Identify barriers to communication and effective interpersonal relationships in your organisation and devise strategies to overcome these in your own area of work <i>(min 10 marks required from 30 available)</i>	<ul style="list-style-type: none"> The effect of interpersonal relationships and communication on managerial performance is explained Barriers to communication and effective interpersonal relationships in the organisation are identified and strategies devised to overcome these
Development opportunities	
Critically assess own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability Based on this assessment determine priorities for further development and plan activities to achieve these <i>(min 8 marks required from 25 available)</i>	<ul style="list-style-type: none"> Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability is critically assessed Areas for personal development to improve own managerial behaviour is identified Priorities for future development are planned and set
By submitting I confirm that this assessment is my own work	
Signed	Date

MARK SHEET: WORK BASED ASSIGNMENT (M4.01)

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	WBA Strengths	WBA Weaknesses	Assr mark	QA mark
The organisation in relation to its purpose and its stakeholders <ul style="list-style-type: none"> The organisation's purpose and its stakeholders are described The organisation's structure, functional areas and managerial roles are explained 			/ 25 marks (min 8)	
The role of management in achieving goals <ul style="list-style-type: none"> The specific responsibilities of middle managers in enabling the organisation to achieve its goals is described 			/ 20 marks (min 6)	
The effect of communication and interpersonal relationships on managerial performance <ul style="list-style-type: none"> The effect of interpersonal relationships and communication on managerial performance is explained Barriers to communication and effective interpersonal relationships in the organisation are identified and strategies devised to overcome these 			/ 30 marks (min 10)	
Development opportunities <ul style="list-style-type: none"> Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability is critically assessed Areas for personal development to improve own managerial behaviour is identified Priorities for future development are planned and set 			/ 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		

Centre Number	Centre Name
Candidate Registration No	Candidate Name
<p>TASK Write a clear and coherent report using appropriate conventions for quotations, references and bibliographies. You should discuss this report with your tutor, colleagues at work and/or fellow learners before you undertake the research to help you clarify its scope and to identify the issues to be taken into account in your research. Check your assignment carefully prior to submission using the assessment criteria. This task should be between 3000 to 5000 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Introduction Briefly evaluate your organisation's ability to manage quality to meet or exceed its customer expectations, giving examples to demonstrate this <i>(min 3 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> The organisation's effectiveness in managing quality to meet or exceed customer requirements is evaluated
<p>Improving or exceeding customer requirements Linked to your evaluation in the introduction, identify and define a complex problem related to customer quality in your organisation and collect and analyse data about it. Lead a group in a creative problem-solving activity to develop solutions to the problem Summarise and justify your selected solution Provide detailed plans of the activities necessary to implement the suggested solution Make a financial case for your suggested solution <i>(min 16 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> A complex workplace problem is identified and defined and data is collected and analysed about it A group creative problem solving activity to develop creative solutions to the problem is conducted Cost information is used to inform management decisions A case for implementing the selected solution is presented and justified Activities to meet and if possible exceed customer operations in own area of operation are planned A financial case is made using effective methods to present the findings
<p>Personal development as a manager <i>In order to deliver this solution you need to evaluate your own ability as a reflective manager</i> Using the experience of the improvement section above, gain and analyse 360° feedback on your strengths and opportunities for development to meet or exceed customer requirements Use this feedback to prepare a personal development plan, based on career development goals and learning processes <i>(min 13 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> Feedback on personal performance from line manager, those accountable to self and peers is analysed and reviewed Own ability to manage quality to meet or exceed customer requirements is evaluated Own strengths and weaknesses as a reflective manager and career development opportunities and threats are identified A personal development plan based on career development goals and learning preferences is prepared and justified
<p>By submitting I confirm that this assessment is my own work</p> <p>Signed _____ Date _____</p>	

MARK SHEET: IMPROVEMENT REPORT (M5.01, M5.02, M5.03)

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Introduction <ul style="list-style-type: none"> The organisation's effectiveness in managing quality to meet or exceed customer requirements is evaluated 			/ 10 marks (min 3)	
Improving or exceeding customer requirements <ul style="list-style-type: none"> A complex workplace problem is identified and defined and data is collected and analysed about it A group creative problem solving activity to develop creative solutions to the problem is conducted Cost information is used to inform management decisions A case for implementing the selected solution is presented and justified Activities to meet and if possible exceed customer operations in own area of operation are planned A financial case is made using effective methods to present the findings 			/ 50 marks (min 16)	
Personal development as a manager <ul style="list-style-type: none"> Feedback on personal performance from line manager, those accountable to self and peers is analysed and reviewed Own ability to manage quality to meet or exceed customer requirements is evaluated Own strengths and weaknesses as a reflective manager and career development opportunities and threats are identified A personal development plan based on career development goals and learning preferences is prepared and justified 			/ 40 marks (min 13)	
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		

Centre Number	Centre Name
Candidate Registration No	Candidate Name
<p>TASK</p> <p>Write a clear and coherent report using appropriate conventions for quotations, references and bibliographies. You should discuss this report with your tutor, colleagues at work and/or fellow learners before you undertake the research to help you clarify its scope and to identify the issues to be taken into account in your research. This task should be between 4000 to 6000 words.</p> <p><i>Check your assignment carefully prior to submission using the assessment criteria</i></p>	
<i>Please use the headings below when writing up your Assignment</i>	Assessment Criteria
<p>Identification of innovation</p> <p>Identify a proposal for an innovation action and explain the rationale for your choice in the context of your organisation's objectives</p> <p><i>(min 3 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • An opportunity for innovation and improvement in the organisation is identified and the rationale for this choice in the context of organisational objectives is explained
<p>Implementation of the innovation</p> <ul style="list-style-type: none"> • Explain the situation where an innovative activity or innovation opportunity is to be planned including analysis of the data collected • Identify alternative courses of action to achieve the innovation and evaluate their feasibility and viability • Identify the benefits and implications of the change for the organisation's stakeholders and explain how you will lead each of these stakeholders through the change (including the overcoming of any identified barriers) • Provide a detailed implementation plan including resource requirements and timescales <p><i>(min 20 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> • Appropriate techniques to enhance understanding of the situation are used and alternative options are evaluated to determine their feasibility and viability • The benefits and implications of the change for stakeholders is evaluated • The way that stakeholders will be led through the change is explained • A detailed implementation plan is provided
<p>Reflection</p> <ul style="list-style-type: none"> • Identify and explain a widely used management or leadership theory relevant to the innovation and evaluate how application of this theory enhances organisational performance • Examine the significance of your own beliefs, attitudes and values and your perceptions of others' behaviour in considering the innovation <p><i>(min 10marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • The validity and appropriateness of a widely used management or leadership theory is assessed and used to evaluate an aspect of the organisations performance • Distinguished between beliefs, attitudes and values • Own beliefs, attitudes and values identified and how these shape own behaviours and perceptions of others' behaviour is reflected on
<p>By submitting I confirm that this assessment is my own work</p>	
Signed	Date

MARK SHEET: INNOVATION REPORT (M5.04, M5.05)

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	IR Strengths	IR Weaknesses	Assr mark	QA mark
Identification of innovation <ul style="list-style-type: none"> An opportunity for innovation and improvement in the organisation is identified and the rationale for this choice in the context of organisational objectives is explained 			/ 10 marks (min 3)	
Implementation of the innovation <ul style="list-style-type: none"> Appropriate techniques to enhance understanding of the situation are used and alternative options are evaluated to determine their feasibility and viability The benefits and implications of the change for stakeholders is evaluated The way that stakeholders will be led through the change is explained A detailed implementation plan is provided 			/ 60 marks (min 20)	
Reflection <ul style="list-style-type: none"> The validity and appropriateness of a widely used management or leadership theory is assessed and used to evaluate an aspect of the organisations performance Distinguished between beliefs, attitudes and values Own beliefs, attitudes and values identified and how these shape own behaviours and perceptions of others' behaviour is reflected on 			/ 30 marks (min 10)	
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 Diploma in Advanced Management

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

M4.27	Communication in management
<p><u>Work-based Assignment</u></p> <p>This assignment is about understanding communication theories, concepts and practises and communicating them effectively in writing. You should include the following points:</p> <ul style="list-style-type: none"> • Explained communication theories, concepts and practises • Explain the importance of effective communication for a middle manager • Communicate information in a range of appropriate written formats using appropriate tone, language and level of formality. <i>(Note: You could include samples of written formats produced by you in your organisation)</i> • Select criteria to evaluate your own ability to communicate effectively in writing and collect feedback from others on your written communication performance. Use this information to identify our own strengths, weaknesses and areas for improvement <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Communication theories, concepts and practises were explained • The importance of effective communication for a middle manager was explained • Information was communicated in a range of appropriate written business formats using the appropriate tone, language and level of formality • Appropriate criteria to evaluate own ability to communicate effectively in writing were selected • Feedback on own written communication performance were collected • Own strengths, weaknesses and areas for improvement in communication were identified 	

M4.28	Understanding financial management
<p><u>Work-based Assignment</u></p> <p>Explain finance within the context of your organisation by:</p> <ul style="list-style-type: none"> • Explaining the use of source documents in accounting and the purposes of the main financial documents used within your organisation • Identifying your organisation's sources of finance or funding • Explaining the importance of cash flow forecasting and cash flow management to your organisation • Providing a general assessment of your businesses/organisational performance using appropriate financial measures <p>Understand the value of management accounting in your organisation by:</p> <ul style="list-style-type: none"> • Explaining the role of the management accountant as the provider of management information • Analysing your stakeholders and their various expectations of your organisation: and • Explaining the role of performance indicators in monitoring the achievement of objectives <p>Explain the process of budget setting used in your organisation. In addition, explain how to use budgetary techniques to contribute to controlling cost in own area of operation.</p> <p>Explain what techniques you could use for monitoring and controlling a budget in your area of operation.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The source documents used in accounting were explained • The purposes of the main financial documents used within the organisation were explained • The organisation's sources of finance / funding were identified • The importance of cash flow forecasting and cash flow management to the organisation were explained • A general assessment of the businesses/organisational performance using appropriate financial measures was provided <p>The role of the management accountant as the provider of management information was explained</p> <ul style="list-style-type: none"> • The range of stakeholders was analysed and their various expectations of the organisation explained • The role of performance indicators in monitoring the achievement of objectives was explained • The process of budget setting used in the organisation was explained • The use of budgetary techniques to contribute to controlling cost in own area of operation was explained 	

M4.29	Managing a healthy and safe environment
<p><u>Work-based Assignment</u></p> <p>Review own organisation's health and safety policy and procedures and recommend improvements. Then conduct a risk analysis to identify actions to ensure the health, safety and welfare of people in own area of operation. You should include the following points:</p> <ul style="list-style-type: none"> • Critically review your organisation's health and safety policy and procedures. Based on your review make recommendations for improvements • Conduct a risk assessment in your own area of operation. Based on your risk assessment explain the actions that are required to ensure the health, safety and welfare of people in your area of operation <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Own organisation's health and safety procedures were critically reviewed • Appropriate recommendations were made for improvements • A risk assessment was conducted in own area of operation • Appropriate actions to ensure the health, safety and welfare of people in your area of operation were explained 	

M4.30	Managing meetings
<p><u>Work-based Assignment</u></p> <p>This assignment covers a wide-spectrum of understanding and actions required to prepare for and lead a meeting. It also covers the development of a negotiation strategy to achieve a "win-win" scenario. You should include the points shown below:</p> <ul style="list-style-type: none"> • Explain the different types and purposes of meetings in your organisation and justify situations when these would be appropriate • Explain how you prepare prior to a meeting to ensure that you meaningfully contribute towards achieving objectives • Explain the importance of listening and other interpersonal skills to enhance your effectiveness during a meeting • Set objectives for and plan a meeting in your organisation. Chair the meeting ensuring adherence to meeting terminology, protocol and procedures during the meeting • Develop a negotiation strategy, tactics and behaviour in relation to an objective in your organisation where negotiation is required to achieve a "win-win" relationship <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The different types and purposes of meetings in the organisation are explained and situations justified when these different types of meetings would be appropriate • The way in which a manager should prepare effectively prior to a meeting is explained • The importance of listening and other interpersonal skills is explained • Objectives are set for and a meeting is planned in the organisation • The meeting is chaired and meeting terminology, protocol and procedures are adhered to • A negotiation strategy, tactics and behaviour in relation to an objective in the organisation is developed to achieve a "win-win" relationship 	

M4.31	Managing Marketing
<u>Work-based Assignment</u>	
<p>This assignment focuses on two aspects. The first is the effectiveness of product and service management and the second the effectiveness of marketing and selling in your organisation. You should also examine ways of improving both. You should include the following points:</p> <ul style="list-style-type: none"> • An analysis of the effectiveness of product and service management within the organisation and recommendations for improvement • An analysis of the effectiveness of marketing and selling within the organisation and recommendations for improvement 	
Assessment Criteria	
<ul style="list-style-type: none"> • The effectiveness of product and service management within the organisation is analysed and recommendations made for improvement • The effectiveness of marketing and selling within the organisation is analysed and recommendations made for improvement 	

M4.32	Analysing and presenting data to inform management decisions
<u>Work-based Assignment</u>	
<p>Use spreadsheets to analyse and present numerical data by:</p> <ul style="list-style-type: none"> • Gathering and analysing raw data about the organisation using spreadsheets • Creating tables, graphs and charts to present data you have gathered and analysed <p><i>Note: You could analyse and present data within the context of the organisation or any other relevant assignment and present this as evidence for achieving this unit.</i></p>	
Assessment Criteria	
<ul style="list-style-type: none"> • Raw data about the organisation was gathered and analysed using spreadsheets • Tables, graphs and charts were created to present data gathered and analysed 	

M5.06	Becoming an effective leader
<u>Reflective Review</u>	
<p>Evaluate own ability to fulfil key responsibilities of the of the leadership role by:</p> <ul style="list-style-type: none"> • Critically reviewing own ability to fulfil the key responsibilities of the leadership role • Critically evaluating own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role <p>Employ theories of emotional intelligence to review critically the effect of emotions on own and others' performance</p> <p>Evaluate own ability to set direction and to gain the commitment of others by:</p> <ul style="list-style-type: none"> • Critically reviewing own ability to set direction and communicate this to others • Critically reviewing own ability to motivate, delegate and empower others 	
Assessment Criteria	
<ul style="list-style-type: none"> • Own ability to fulfil the key responsibilities of the leadership role are critically reviewed • Own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role are critically evaluated • Theories of emotional intelligence to review critically the effect of emotions on own and others' performance are employed • Own ability to set direction and communicate this to others is critically reviewed • Own ability to motivate, delegate and empower others is critically reviewed 	

M5.07**Managing individual development****Work-based Assignment**

Determine the development needs of an individual in your organisation and determine the most suitable vehicle to address these needs. Create a development plan to meet the identified development needs. You should include the following points:

- Analyse the performance/behaviour gap between an individual and their job role in your organisation to determine their development needs
- Evaluate a range of development vehicles to meet the needs of this individual and identify the most suitable vehicle for him/her
- Provide a development plan to meet the identified development needs. Include the procedures that you would use to monitor their development

Assessment Criteria

- The performance/behaviour gap between an individual and their job role in the organisation is analysed to determine their development needs
- A range of development vehicles to meet the needs of this individual are identified
- The most suitable vehicle to develop the individual is identified
- A development plan to meet the identified needs is provided
- The procedures used to monitor their development are identified

M5.08

Managing stress and conflict in the organisation**Work-based Assignment**

Evaluate the effectiveness of your organisation and yourself in recognising and addressing workplace stress and providing the necessary support. You should include the following points:

- Evaluate the effectiveness of your organisation in recognising workplace stress and providing the necessary support mechanisms
- Evaluate own ability to provide the necessary support using organisational mechanisms

Evaluate the effectiveness of your organisation and yourself in recognising people problems and addressing them. You should include the following points:

- Evaluate the effectiveness of your organisation in recognising and addressing people problems
- Evaluate your own ability to recognise people problems and address them

Assessment Criteria

- The effectiveness of the organisation in recognising workplace stress and providing the necessary support mechanisms were evaluated
- Own ability to provide the necessary support using organisational mechanisms was analysed
- The effectiveness of the organisation in recognising and addressing people problems was evaluated
- Own ability to recognise people problems and address them was evaluated

M5.10	Understanding the organisational environment
<p><u>Reflective Review</u></p> <p>Analyse your organisation within its broader environment, then analyse the impact of economic, political and legal factors on your organisation. You should include the following points:</p> <ul style="list-style-type: none"> • An analysis of the organisation within its broader environment using a PESTLE and SWOT analysis • An analysis of the impact of <u>one</u> economic, <u>one</u> political and <u>one</u> legal factor from the PESTLE analysis on the organisation <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The organisation within its broader environment using a PESTLE and SWOT analysis is analysed • The impact on the organisation of <u>one</u> economic and <u>one</u> political factor from the PESTLE analysis • The impact on the organisation of <u>one</u> legal factor from the PESTLE analysis 	

M5.11	Understanding organisational culture and ethics
<p><u>Reflective Review</u></p> <p>Analyse your organisation in terms of its ethical considerations then examine its culture and how this manifests in terms of management style and team structure. You should include the following points:</p> <ul style="list-style-type: none"> • An analysis of your organisation's ethical considerations for investment, trading, competition, manufacturing, employment and social responsibilities • An examination of the type of culture within your organisation and an explanation of how this manifests in terms of management style and the structure of teams <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The organisation's ethical considerations for investment, trading, competition, manufacturing employment and social responsibilities are analysed • The type of culture within the organisation is examined • The way that the organisation's culture manifests itself in terms of management style and the structure of teams is explained 	

M5.12	Managing customer relations
<p><u>Work-based Assignment</u></p> <p>Evaluate your organisation's ability to manage customer relations and formulate improvement actions in your own area of operations. You should include the following points:</p> <ul style="list-style-type: none"> • An evaluation of your organisation's ability to manage customer relations • Formulation of actions to improve the management of internal and/or external customer relations in own area of operation <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The organisation's ability to manage customer relations is evaluated • Actions to improve the management of internal and/or external customer relations in your own area of operation are formulated 	

M5.13**Managing for efficiency and effectiveness****Work-based Assignment**

This task focuses on evaluating your organisation's ability to manage efficiently and effectively to achieve targets and objectives. In addition, you are required to evaluate your own ability to manage efficiently and effectively. You should cover the following points:

- Assess your organisation's ability to translate its vision, mission and strategic goals into operational objectives with measurable targets which creates a balance between efficiency and effectiveness
- Assess your organisation's effectiveness in delegating to achieve its overall objectives
- Assess the effectiveness of control mechanisms used in your organisation to monitor outcomes and ensure the achievement of objectives
- Assess to what extent your organisation has a culture of continuous improvement
- Suggest areas for improvement in organisational practice within your organisation
- Review your own ability to manage effectively and efficiently and identify areas for improvement

Assessment Criteria

- The organisation's ability to translate its vision, mission and strategic goals into operational objectives with measurable targets which create a balance between efficiency and effectiveness is assessed
- The organisation's effectiveness in delegating to achieve its overall objectives is assessed
- The effectiveness of control mechanisms used in the organisation to monitor outcomes and ensure the achievement of objectives is assessed
- The extent to which the organisation has a culture of continuous improvement is assessed
- Own ability to manage effectively and efficiently is reviewed
- Areas for improvement are identified

M5.15	Managing projects in the organisation
<p><u>Work-based Assignment</u></p> <p>This assignment focuses on planning a project using project management tools and techniques and evaluation of own ability to manage a project. You should include the following points:</p> <ul style="list-style-type: none"> • Planning, communicating, conducting, monitoring and evaluating a project within the organisation using project management tools and techniques • Evaluating own ability to manage a project <p><i>Note: Your plan should include sponsors and stakeholders, the scope of the project, work and/or product breakdown structures, critical path analysis, project scheduling, resource analysis, critical relationships, a communication plan and methods of monitoring and evaluating the project's progress and final outcomes including finance</i></p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • A project within the organisation is planned, communicated, conducted, monitored and evaluated using project management tools and techniques • Own ability to manage a project is evaluated 	

M5.17	Managing resources
<p><u>Work-based Assignment</u></p> <p>Analyse the efficient use of resources in own area of operation and examine ways of minimising physical waste in own area of operation including the following:</p> <ul style="list-style-type: none"> • Analyse how you could ensure <ul style="list-style-type: none"> • the provision of, • the effective, efficient and safe use of; and • the security of resources in own area of operation in your organisation • Examine how you could minimise physical waste in your own area of operation in your organisation <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The provision of resources in own area of operation was analysed • The effective, efficient and safe use of resources in own area of operation was analysed • The security of resources in own area of operation was analysed • The minimisation of physical waste in own area of operation was examined 	

M5.18	Managing information
<p><u>Work-based Assignment</u></p> <p>Use valid information to make decisions and/or solve problems and evaluate information flow within your organisation including the following:</p> <ul style="list-style-type: none"> • Briefly explain the decision to be made and/or the problem to be solved in your organisation • Gather, analyse and validate information from a wide variety of sources to reach conclusions, make decisions and/or solve the problem <p>Evaluate information flow within your organisation and make recommendations for improvement</p> <p><i>Note: This can be done within the context of another unit and presented as evidence</i></p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Information from a wide variety of sources is gathered, analysed and validated to reach conclusions, make decisions and/or solve problems • Information flow within the organisation is evaluated and recommendations for improvement made 	

M5.20

Managing recruitment**Work-based Assignment**

This assignment focuses on analysing the effectiveness of human resource planning techniques, recruitment selection and the conduct of interviews in your organisation. It also includes making recommendations for improvement. You should include the following points:

- Analysing human resource planning techniques in your organisation and making recommendations for improvement
- Analysing recruitment selection in your organisation and making recommendations for improvement
- Analysing the effectiveness of the way in which interviewing is conducted in your organisation and making recommendations for improvement

Assessment Criteria

- Human resource planning techniques in the organisation are analysed and recommendations made for improvement
- Recruitment selection in the organisation is analysed and recommendations made for improvement
- The way in which interviewing is conducted in the organisation is analysed and recommendations made for improvement

M5.23

Analysing and interpreting statistics to inform management decisions**Work-based Assignment**

Analyse data using statistical tools and interpret the results by doing the following:

- Use index numbers or time series analysis to analyse data relevant to your organisation and interpret the results
- Use any one of the following statistical tools to analyse data relevant to the organisation and interpret the results:
 - correlation and regression analysis;
 - chi squared analysis;
 - probability and sampling;
 - distribution theory and standard deviation;
 - estimation and significance testing; or
 - statistical process control

Note: You could use statistics to interpret and analyse data within the context of the organisation or any other relevant assignment and present this as evidence for achieving this unit

Assessment Criteria

- Index numbers or time series analysis is used to analyse data relevant to the organisation and the results interpreted
- A statistical tool is used to analyse data relevant to the organisation and the results interpreted

M5.26

Managing facilities**Work-based Assignment**

Develop a facilities management plan for own area of operation that includes

- The range of people likely to work within, or visit the organisation
- Legal obligations and insurance requirements
- Location of premises, planning, access, size and cost factors
- Adequacy and maintenance of heating, lighting, ventilation and other internal facilities and equipment
- Health, safety and environmental issues
- Effects of premises and facilities on the organisation's image
- Security measures for premises, contents and users, including protection from malicious attack
- Hiring out of accommodation/equipment (if relevant)

Assessment Criteria

- A facilities management plan for own area of operation is developed that includes
 - The range of people likely to work within, or visit the organisation
 - Legal obligations and insurance requirements
 - Location of premises, planning, access, size and cost factors
 - Adequacy and maintenance of heating, lighting, ventilation and other internal facilities and equipment
 - Health, safety and environmental issues
 - Effects of premises and facilities on the organisation's image
 - Security measures for premises, contents and users, including protection from malicious attack
 - Hiring out of accommodation/equipment (if relevant)

M5.27

Making professional presentations**Work-based Assignment**

Plan a professional presentation by:

- Identifying the aim and objectives of the presentation and the intended audience
- Researching and evaluating the information to be contained in the presentation
- Planning the content of the presentation and preparing visual aids
- Preparing the location, equipment and materials for a presentation

Deliver a professional presentation by:

- Presenting your argument substantiated by facts
- Responding appropriately to questions from the audience

Evaluate own ability to make professional presentations (a summary of your evaluation must be submitted to the tutor)

Notes: This assignment could be within the context of the organisation or any other relevant assignment. A summary of the presentation content and copies of all visual aids used must be submitted to the tutor

Assessment Criteria

- The aim and objectives of the presentation and the intended audience are identified
- Information is researched and evaluated
- The content of the presentation is planned and visual aids prepared
- The location, equipment and materials for a presentation is prepared
- Argument is presented substantiated by facts
- Responded to questions from the audience
- Own ability to make professional presentations is evaluated

M5.28	Leading teams
<p><u>Work-based Assignment</u></p> <p>Evaluate your organisation's ability to manage individuals to achieve its stated goals and objectives. Then explain how you could develop, lead and evaluate your team. Conclude by reviewing your own ability to develop and lead teams. Your answer should include the following points:</p> <ul style="list-style-type: none"> • Evaluate how effectively your organisation manages individuals to achieve its goals and objectives • Explain how you would apply a recognised theory of motivation to develop and lead your team. Your explanation should include the importance of direction and values • Explain which techniques you would use to evaluate your team's performance • Analyse your own ability to manage individuals to achieve organisational goals and objectives <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The effectiveness of the organisation in managing individuals to achieve its stated goals and objectives is evaluated • The importance of direction and values in creating effective teams is explained • The application of one recognised theory of motivation to teams in own area of operation is explained • The techniques used to evaluate the team's performance is explained • Own ability to develop and lead teams is reviewed • Own ability to manage individuals to achieve organisational goals and objectives is analysed 	

M6.07	Conducting operations research
<p><u>Work-based Assignment</u></p> <p>Conduct operations research in your organisation using relevant and appropriate operational research techniques. Make recommendations for improvements based on your findings:</p> <p><i>Note: Clearly explain the context within which you will be conducting operations research, the area in which you will conduct your research and why you have chosen this specific area.</i></p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Operational research in the organisation is conducted using relevant and appropriate operational research techniques • Recommendations are made for improvements based on their findings 	

Appendix D

Resources and Validated Products available for IQual Diploma in Advanced Management

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

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 ILM customer services
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*

Management Extra (published by Elsevier)	A new series of 20 workbooks plus Facilitation Guide, mapped to 2004 Management and Leadership standards and ILM qualifications at Level 5 – see following pages. <i>Details from Business Managers or ILM Customer Services at Lichfield, or available through a network of distributors, or telephone Elsevier on 01865 888190</i>
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. <i>Details from Kent Learning Resources on Tel: 01622 743659 or tony@kentlearningresources.co.uk</i>
LRI (Learning Resource International)	A complete E-Solution supporting specific ILM qualifications as indicated in courseware, combining: <ul style="list-style-type: none"> • E-process – Portal (hosted) • E-content – Learning and support material • Portfolio – hard copy <p>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.</p> <p>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</p>

* 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)

Management Extra

Management Extra is published by Pergamon Flexible Learning, who publish Super Series jointly with ILM (full details at <http://www.managementextra.com>). Although not specifically produced to cover the Units within the IQual Diploma in Advanced Management, many of the books do provide excellent support for the programme.

The table below identifies which books in the Management Extra series cover ILM Level 4 and Level 5 Units in Management. It should be emphasised that where a book is identified as 'fully covering' a segment this is based on certain assumptions. These are that the identified sections have been completed in full (including activities), that references and further reading (i.e. 'More @') have been followed up, and that there have been opportunities to discuss and apply knowledge and practice skills (e.g. through workshops, etc).

NB: Sections marked ✓ are directly relevant; those marked * are useful additional sources of learning.

Unit		Notes	Title	Section				
				1	2	3	4	5
M4.01	Understanding the management role	Quite well covered but extra needed on communicating with stakeholders and the value of networks and networking skills	<i>Positive Working Relationships</i>	✓	✓			✓
			<i>Leading Teams</i>		✓			
			<i>Leadership and Management in Organisations</i>	✓	✓			
			<i>Development for High Performance</i>		✓			
M4.02	Developing management skills	A useful but minor contribution to the Unit	<i>Making Sense of Data and Information</i>	*				
			<i>Effective Communications</i>		*	*	*	
M5.01	Developing the reflective manager	Well covered but extra needed on 360° feedback and career management, and all of Learning Outcomes 3 and 4	<i>Managing Yourself</i>	✓	✓	✓		
M5.02	Managing improvement	Fully covered, apart from Costs of quality	<i>Business Environment</i>			✓		
			<i>Quality & Operations Management</i>	✓	✓	✓		
M5.03	Making a Financial Case	Useful, but more needed on costing, financial decision-making, and DCF/NPV in financial evaluation	<i>Financial Management</i>	✓		✓	✓	
M5.04	Developing the manager as a critical thinker	Useful contribution but not sufficient on its own	<i>Making Sense of Data and Information</i>	✓				
M5.05	Leading Innovation and Change	Fully covered (<i>Business Environment</i> provides useful background)	<i>Reaching Your Goals Through Innovation</i>	✓	✓	✓	✓	
			<i>Change Management</i>	✓	✓	✓	✓	✓
			<i>Business Environment</i>		✓			
			<i>Development for High Performance</i>		✓			

Unit		Notes	Title	Section				
				1	2	3	4	5
M5.06	Becoming an effective leader	Fully covered	<i>Leadership and Management in Organisations</i>	✓	✓	✓	✓	
M5.07	Managing individual development	Well covered (Last section of Recruitment and Selection makes a useful optional contribution)	<i>Development for High Performance</i>	✓	✓	✓	✓	✓
			<i>Recruitment and Selection</i>					✗
M5.08	Managing stress and conflict in the organisation	Fully covered	<i>Managing Yourself</i>				✓	✓
			<i>Managing for Results</i>				✓	
			<i>Positive Working Relationships</i>					✓
			<i>Development for High Performance</i>			✓		
M4.27	Communication in management	Fully covered	<i>Effective Communications</i>	✓	✓	✓		
			<i>Positive Working Relationships</i>	✓				
M5.10	Understanding the organisational environment	Fully covered	<i>Managing Legal And Ethical Principles</i>		✓	✓	✓	✓
			<i>Business Environment</i>	✓	✗		✓	✓
M5.11	Understanding organisational culture and ethics	Fully covered	<i>Leadership and Management in Organisations</i>		✓			
			<i>Business Environment</i>		✓			
			<i>Managing Legal And Ethical Principles</i>	✓				✓
M5.12	Managing customer relations	Fully covered	<i>Managing Markets and Customers</i>	✓	✓	✓	✓	✓
M5.13	Managing for efficiency and effectiveness	Additional coverage of concepts of 'efficiency' and 'effectiveness' needed	<i>Quality & Operations Management</i>			✓	✓	
			<i>Reaching Your Goals Through Innovation</i>	✓				
M4.28	Understanding financial management	Fully covered	<i>Financial Management</i>	✓	✓	✓	✓	✓
M5.15	Managing projects in the organisation	Fully covered apart from an insight into PRINCE project management	<i>Project Management</i>	✓	✓	✓	✓	✓
M4.29	Managing a healthy and safe environment	Fully covered	<i>Managing Health, Safety and the Work Environment</i>	✓	✓			(✓)
M5.17	Managing resources	Quite well covered	<i>Managing Health, Safety and the Work Environment</i>				✓	✓
			<i>Quality & Operations Management</i>			✓	✓	✓
M5.18	Managing information	Fully covered	<i>Making Sense of Data and Information</i>	✓	✓			
			<i>Information and Knowledge Management</i>	✓	✓		✓	✓

Unit		Notes	Title	Section				
				1	2	3	4	5
M4.30	Managing meetings	Fully covered	<i>Effective Communications</i>	✓	✓			
			<i>Positive Working Relationships</i>		✓	✓	✓	
M5.20	Managing recruitment	Fully covered	<i>Effective Communications</i>					✓
			<i>Recruitment and Selection</i>	✓	✓	✓	✓	
M4.31	Managing marketing	More or less fully covered, but more exploration of new product development needed and sales techniques and sales management	<i>Managing Markets and Customers</i>	✓	✓	✓	✓	✓
M5.23	Analysing and interpreting statistics to inform management decisions	Fully covered, but needs further detail and practice of techniques	<i>Making Sense of Data and Information</i>	✓	✓	✓	✓	
M6.07	Conducting operations research	Useful introduction, but much more needed on the development of knowledge and practical application	<i>Making Sense of Data and Information</i>				✓	
M4.32	Analysing and presenting data to inform management decisions	Well covered, but needs more practice to develop knowledge and skills	<i>Information and Knowledge Management</i>	✓				
			<i>Making Sense of Data and Information</i>	✓	✓	✓		
M5.26	Facilities Management	Quite good coverage of general principles	<i>Managing Health, Safety and the Work Environment</i>	*		✓		
M5.27	Making professional presentations	Practice needed in making a presentation (delivery and responding to questions), and evaluation and performance improvement	<i>Effective Communications</i>				✓	
			<i>Information and Knowledge Management</i>			✓		
M5.28	Leading Teams	Fully covered	<i>Leading Teams</i>	✓	✓	✓	✓	✓
			<i>Managing for Results</i>	✓	✓	✓		✓

List of Management Extra titles

Business Environment	Recruitment and Selection
Positive Working Relationships	Leading Teams
Development for High Performance	Reputation Management
Managing for Results	Effective Communications
Managing Yourself	Reaching Your Goals Through Innovation
Change Management	Leadership and Management in Organisations
Information and Knowledge Management	Making Sense of Data and Information
Quality and Operations Management	Managing Health, Safety and the Work Environment
Financial Management	Managing Markets and Customers
Project Management	Managing Legal And Ethical Principles

Appendix E

IQual Diploma Advanced in Management

Mapping to April 2006 IMQ programme specifications

(Guidance for Centres who have previously operated the
IMQ Diploma in Management)

IMQ Key Area, Modules & Sessions	Old VRQ Ref	Unitised Ref.
Key Area 01 Managing Self	D1	
Module 1 SELF MANAGEMENT AND SKILLS		
Session A Continuing Professional Development	D1.1	M5.01 – combines with newly developed material
Session B Grasping Opportunities	D1.2	M5.05 – combines with D2.2 and D2.3 to form new unit
Session C Objectives and Targets	D1.3	M5.13 – combines with D4.1 to form new unit
Session D Stress Management	D1.4	M5.08 – combines with D6.3 to form new unit
Session E Interacting with People	D1.5	M4.01 – combines with D2.1 to form new unit
Session F Negotiating Skills	D1.6	M4.30 – combines with D7.1 and D7.4 to form new unit
Session G Professional Presentations	D1.7	M5.27 new unit
Key Area 02 Managing People	D6	
Module 1 PEOPLE MANAGEMENT		
Session A Managing Individuals	D6.1	M5.28 – combines with D6.2 to form new unit
Session B Developing and Leading Teams	D6.2	M5.28 – combines with D6.1 to form new unit
Session C Addressing People Problems	D6.3	M5.08 – combines with D1.4 to form new unit
Session D Identifying Individual Development Needs	D6.4	M5.07 – combines with D6.5 and D6.7 to form new unit
Session E Providing Development for Individuals	D6.5	M5.07 – combines with D6.4 and D6.7 to form new unit
Session F Human Resource Planning	D6.6	M5.20 – combines with D6.8 and D7.5 to form new unit
Session G Managing and Delivering Training	D6.7	M5.07 – combines with D6.4 and D6.5 to form new unit
Session H Recruitment and Selection	D6.8	M5.20 – combines with D6.6 and D7.5 to form new unit
Key Area 03 Managing Information	D7	
Module 1 INFORMATION AND COMMUNICATIONS		
Session A Attending Meetings	D7.1	M4.30 – combines with D1.6 and D7.4 to form new unit
Session B Gathering Information	D7.2	M5.18 – combines with D7.7 to form new unit
Session C Communications	D7.3	M4.27 – combines with D7.6 to form new unit
Session D Leading Meetings and Briefings	D7.4	M4.30 – combines with D1.6 and D7.1 to form new unit
Session E Interviewing	D7.5	M5.20 – combines with D6.6 and D6.8 to form new unit
Session F Effective Written Communication	D7.6	M4.27 – combines with D7.3 to form new unit
Session G Information Systems	D7.7	M5.18 – combines with D7.2 to form new unit
Session H Text Processing for Managers	D7.8	Not included
Key Area 04 Managing Activities	D2	
Module 1 OPERATING CONTEXT AND CHANGE		
Session A Leadership & Management in Orgs	D2.1	M4.01 – combines with D1.5 to form new unit
Session B Leading Change	D2.2	M5.05 – combines with D1.2 and D2.3 to form new unit
Session C Managing Change	D2.3	M5.05 – combines with D1.2 and D2.2 to form new unit
Session D The Legal Framework	D2.4	M5.10 – combines with D2.4 and D3.2 to form new unit
Session E Organisations and their Cultures	D2.5	M5.11 – combines with D2.6 to form new unit
Session F Managing Ethically	D2.6	M5.11 – combines with D2.5 to form new unit
Session G Economic and International Contexts	D2.7	M5.10 – combines with D2.4 and D3.2 to form new unit
Key Area 04 Managing Activities	D3	
Module 2 MEETING CUSTOMER NEEDS		
Session A Planning to Meet Customer Requirements	D3.1	M5.02 – combines with D3.3 to form new unit
Session B Understanding the Organisation	D3.2	M5.10 – combines with D2.4 and D2.7 to form new unit
Session C Managing Quality	D3.3	M5.02 – combines with D3.1 to form new unit
Session D Customer Relations	D3.4	M5.12 – combines with D3.7 to form new unit
Session E Product and Service Management	D3.5	M4.31 – combines with D3.6 to form new unit
Session F Marketing and Selling	D3.6	M4.31 – combines with D3.5 to form new unit
Session G Understanding the Market	D3.7	M5.12 – combines with D3.4 to form new unit

IMQ Key Area, Modules & Sessions	Old VRQ Ref	Unitised Ref.
Key Area 05 Managing Resources	D4	
Module 1 PLANNING AND RESOURCES		
Session A Planning for Efficiency	D4.1	M5.13 – combines with D1.3 to form new unit
Session B Health, Safety and the Environment	D4.2	M4.29 new unit
Session C Facilities Management	D4.3	M5.26 new unit
Session D Work Analysis	D4.4	M5.22 new unit
Session E Managing Equipment	D4.5	M5.17 – combines with D4.6 to form new unit
Session F Managing Materials	D4.6	M5.17 – combines with D4.5 to form new unit
Session G Project Planning and Control	D4.7	M5.15 – combines with D4.8 to form new unit
Session H Successful Project Delivery	D4.8	M5.15 – combines with D4.7 to form new unit
Session I Operations Research Techniques	D4.9	M6.07 new unit
Key Area 05 Managing Resources	D5	
Module 2 FINANCE AND NUMERACY		
Session A D5.1 Managing by Budgets	D5.1	M4.28 – combines with D5.3 and D5.4 to form new unit
Session B D5.2 Making a Financial Case	D5.2	M5.03 new unit
Session C D5.3 Understanding Finance	D5.3	M4.28 – combines with D5.1 and D5.4 to form new unit
Session D D5.4 Management Accounting for Managers	D5.4	M4.28 – combines with D5.1 and D5.3 to form new unit
Session E D5.5 Presenting Numerical Data	D5.5	M4.32 – combines with D5.7 to form new unit
Session F D5.6 Analytical Statistics	D5.6	M5.23 new unit
Session G D5.7 Spreadsheets for Managers	D5.7	M4.32 – combines with D5.5 to form new unit
NEWLY DEVELOPED		
Not in IMQ - Newly Developed		M4.02
Not in IMQ - Newly Developed		M5.04

*Note:-All IMQ sessions are 6 guided learning hours. Core sessions as shown in **bold** must be completed for the IMQ Diploma in Management plus additional optional sessions to ensure the total guided learning hours are met.*