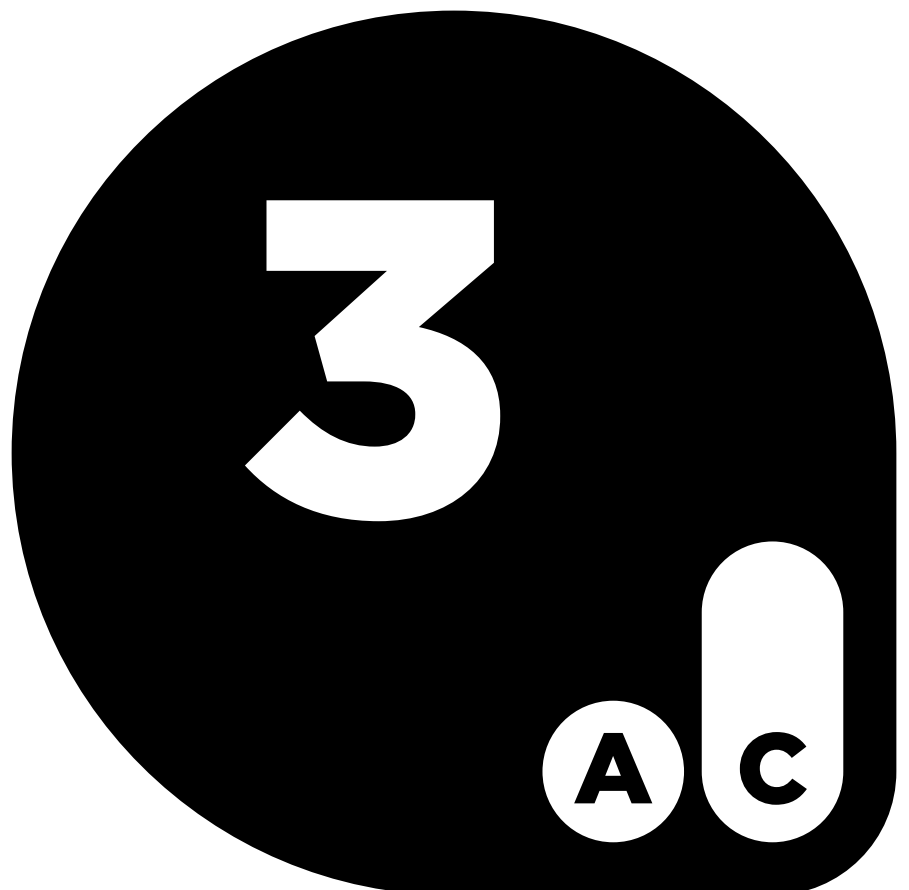


**ILM LEVEL 3  
AWARD AND  
CERTIFICATE  
IN STARTING YOUR  
ENTERPRISE**



**Circulation of Qualification Specifications**

These Qualification Specifications are provided to centres that are approved by the Institute of Leadership and Management (ILM) to offer these qualifications. They should not be circulated outside of the centre. There are specific sections that are designed to be copied to candidates eg Assessment Notes for Candidates. It may also be useful to make available the Programme Outline and Unit Specifications. This information should be extracted from the Qualification Specifications rather than providing candidates with the complete document.

**Institute of Leadership & Management (ILM)**

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# ILM LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE (QCF)

[Award Qualification No. – 500/3695/6]

[Certificate Qualification No. – 500/3696/8]

***Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at [customer@i-l-m.com](mailto:customer@i-l-m.com)***

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***\*M and E Unit Optional Assessments are available as free downloadable assessments from the ILM Shop here: <http://www.i-l-m.com/shop/c-14-level-3-starting-your-enterprise.aspx>***

**QUALIFICATIONS OVERVIEW:**

<b>ILM Level 3 Award and Certificate in Starting Your Enterprise (QCF)</b>		
<b>Purpose of the qualifications</b>	The purpose of these qualifications is to build and broadens the learner's key knowledge and skills required to start a business/enterprise which may be a social enterprise, charity or co-operative. They are equally valuable for the start up of a discrete business unit within a larger organisation.	
<b>Progression routes</b>	The qualification suites provides opportunities to progress towards other qualifications such as: <ul style="list-style-type: none"> <li>• Level 2 Award Business Improvement Techniques</li> <li>• Level 2 Certificate in Sales Management</li> <li>• Level 3 Award and Certificate in Operations Management</li> <li>• Level 3 Award in Service Improvement</li> <li>• Level 3 Effective or First Line Managers qualifications</li> <li>• Level 4 Leadership and Management qualifications</li> <li>• Level 4 or 5 Volunteer Management qualifications</li> <li>• Level 3 or 5 Coaching and Mentoring qualifications</li> </ul>	
<b>Credit Value</b>	<b>Award</b> 8 (minimum)	<b>Certificate</b> 25 (minimum)
<b>Induction</b>	<b>Award</b> 1 hour	<b>Certificate</b> 2 hours
<b>Tutorial Support</b>	<b>Award</b> At least 2 hours	<b>Certificate</b> At least 3 hours
<b>Guided Learning Hours</b> (this includes time for induction, tutorial support and the units guided learning hours)	<b>Award</b> Minimum 31 GLH	<b>Certificate</b> Minimum 95 GLH
<b>To be completed within</b>	3 years	
<b>Structure</b> (Rules of combination)	<b>Award</b> <ul style="list-style-type: none"> <li>• Two mandatory units with a combined credit value of 6</li> <li>• Optional units with a minimum total credit value of 2</li> </ul>	<b>Certificate</b> <ul style="list-style-type: none"> <li>• Nine mandatory units with a combined credit value of 21</li> <li>• Optional units with a minimum total credit value of 4</li> </ul>

## LIST OF UNITS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE

Unit Ref	Unit Title	Credit Value	GLH	Award	Cert
E2.01	Assessing own suitability for enterprise	3	6	M	M
E3.01	Assessing the viability of a business idea	3	18	M	M
E3.02	Researching the business market	3	3	O	M
E3.03	Developing a customer service focus	2	6	O	M
E3.04	Promoting the business	1	6	O	M
E3.05	Considering resources for the business	2	9	O	M
E3.06	Determining the financial needs for the business	3	15	O	M
E3.07	Complying with legislation and regulatory requirements	3	12	O	M
E3.08	Writing a business plan	1	3	O	M
E3.09	Exploring franchising opportunities	2	6	O	O
E3.10	Acquiring human skills for the business	2	6	O	O
E3.11	Managing staff	2	6	O	O
E3.12	Understanding National Insurance and tax requirements	1	3	O	O
E3.13	Budgeting for the business	3	12	O	O
E3.14	Marketing and selling for the business	3	12	O	O
E3.15	Protecting the business	1	3	O	O
E3.16	Ensuring stock control in the business	1	3	O	O
E3.17	Acquiring business premises	1	3	O	O
E3.18	Working from home or a vehicle	1	3	O	O
E3.19	Maintaining a quality focus	2	6	O	O
E3.20	Presenting a business plan	2	6	O	O
E3.21	Opening and operating a bank account	1	3	O	O
E3.22	Measuring the environmental and social impact of the business	2	6	O	O
E3.23	Understanding the financial records	1	3	O	O
M3.01	Solving problems and making decisions	2	11	O	O
M3.04	Achieving objectives through time management	1	7	O	O
M3.06	Managing creativity and innovation in the workplace	1	7	O	O
M3.07	Obtaining information for effective management	2	10	O	O
M3.14	Managing conflict in the workplace	1	4	O	O
M3.15	Managing stress in the workplace	1	8	O	O
M3.18	Coaching and training your work team	2	7	O	O
M3.19	Providing quality to customers	2	6	O	O

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE

To approve centres to deliver the Level 3 Award and Certificate in Starting Your Business, ILM will consider a centre's ability to meet various standards, not least having staff with sufficient competence. It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

<b>Tutors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.</li> <li>• Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Be able to prove that they have current experience of delivering training appropriate to the level and subject area of these qualifications</li> </ul>
A qualification in support of teaching/training.	<ul style="list-style-type: none"> <li>• Ideally hold a valid and recognised teaching/training qualification.</li> </ul>

<b>Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of these qualifications</li> </ul>
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold an assessment qualification (e.g. TAQA or equivalent)</li> </ul>
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the organisation's management centric policies, procedures and practices.</li> <li>• Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul>

## ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [customer@i-l-m.com](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 3 Award and Certificate in Starting Your Business.

Appendix B in this document outlines the assessments and mark sheets for the mandatory units. Centres can access the assessments for optional units from the ILM website. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

<p><b>Assessments for the Level 3 Award &amp; Certificate in Starting Your Enterprise</b></p>	<p>Mandatory units have a mix of Reflective log, Viability review and a Business case/plan depending on the units selected in the Award or Certificate programmes.</p> <p>Optional units have a mix of Work-based assignments, Reflective reviews, Knowledge reviews, Oral presentations, Role-play/Scenario's Written reports, <i>Centre-devised alternatives</i> depending on the units selected in the Award or Certificate programmes and these can be downloaded from the ILM website.</p> <p>All assessments are provided, however, centres may chose to devise their own alternative forms of assessments and or use the <i>available downloadable assessments from the ILM web-site</i>.</p>
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Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.



# **A P P E N D I X - A**

## **UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE**

<b>Title:</b>	<b>Assessing own suitability for enterprise (E2.01)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand what they want to get from self employment	1.1 Describe what they want to get from self employment
2	Understand the risks involved in self employment	2.1 Identify and describe the main risks, including money and time, involved in running their own business 2.2 Seek advice from others about the implications of being self employed 2.3 Examine whether their lifestyle is suited to the demands of self-employment 2.4 Examine what reasonable risks they are willing to take
3	Understand what skills knowledge and abilities are needed for starting and running own enterprise	3.1 Identify the knowledge, skills and abilities needed for self employment 3.2 Examine their own knowledge, skills and abilities for self employment 3.3 Draw up a simple plan to fill any gaps in the knowledge, skills and abilities needed for self employment
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To explore the suitability of starting own enterprise and determining the knowledge, skills and abilities required to start and run own business.
Unit review 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 SFEDI 2006 NOS: PE1, PE2, UE1, YS1, YS2, YS3, YS4, UE5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The definition of enterprise</li> <li>• Reasons for exploring enterprise</li> <li>• Expectations for running own business (financial rewards, personal achievement, independence, business success etc)</li> </ul>
2	<ul style="list-style-type: none"> <li>• The benefits and risks associated with starting and running own business</li> <li>• The risks involved in self employment including financial risks</li> <li>• How to seek advice from others about the implications of being self employed</li> <li>• Assessment of acceptable and realistic risks in starting and running own business</li> <li>• Examination of lifestyle to determine compatibility with the demands of self employment</li> <li>• How to make a decision about own suitability for self employment based on risk factors</li> </ul>
3	<ul style="list-style-type: none"> <li>• Skills and qualities needed for starting and running own enterprise (personal, functional, innovation, 'can do' attitude and practical/creative skills)</li> <li>• How to assess own competence in the knowledge, skills and abilities needed for starting and running own business</li> <li>• How to compile an action plan to fill in knowledge gaps</li> </ul>

<b>Title:</b>	<b>Assessing the viability of a business idea (E3.01)</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1 Define their proposed business idea	1.1 Identify and define personal aim(s) and objective(s) for starting own business 1.2 Define the aim(s) and objective(s) of their proposed business idea 1.3 Briefly outline the key business components 1.4 Determine the best possible legal entity for their proposed business idea
2 Seek and get advice about their proposed business idea	2.1 Identify, select and get advice from relevant people about starting their proposed business
3 Assess the viability of their business idea	3.1 Assess the viability of their proposed business idea, including the demand for their product/service and the existence of any competitors in their chosen area 3.2 Assess whether the business will provide income to sustain current life style and also lifestyle to which learner aspires
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To explore the viability of a business idea.
Unit review date	31/12/2015
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to SFEDI 2006 NOS: BD1, BD2, BD10, BD11, OP10, YS1, YS2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI
Location of the unit within the subject/sector classification system	Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	18
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Personal objectives in relation to the business – such as the proportion or level of income it must provide; attitudes to growth; timescale</li> <li>• Importance of business aims (and social and/or environmental aims where appropriate), SMART objectives, purpose, vision and mission statements as appropriate</li> <li>• Overall aims, objectives, purpose, vision or mission for business/enterprise</li> <li>• Brief consideration of the key business/enterprise components, including the products/services; market; resources (inc finance, equipment, premises, stock, etc); legislation; skill and knowledge needs, as appropriate to the business/enterprise</li> <li>• Main business entities/structures – sole trader, partnership, limited company, NFP, charity, social enterprise, co-operative</li> <li>• Implications of chosen type of operation, including legal aspects, tax, NIC, insurances, local regulations, trading standards etc</li> <li>• Processes for forming and registering businesses, as appropriate</li> </ul>
2	<ul style="list-style-type: none"> <li>• Sources of information and support such as banks, accountants, legal professionals, central and local government agencies, libraries and professional associations</li> <li>• Nature, purpose and value of networks</li> <li>• Identification of relevant networks</li> <li>• Effective networking creation and practices</li> <li>• Methods to establish and maintain effective business relationships</li> <li>• Sources of formal and informal information; their costs, benefits and reliability</li> <li>• Range of business support services – including banks, solicitors, accountants, small business advisory services, consultants, training providers, etc, as appropriate</li> <li>• Range of business information services, including the internet, local and national sources</li> <li>• How to access and select the most appropriate information source for various business situations</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple PESTLE analysis and its application to the business</li> <li>• Market factors, including size, location, accessibility, future potential, competition</li> <li>• Demands for products/services</li> <li>• Competition in the field</li> <li>• Identification of stakeholder(s) for those involved in social enterprise</li> </ul>

<b>Title:</b>	<b>Researching the business market (E3.02)</b>
<b>Level:</b>	3
<b>Credit value:</b>	3
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1 Conduct market research to match own product(s)/service(s) to opportunities, gaps and/or niche markets	<p>1.1 Apply appropriate basic market research techniques and use sources of marketing information to identify market segmentation, trends, competitors and gaps in the market</p> <p>1.2 Match own product(s)/service(s) to identified opportunities/gaps and or niche markets</p> <p>1.3 Explain how you can make optimum use of opportunities using the information obtained from market research</p>
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To consider opportunities/gaps/niche markets in relation to proposed product(s)/service(s).
Unit review 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 SFEDI 2006 NOS: BD1, BD2, WB1, WB6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	3
<b>Additional Guidance about the Unit</b>	

**Indicative Content:**

1

- Basic market research techniques and their applications
- Sources of marketing information
- Simple evaluation skills, such as market segmentation, market trends, competitor analysis; gap analysis;
- Business SWOT analysis to make optimum use of opportunities/gaps/niche markets
- Creative thinking techniques

<b>Title:</b>	<b>Developing a customer service focus (E3.03)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand customer service needs within the context of the business	1.1 Define what customers most want from the business 1.2 Examine how customers feel about similar business, products or services
2	Understand the importance of good communication in relation to the customer	2.1 Examine ways communicating effectively with customers
3	Establish a customer orientated culture in the business	3.1 Develop a policy/plan to ensure customer satisfaction in the business 3.2 Identify ways of measuring customer satisfaction
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop a customer service focus in the business.
Unit review 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 SFEDI 2006 NOS: BD1, BD7, BD11, BI1, EE2, OP10, WB11, WB12
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008



Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Purpose of customer lists</li> <li>• Customer types – individuals and groups including social enterprises (if relevant)</li> <li>• Customer profiles and purchase motivations</li> <li>• Techniques for defining customer needs, including such issues as quality, price, accessibility, etc</li> </ul>
2	<ul style="list-style-type: none"> <li>• Communication processes</li> <li>• Types of communication, including non-verbal</li> <li>• Effective direct communication techniques, as appropriate to the business</li> <li>• Indirect communication techniques, as appropriate to the business</li> <li>• Potential communication problems and how to resolve them</li> </ul>
3	<ul style="list-style-type: none"> <li>• Principles of customer service</li> <li>• Concept and benefits of a customer-oriented culture within the business/enterprise</li> <li>• Content of an effective customer service policy and process, including monitoring systems</li> <li>• Techniques for responding appropriately to customer service problems</li> </ul>

<b>Title:</b>	<b>Promoting the business (E3.04)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand how to promote the business	1.1 Identify unique selling points and how to exploit them 1.2 Examine a range of promotional opportunities, methods and techniques to develop the business 1.3 Identify simple ways to evaluate the return on advertising and promotional activities
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To consider how to promote the business.
Unit review		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to SFEDI 2006 NOS: BD1, BD2, BD3, OP10, WB2, WB4, WB7, WB8, WB10, EE2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Principles of promotion and advertising, including social enterprises (if relevant)</li> <li>Matching needs with benefits</li> </ul>	

- |   |
|---|
| <ul style="list-style-type: none"><li>• Promotional techniques</li><li>• Basic advertising methods</li><li>• Simple ways to evaluate the return on advertising and promotional activities</li></ul> |
|---|

<b>Title:</b>	<b>Considering resources for the business (E3.05)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the likely kinds of resources required by the business	1.1 Assess the likely kinds of resources required and how they can be obtained cost effectively 1.2 Identify and consider the implications of legal, safety, security and maintenance issues relating to these business resources
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To consider the various resources required for starting own business including the legal, safety, security and maintenance implications.
Unit review 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 SFEDI 2006 NOS: BD1, BD3, BS1, BS2, LG2, MN1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		9
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• Range of resources, such as premises, equipment, stock, finance, staff, skills and knowledge – as appropriate</li><li>• How to prioritise requirements</li><li>• Where and how to acquire the resources needed</li><li>• Simple evaluation techniques, such as cost/ benefit analysis; make or buy; cost v durability or quality decisions as appropriate to the business/enterprise</li><li>• Relevant legal, health, safety, environment and security issues</li><li>• Risk/contingency planning</li><li>• Disaster recovery</li></ul>
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<b>Title:</b>	<b>Determining the financial needs for the business (E3.06)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Determine sources of finance for the business	1.1 Identify possible sources of finance for the business and evaluate the suitability of these sources
2	Understand the financial profitability of the business	2.1 Calculate simple costs of goods or services to be provided by the business 2.2 Determine a minimum selling price based on cost, volume and profit 2.3 Calculate the break even point for the business 2.4 Forecast the short and medium term financial profitability of the business
3	Be able to determine and monitor the cash flow for the business	3.1 Determine the projected cash flow for the business for the first year after start-up 3.2 Examine simple ways to control credit and, where appropriate, state how to determine the credit worthiness of customers 3.3 Determine ways of monitoring and controlling cash flow in the business
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To explore the financial needs for a business including break even and cash flow.
Unit review 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 SFEDI 2006 NOS: BD11, MN1, MN2, MN4, MN5, MN6, MN7, MN8;
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	15
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Methods of identifying needs for funds, including within social enterprises (if relevant)</li> <li>• Sources of short and medium term business/enterprise finance</li> <li>• Ways to evaluate suitability of alternatives</li> <li>• Processes involved in acquiring funds</li> </ul>
2	<ul style="list-style-type: none"> <li>• Basic cost classification and its application to the business/enterprise</li> <li>• Calculation of costs including simple techniques for allocation of overheads</li> <li>• Price determination, using cost and market factors, and achievement of required margins</li> <li>• Simple marginal costing techniques and their application to the business/enterprise and price determination</li> <li>• Return on capital employed (ROCE)</li> <li>• Concepts of price, profit, cost, volume and their relationships</li> <li>• Simple ways of forecasting, estimating and projecting for the business/enterprise</li> <li>• Break even analysis</li> <li>• Contingency planning</li> </ul>
3	<ul style="list-style-type: none"> <li>• Importance of cash flow and business/enterprise funding, and access to sufficient cash</li> <li>• The role and application of cashflow forecasts</li> <li>• Difference between cash and profit, and the need to maintain adequate supply of cash</li> <li>• How to produce cashflow forecasts, including use of spreadsheets where appropriate</li> <li>• Use of cashflow forecast to determine likely sources of funds (long or short term)</li> <li>• Simple measures to control credit and check credit worthiness where appropriate to the business/enterprise</li> </ul>

<b>Title:</b>	<b>Complying with legislation and regulatory requirements (E3.07)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand what legal and regulatory requirements must be complied with	1.1 Identify what laws and regulations are relevant to the business 1.2 Examine the consequences of not complying with laws, regulations and inspections by government agencies
2	Understand the law of contract in relation to the provision of goods and services	2.1 Examine how the business could be affected by contract law issues
3	Understand the relevant health, safety and environmental obligations and their implications to the business	3.1 Ascertain which health and safety legislation will impact on the business and its activities 3.2 Identify the duties and responsibilities under health and safety law that the business should comply with 3.3 Determine the environmental factors and legislation with which the business needs to comply
4	Be able to prevent and control hazards and risks in the business	4.1 Identify possible hazards and risks within the business 4.2 Determine ways to prevent, minimise and control hazards in the business
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To explore the impact of relevant legislative and regulatory requirements on the business.
Unit review 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 SFEDI 2006 NOS: BD1, BD11, LG1, LG2, LG3, LG4, LG5, OP10
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI



Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	12
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Compliance and consequences of non-compliance with the law, including social enterprise (if relevant)</li> <li>• Very brief coverage of <ul style="list-style-type: none"> <li>▪ the national legal system, sources of law, common law, statute and the doctrine of precedence</li> <li>▪ Nature of law, rules, sanctions, enforcement and administration. Civil and criminal law affecting business/enterprise and employment</li> <li>▪ European law, Directives and their impact on UK law</li> </ul> </li> <li>• Alternative business entities and their implications for the individual and the business/enterprise</li> <li>• Law of agency and application to the job role</li> <li>• Employment law, contracts of employment, individual statutory employment rights, unfair dismissal</li> <li>• Legal duties in relation to sex, race and disability and unfair discrimination</li> <li>• Data Protection Acts and other relevant and current legislation</li> </ul>
2	<ul style="list-style-type: none"> <li>• The law of contract, terms and conditions, remedies for breach of contract</li> <li>• Legislation affecting contracts for the sale of goods and services</li> <li>• Product liability, consumer protection legislation, civil and criminal liability and enforcement</li> <li>• Law of agency and application to the business/enterprise</li> <li>• Sources of legal advice</li> </ul>
3	<ul style="list-style-type: none"> <li>• Health and Safety at Work acts and European Union Directives, Codes of Practice, Guidance Literature and workplace regulations</li> <li>• Duties and obligations of employer and employees as relevant</li> <li>• Defining policies and procedures to ensure the business/enterprise complies with health, safety and environmental obligations</li> </ul>
4	<ul style="list-style-type: none"> <li>• The role of risk assessment in business/enterprise</li> <li>• Legislation relating to risk assessment in business/enterprise, including COSHH</li> <li>• Practical techniques for risk assessment</li> <li>• Methods of preventing and/or controlling risks as appropriate to the business/enterprise</li> <li>• Appropriate recording procedures</li> </ul>

<b>Title:</b>	<b>Writing a Business Plan (E3.08)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Be able to write a business plan	1.1 Collect and examine information about the business 1.2 Select the most relevant material for a given purpose/audience 1.3 Write a clear and concise business plan/case using accurate facts and figures in an acceptable business format	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To learn how to write a business plan.	
Unit review 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 SFEDI 2006 NOS: BD1, BD3, BD4, BD8, BD9, BL1, BS1, EE1, LG1, LG3, LG5, MN1, MN6, OP2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and NPTC	
Units available from	01/01/2008	
Unit guided learning hours	3	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Purpose of a business/enterprise plan/case</li> <li>Range of interested parties such as banks, possible business/enterprise partners,</li> </ul>	

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|  | <p>customers, suppliers, potential investors, inspectors, employees etc</p> <ul style="list-style-type: none"><li>• How to select the most relevant material for a given purpose or audience</li><li>• Formats for presenting written business/enterprise plans</li><li>• Presentation techniques, including audio/visual aids</li><li>• The ability to write succinctly and logically using accurate facts and figures</li><li>• Methods of handling questions</li></ul> |
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<b>Title:</b>	<b>Exploring franchising opportunities (E3.09)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the nature of franchising and its implications for the franchisee	1.1 Examine the advantages and disadvantages of franchising 1.2 Examine the obligations and responsibilities of a franchisee	
2 Know how to assess the suitability of suitable franchise opportunities	2.1 Examine the suitability of possible franchise opportunities 2.2 Identify suitable sources of external advice or expertise regarding franchising opportunities 2.3 Examine franchising opportunities to reach a decision	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To explore and evaluate possible franchising opportunities.	
Unit review date	31/12/2015	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to SFEDI 2006 NOS: BI1, LG1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	6	

<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature of franchise business/enterprises (this could include a social franchise model) – advantages and disadvantages</li> <li>• Obligations and responsibilities of franchisee</li> </ul>
2	<ul style="list-style-type: none"> <li>• Support from franchisors</li> <li>• External sources of advice and expertise</li> <li>• How to evaluate whether a specific franchise is suitable for own purposes</li> </ul>

<b>Title:</b>	<b>Acquiring human skills for the business (E3.10)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand what human resource skills are required for the business	1.1 Assess the appropriate skills mix to establish and maintain the business 1.2 Collect and examine information on job requirements sufficient to decide whether to outsource, sub contract or recruit	
2 Understand the legal implications of acquiring people for the business	2.1 Briefly outline legal aspects of recruitment and selection and/or of contracting/sub-contracting 2.2 Identify the employment, diversity and equal opportunities legislation that could impact on the business 2.3 Identify the sources of guidance on employment matters 2.4 Examine ways of demonstrating compliance with the relevant legislation	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To explore the implications of acquiring human skills for the business.	
Unit review 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 SFEDI 2006 NOS: OP1, OP2, OP3, OP4, OP10, OP11	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Human resource factors to provide appropriate skills for the business/enterprise</li> <li>• Job analysis, job specification, job description, person profile for identifying requirements</li> <li>• Deployment of human resources</li> <li>• Use of outsourcing, sub-contracting and volunteers, if appropriate</li> </ul>
2	<ul style="list-style-type: none"> <li>• Current employment legislation relating to recruitment, selection, minimum pay, discipline, grievance and severance</li> <li>• Systems, records and procedures to facilitate compliance</li> <li>• Sources of assistance, such as ACAS, solicitors, CAB, professional institutes, etc</li> <li>• Consequences of non-compliance, including Employment Tribunals</li> <li>• Brief outline of legal aspects of recruitment and selection, and of contracting/sub-contracting</li> <li>• Techniques for recruitment</li> <li>• Selection methods as appropriate to the business/enterprise</li> <li>• Current employment legislation relating to diversity and equal opportunities</li> <li>• Systems, records and procedures to facilitate compliance</li> <li>• Sources of assistance, such as ACAS, solicitors, CAB, RRC, etc</li> <li>• Consequences of non-compliance, including Employment Tribunals</li> </ul>

<b>Title:</b>	<b>Managing staff (E3.11)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to manage staff	1.1 Examine how the basic management process could be applied to the business 1.2 Examine how performance could be managed within the business 1.3 Examine how discipline and conflict issues could be addressed within the business	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To explore the implications of managing people in the business.	
Unit review 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 SFEDI 2006 NOS: OP5, OP7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	6	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		



1	<ul style="list-style-type: none"><li>• Basic management process of “plan, organise, motivate, control”</li><li>• Basic models of motivation and their application to the business/enterprise</li><li>• Leadership styles</li><li>• Performance management techniques, such as SMART objectives and targets, performance review, incentives and rewards, as appropriate to the business/enterprise</li><li>• Ways to address discipline and conflict problems</li></ul>
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<b>Title:</b>	<b>Understanding National Insurance and tax requirements (E3.12)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand the implications of VAT, National Insurance and tax regulations on the business	1.1 Determine whether it is necessary to register with HM Revenue and Customs for PAYE, National Insurance and VAT, and explain how to do it 1.2 List the main financial records that must be kept to meet HM Revenue and Customs requirements 1.3 Identify sources of information and advice on taxation to assist a new business	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To understand National Insurance and tax requirements.	
Unit review 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 SFEDI 2006 NOS: LG2, MN3, MN10, MN11	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	3	
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

- Basic principles and practices associated with PAYE, National Insurance and VAT
- Role of HM Revenue and Customs and their requirements for keeping records
- Role of professional advisors, accountants, etc
- Sources of information and advice on tax and related issues, especially HMRC website
- Outline of VAT regulations and procedures as relevant to the business/enterprise
- Outline of National Insurance and PAYE regulations and procedures for the self-employed and employees as relevant to the business/enterprise

*NB: This unit is not about operating a payroll or VAT ledger, or preparing returns, etc. It is primarily about the factors that a small business/enterprise must consider in addressing these issues.*

<b>Title:</b>	<b>Budgeting for the business (E3.13)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the relevance of budgets and the importance of operating within them	1.1 Explain the relevance of budgets and the importance of operating within them
2	Be able to construct and manage a budget	2.1 Gather information and construct a simple budget for the business 2.2 Explain how to monitor the budget in order to control and enhance business performance
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To know how to set up records and prepare and manage a budget for a business.
Unit review 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 SFEDI 2006 NOS: BD11, MN1, MN2, MN8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		12
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• The nature and purpose of budgets, and the advantages of budgetary control</li></ul>
2	<ul style="list-style-type: none"><li>• How to gather information for use in determining and/or revising budgets</li><li>• Simple budgeting techniques</li><li>• Causes of variance, their significance and ways of reducing adverse effects</li><li>• Methods to monitor variance of actual performance against budget</li></ul>

<b>Title:</b>	<b>Marketing and selling for the business (E3.14)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand how the basics of marketing apply to the business	1.1 Explain how market segmentation may affect the business 1.2 Explain how the marketing mix can be applied to the business 1.3 Set marketing objectives for the business
2	Understand basic selling techniques for the business	2.1 Identify relevant selling techniques for the business 2.2 Set sales objectives for the business
3	Know how to monitor and evaluate marketing and sales objectives	3.1 Explain how to monitor and evaluate marketing and sales objectives
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To understand how to market and sell for the business.
Unit review 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 SFEDI 2006 NOS: BD3, BD4, EE2, EE3, EE4, WB1, WB2, WB3, WB, WB5, WB6, WB7, WB10, WB12
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	12
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Basic marketing, including Product, Price, Place and Promotion; simple segmentation</li> <li>• How to apply basic marketing to own business/enterprise</li> <li>• Setting marketing objectives</li> </ul>
2	<ul style="list-style-type: none"> <li>• Basic selling techniques and the steps to making a sale</li> <li>• How basic selling techniques might apply to own business/enterprise</li> <li>• Setting sales objectives, including social enterprise objectives</li> </ul>
3	<ul style="list-style-type: none"> <li>• Sales and marketing objectives and ways to monitor them</li> <li>• Contingency planning</li> <li>•</li> </ul>

<b>Title:</b>	<b>Protecting the business (E3.15)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand how to ensure security and protection for the business	1.1 Identify the security and protection needs of the business and individuals where appropriate 2.1 Identify and evaluate ways of ensuring security and protection for the business and individuals where appropriate
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To understand how to ensure security and protection for the business.
Unit review 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 SFEDI 2006 NOS: BD4, LG2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Need for security and protection for the business/enterprise – including physical assets, people, cash, information and intellectual property as appropriate</li> <li>Personal risk assessment where appropriate to the business/enterprise</li> </ul>	



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| <ul style="list-style-type: none"><li>• Means of providing security and protection in a cost-effective and appropriate way</li><li>• Insurance – including legal and personal requirements relevant to the business/enterprise</li><li>• The importance of safeguarding continuity of operation, including cover for sickness, holidays, or other absences; materials shortages, equipment breakdown, etc as relevant to the business/enterprise</li></ul> |
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<b>Title:</b>	<b>Ensuring stock control in the business (E3.16)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to control stock in the business	1.1 Explain why stock control is essential to the business and the consequences of poor control 1.2 Examine a range of stock control methods appropriate to the business
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To understand how stock control can be used in the business.
Unit review 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 SFEDI 2006 NOS: BS2, BD4, BD6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Why stock control is essential to the business/enterprise</li> <li>Range of stock control issues appropriate to the business/enterprise; such as stock rotation; shrinkage; wastage; obsolescence, and methods to control them</li> <li>Effects on the business/enterprise of poor stock control/good stock control –</li> </ul>	

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<b>Title:</b>	<b>Acquiring business premises (E3.17)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to acquire business premises	1.1 Identify the type of premises required and possible suitable locations for the business 1.2 Explain ways to acquire suitable premises 1.3 Explain the terms, conditions and legal implications of acquiring business premises	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To consider how to acquire business premises.	
Unit review 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 SFEDI 2006 NOS: BL1, BL2, BL3	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	3	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• Ways to analyse business/enterprise premises requirements</li><li>• Different types of business/enterprise premises, for practical, legal and image considerations</li><li>• Factors to consider in selecting a location</li><li>• Factors to consider in acquiring premises – including lease, rent, purchase</li><li>• Range of terms, conditions and legal issues involved in holding business/enterprise premises</li><li>• Operating costs, including security</li><li>• Simple consideration of constraints, such as local byelaws, security, planning or legislation</li></ul>
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<b>Title:</b>	<b>Working from home or a vehicle (E3.18)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Examine the viability and suitability of operating the business from home or a vehicle	1.1 Identify the advantages and disadvantages of operating the business from home or a vehicle 1.2 Explain constraints such as byelaws, security, planning or legislation that may impact on operating the business from home or a vehicle 1.3 Identify ways of minimising disadvantages and constraints of operating the business from home or a vehicle	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To consider operating the business from home or a vehicle.	
Unit review 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 SFEDI 2006 NOS: LG1, LG2, BL1, BL2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	3	
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

- Advantages and disadvantages of operating the business/enterprise from a home or vehicle base
- Simple consideration of constraints, such as local byelaws, security, planning, or legislation
- Range of factors needed from a home or vehicle base in order to operate the business/enterprise
- The potential problems and constraints and ways to minimise adverse effects on the business/enterprise

<b>Title:</b>	<b>Maintaining a quality focus (E3.19)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to satisfy customers by maintaining quality	1.1 Explain the importance of quality in maintaining customer satisfaction 1.2 Explain how to establish and maintain a quality focus throughout business activities using relevant quality standards or tools	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To consider how to set up a quality system in the business.	
Unit review 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 SFEDI 2006 NOS: EE2, WB11, WB12, BD7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	6	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>• Concepts of quality, quality inspection, quality control, quality assurance, and TQM</li> <li>• Importance of quality in maintaining customer satisfaction</li> <li>• How to establish and maintain a quality focus throughout business/enterprise</li> </ul>	



	activities. (Could include benchmarking, or standards such as ISO 9000, liP, Business Excellence model, Chartermark, PQASSO, Six Sigma as appropriate)
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<b>Title:</b>	<b>Presenting a business plan (E3.20)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Be able to present a business plan	1.1 Briefly and clearly explain their business idea and why they believe it will succeed 1.2 Logically and briefly substantiate their business idea by providing important and relevant facts and figures 1.3 Use appropriate handouts to improve understanding of the business idea and/or any information contained within the business case/plan 1.4 Answer questions about and be able to justify aspects of the business case/plan	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To be able to present a business plan.	
Unit review 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 SFEDI 2006 NOS: BD10, WB8, WB10, MN7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	6	
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

- The concepts of clarity, conciseness and logic
- Selection of relevant information content
- How to plan and prepare effectively for presenting a business/enterprise case
- Formal and informal presentation skills
- The value of various methods of data presentation – tables, graphs, charts, diagrams, gantt charts etc
- Evaluation of alternative methods to select the most appropriate for a given situation
- How to construct a range of data presentation methods
- The use of spreadsheets for the creation of graphs, charts and diagrams
- How to interpret information contained in charts and diagrams, and explain this to others
- Supervised practice or simulation to develop the ability to apply knowledge and skills

<b>Title:</b>	<b>Opening and operating a bank account (E3.21)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Be able to open and operate a bank account	1.1 Identify the banking facilities appropriate to the business 1.2 Identify the requirements for opening and operating a business account 1.3 Explain the importance of regularly reconciling bank statements and the factors that can affect a reconciliation
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To explore opening and operating a bank account.
Unit review 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 SFEDI 2006 NOS: MN9, LG2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Various banking facilities appropriate and available to the business/enterprise</li> <li>Benefits and disadvantages of different accounts</li> </ul>	

- Requirements for opening business accounts
- Who has access to and is responsible for the account
- Depositing money in the bank
- Reconciling bank statements
- Increasing security

<b>Title:</b>	<b>Measuring the environmental and social impact of the business (E3.22)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the environmental and social impact of the business	1.1 Examine the possible impact of the business on the environment 1.2 Examine the social impact of the business
2	Measure the environmental and/or social impact of the business	2.1 Identify methods of measuring the achievement of environmental and/or social aims 2.2 Measure the impact of the environmental and/or social aims
3	Optimise the social and/or environmental impact of the business	3.1 Set objectives to optimise the positive social and/or environmental impact of the business
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To be able to measure the environmental and social impact of the business.
Unit review 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 SFEDI 2006 NOS: BD11
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Consideration of the effect of business/enterprise on the environment</li> <li>• Consideration of the opportunities for business/enterprise to create a positive impact in society</li> <li>• Importance of environmental and/or social aims</li> <li>• Importance of setting objectives in relation to environmental and/or social aims</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identification of methods to measure environmental and/or social aims and impact – using statistics, surveys, interviews etc</li> <li>• Examining the suitability of various method(s) of measurement in relation to environmental and/or social aims</li> <li>• Choosing the most appropriate method(s) to measure environmental and/or social aims</li> <li>• Identifying what units of measurement to use</li> <li>• Using the method(s) to assess the impact of environmental and/or social aims</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identifying and writing SMART objectives</li> <li>• Setting objectives to decrease environmental impact based on results of measurement</li> <li>• Setting of objectives of optimise social impact based on results of measurement</li> </ul>

<b>Title:</b>	<b>Understanding financial records (E3.23)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand financial records required for the business	1.1 Identify the range of financial documents required for the business 1.2 Identify the most appropriate system for recording and controlling the business
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To know how to set up records and prepare and manage a budget for a business.
Unit review 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 SFEDI 2006 NOS: MN2, MN3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		SFEDI
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Need for documentary evidence to resolve queries or disputes, and to meet legal and tax requirements</li> <li>Documents necessary to ensure adequate business/enterprise records, such as invoices, receipts and payments, orders, goods received notes as appropriate to the business/enterprise</li> </ul>	



- |  |
|--|
| <ul style="list-style-type: none"><li>• Methods/systems (manual and IT) of keeping appropriate records for the business/enterprise, including awareness of the role of professional support</li><li>• Simple balance sheets and profit and loss accounts, or income and expenditure statements as appropriate to the business/enterprise</li></ul> |
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<b>Title:</b>	<b>Solving problems and making decisions (M3.01)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to describe a problem, its nature, scope and impact	1.1 Describe a problem, its nature scope and impact	
2 Know how to gather and interpret information to solve a problem	2.1 Gather and interpret information to identify possible solutions to a problem	
3 Know how to solve a problem	3.1 Briefly summarise the options, providing facts and evidence, not just opinion 3.2 Use at least <u>one</u> simple decision making technique to evaluate options to arrive at the best solution	
4 Know how to plan the implementation and communication of decisions	4.1 Plan the implementation and communication of the decision 4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of solving problems and making decisions as required by a practising or potential first line manager.	
Unit review 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 Management & Leadership 2008 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)	Council for Administration	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Simple ways to recognise, investigate and analyse problems</li> <li>• Objective setting in relation to problem</li> <li>• Brainstorming and creative thinking techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Difference between data and information</li> <li>• How to calculate and use simple averages and basic summary statistics</li> <li>• How to prepare and use grouped data and tables</li> <li>• Interpretation of charts and diagrams</li> <li>• Methods of indexing, referencing and structuring qualitative information</li> </ul>
3	<ul style="list-style-type: none"> <li>• How to evaluate options</li> <li>• The importance of adequate and relevant information for effective decision-making</li> <li>• Identification of what information is relevant to specific decisions</li> <li>• Simple decision making techniques</li> </ul>
4	<ul style="list-style-type: none"> <li>• Effective presentation of a case – i.e., providing facts and evidence, not just opinion</li> <li>• Monitoring and review techniques to evaluate outcomes of problem solving activities</li> </ul>

<b>Title:</b>	<b>Achieving objectives through time management (M3.04)</b>
<b>Level:</b>	3
<b>Credit value:</b>	1
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1. Know how to use effective time management to prioritise and achieve objectives	1.1 Set SMART objectives for own workload, list them in order of priority and establish appropriate time scales for their achievement 1.2 Plan the achievement of the objectives using an established time management technique 1.3 Identify constraining or limiting factors that could hinder the achievement of any one of these objectives 1.4 Briefly explain the monitoring techniques for any objective
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop knowledge and understanding of achieving objectives through time management as required by a practising or potential first line manager.
Unit review 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 Management & Leadership 2008 NOS: A2, F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7

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

1

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

<b>Title:</b>	<b>Managing creativity and innovation in the workplace (M3.06)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the importance of creativity and innovation for the organisation	1.1 Use a technique to encourage creative ideas amongst team members 1.2 Explain barriers to creative thinking and resistance to innovation within the team 1.3 Explain how to gain the commitment of others in moving creative ideas forward 1.4 Evaluate creative and innovative ideas and make reasoned recommendations to managers and others
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of creativity and innovation as required by a practising or potential first line manager.
Unit review 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 Management & Leadership 2008 NOS: C2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		7
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

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

<b>Title:</b>	<b>Obtaining information for effective management (M3.07)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to gather information	1.1 Use basic data collection techniques to gather information from external, internal and internet sources	
2 Know how to validate and analyse information and draw conclusions	2.1 Check the validity and accuracy of information gathered 2.2 Analyse information gathered and draw conclusions	
3 Know how to design and analyse questionnaires	3.1 Design a simple workplace questionnaire that includes a minimum of <u>four</u> different types of questions 3.2 Describe a representative sampling technique 3.3 Briefly describe how the questionnaire could be administered 3.4 Describe a simple technique for analysing the results of the questionnaire	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of obtaining information as required by a practising or potential first line manager.	
Unit review 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 Management & Leadership 2008 NOS: D1, F1  Links to SFEDI 2006 NOS: YS4	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI  Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	



Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The value of valid, accurate and timely information to the organisation</li> <li>• Basic means of data collection – questions, observation, surveys, source records</li> <li>• Basic questioning techniques</li> <li>• How to prepare and use surveys and questionnaires</li> <li>• Constraints on the availability of and access to data, including legal issues</li> <li>• How to validate data and information</li> </ul>
2	<ul style="list-style-type: none"> <li>• Means of determining the value (validity, accuracy, efficiency, effectiveness) of information sources</li> <li>• Internal sources – documentation, standard reports, etc</li> <li>• External published sources (including Government statistics)</li> <li>• Accessing the Internet, use of search engines, usefulness of web-based materials</li> <li>• Obtaining information from the internet employing Boolean search terms (the words – and, or, not)</li> <li>• Analysing information</li> <li>• Reaching conclusions</li> </ul>
3	<ul style="list-style-type: none"> <li>• Application of questionnaires in the workplace</li> <li>• Basic representative sampling techniques</li> <li>• Recognition of realistic response rates to questionnaires</li> <li>• How to design effective questions and response options</li> <li>• The importance of structure and appearance in questionnaire design</li> <li>• Pilot surveys to test reliability and validity</li> <li>• Administration of questionnaires by post, telephone or interview</li> <li>• Simple techniques for analysing the results of questionnaires</li> </ul>

<b>Title:</b>	<b>Managing conflict in the workplace (M3.14)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Know how to resolve conflict in the workplace	1.1 Identify causes of conflict at work 1.2 Describe the stages in the development of conflict 1.3 Explain the effects of conflict on individual and team performance at work 1.4 Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace 1.5 Describe how a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of managing conflict and supporting individuals as required by a practising or potential first line manager.	
Unit review 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 Management & Leadership 2008 NOS: D1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	

Unit guided learning hours	4
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Possible causes of internal conflict, e.g.: personal versus business/enterprise objectives/values</li> <li>• Causes of interpersonal friction at work, including bullying and harassment</li> <li>• The effects of conflict on performance and the individual at work</li> <li>• Stages in the development of conflict</li> <li>• The manager's responsibility in minimising and resolving conflict, and techniques to achieve this</li> <li>• Ways to create harmony at work and engender a positive atmosphere</li> </ul>

<b>Title:</b>	<b>Managing stress in the workplace (M3.15)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand how to manage own stress and minimise stress in others	1.1 Examine the causes and impact of stress in the organisation	1.2 Describe the symptoms of stress in self and in others
	1.3 Explain <u>one</u> practical stress management technique	1.4 Outline management responsibilities and actions in relation to work-related stress in the team
2 Know how to support individuals in the team	2.1 Explain how to decide when to provide advice, mentoring or counselling to support individuals in the workplace	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of managing stress as required by a practising or potential first line manager.	
Unit review 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 Management & Leadership 2008 NOS: C6 Links to SFEDI 2006 NOS: YS3, OP5, OP8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	

Unit guided learning hours	8
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Causes and impacts of stress at work</li> <li>• Symptoms of stress in self and in others</li> <li>• Implications of stress for workplace and non-work activities/relationships</li> <li>• Implications and effects of stress for individuals and organisations</li> <li>• Management responsibilities in relation to work-related stress</li> <li>• Simple practical stress management techniques</li> <li>• Sources of available support for stress sufferers</li> <li>• Action planning and review techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of counselling, advising and mentoring and when to use each of them to support individuals</li> <li>• Principles of counselling</li> <li>• Mentoring, and the mentoring cycle</li> <li>• Range of available counselling and support mechanisms</li> </ul>

<b>Title:</b>	<b>Coaching and training your work team (M3.18)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Understand training appropriate to the workplace	1.1 Clarify the training need 1.2 Explain <u>two</u> training techniques appropriate to the workplace situation 1.3 Explain how they could cater for different learning styles when training individuals in the workplace 1.4 Explain <u>one</u> relevant feedback technique that could work effectively in the workplace situation 1.5 Describe methods of evaluating the effectiveness of training 1.6 Explain how they could maintain training records	
2 Understand how to coach an individual in an organisation	2.1 Clarify the coaching need 2.2 Explain how to plan the coaching for an individual in the organisation 2.3 Explain the importance of feedback in coaching 2.4 Describe <u>one</u> method of evaluating the effectiveness of coaching	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of coaching and training as required by a practising or potential first line manager.	
Unit review 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 Management & Leadership 2008 NOS: D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Identifying when training is an appropriate method to address a development need</li> <li>• Training techniques appropriate to the workplace situation</li> <li>• Range of learning styles and their implications for training design</li> <li>• Relevant feedback techniques</li> <li>• Methods to evaluate effectiveness of training</li> <li>• Appropriate recording systems</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identifying when coaching is an appropriate method to address a development need</li> <li>• Coaching techniques as appropriate to the workplace situation</li> <li>• Role of feedback in coaching</li> <li>• Methods to evaluate effectiveness of coaching</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Providing quality to customers (M3.19)</b>
<b>Level:</b>	3
<b>Credit value:</b>	2
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>
1 Understand quality within an organisation	1.1 Explain why quality is important to internal and external customers in the organisation 1.2 Explain what is meant by Total Quality Management 1.3 Explain the difference between design quality standards and process quality standards 1.4 Identify <u>one</u> example of the cost of quality in the workplace
2 Know how to deliver quality within an organisation	2.1 Briefly describe the quality system used by the organisation 2.2 Identify <u>two</u> quality standards set for the organisation 2.3 Briefly describe tools used to monitor quality in the workplace 2.4 Briefly describe records for maintaining quality in the workplace 2.5 Identify <u>two</u> practical and positive steps to improve quality to meet customer requirements in the workplace
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop knowledge and understanding of providing quality to customers as required by a practising or potential first line manager.
Unit review 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 Management & Leadership 2008 NOS: F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management



Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM and City & Guilds
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Quality and its importance to customers (internal and external); difference between quality assurance and quality control</li> <li>• Difference between design quality and process quality standards</li> <li>• The cost of quality (positive and negative aspects)</li> <li>• Total quality management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Quality systems – ISO 9000, EFQM and IIP (the benefits of accreditation, and how to gain it)</li> <li>• The total quality management concept</li> <li>• Practical steps to quality – team approaches</li> <li>• Records for maintaining quality</li> <li>• Tools for quality – the role of statistics in quality control as relevant to organisation</li> </ul>

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## **A P P E N D I X - B**

# **MANDATORY ASSESSMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN STARTING YOUR ENTERPRISE**

**REFLECTIVE LOG: E2.01**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>The purpose of this task is to encourage you to consider</p> <ul style="list-style-type: none"> <li>• what you want and hope to achieve by running your own business/enterprise;</li> <li>• what skills and knowledge you need, and how you match up to these needs; and</li> <li>• a simple plan of action to set you on the right track.</li> </ul> <p>You should take full advantage of the support provided by your tutor and you should expect to spend several hours working through the task. Although this is not essential, you may wish to speak to other people that are in a position to help you. Examples might include your family, friends, work colleagues, business advisor or people who are already self employed. The nominal work count for this task is 300 words. The suggested range is between 250 to 500 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Understand what you want to get from running your own business/enterprise</b></p> <p>Identify what you want to get out of running your own business/enterprise. You should consider what you expect to achieve in the short term (first year) and medium term (three to five years)</p> <p><i>(min 5 marks from 10 available)</i></p>	<ul style="list-style-type: none"> <li>• What they want to get from self employment is described</li> </ul>
<p><b>Understanding the risk factors involved in self employment</b></p> <p>Identify and briefly describe the main risks involved in self employment</p> <p>Seek advice from other people about being self employed and briefly outline their thoughts in relation to your business/enterprise idea</p> <p>Then consider what starting your own business/enterprise would mean to your lifestyle – is your current lifestyle suited to self employment?</p> <p><i>(min 30 marks from 60 available)</i></p>	<ul style="list-style-type: none"> <li>• The main risks, including money and time, involved in running their own business are identified and described</li> <li>• Advice from others about the implications of being self employed is sought</li> <li>• Whether their lifestyle is suitable to the demands of self-employment is examined</li> <li>• What reasonable risks they are willing to take is assessed</li> </ul>
<p><b>Understanding what skill, knowledge and abilities are required to start and run your own business/enterprise</b></p> <p>Identify the knowledge, skills and abilities needed for self employment and examine whether you have these</p> <p>Draw up a simple action plan to fill any gaps in your knowledge, skills and abilities</p> <p><i>(min 15 marks from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• The knowledge, skills and abilities needed for starting and running own enterprise are identified</li> <li>• Own levels of knowledge, skills and abilities needed for self employment are examined</li> <li>• A simple plan is drawn up to fill any gaps in the knowledge, skills and abilities needed for self employment</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: E2.01: REFLECTIVE LOG**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Understand what you want to get from running your own business/enterprise</b> <ul style="list-style-type: none"> <li>What they want to get from self employment is described</li> </ul>			/10 marks (min 5)	
<b>Understanding the risk factors involved in self employment</b> <ul style="list-style-type: none"> <li>The main risks, including money and time, involved in running their own business/enterprise are identified and described</li> <li>Advice from others about the implications of being self employed is sought</li> <li>Whether their lifestyle is suitable to the demands of self-employment is examined</li> <li>What reasonable risks they are willing to take is assessed</li> </ul>			/60 marks (min 30)	
<b>Understanding what skill, knowledge and abilities are required to start and run your own business/enterprise</b> <ul style="list-style-type: none"> <li>The knowledge, skills and abilities needed for starting and running own enterprise are identified</li> <li>Own level of knowledge, skills and abilities needed for self employment are examined</li> <li>A simple plan is drawn up to fill any gaps in the knowledge, skills and abilities needed for self employment</li> </ul>			/30 marks (min 15)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each</b>	<b>PASS/REFERRAL</b>	

<b>section</b>		<b>section</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>	
<b>Name of assessor:</b>		<b>Name of IQA:</b>	
<b>Assessor signature and date:</b>		<b>IQA signature:</b>	
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>	

**VIABILITY REVIEW: E3.01**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>The purpose of this task is to encourage you to assess the viability of the business/enterprise idea.. You should</p> <ul style="list-style-type: none"> <li>• summarise your personal aim and objectives for starting the business/enterprise;</li> <li>• outline your proposed business/enterprise idea;</li> <li>• summarise who you spoke to and what advice they gave you;</li> <li>• assess the viability of the business/enterprise idea</li> </ul> <p>You should take full advantage of the support provided by your tutor and you should expect to spend several hours working through the task. Although this is not essential, you may wish to speak to other people that are in a position to help you. Examples might include your family, friends, work colleagues, business advisor or people who are already self employed. The nominal work count for this task is 750 words. The suggested range is between 650 to 850 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Proposed business/enterprise idea</b></p> <p>Identify your personal aim(s) and objective(s) for starting your own business/enterprise and summarise them</p> <p>Outline your proposed business/enterprise idea by including:</p> <ul style="list-style-type: none"> <li>• a definition of the aim(s) and objective(s) of the business/enterprise;</li> <li>• possible product(s)/service(s);</li> <li>• possible markets for the product(s)/services(s);</li> <li>• possible resource requirements (premises, vehicles, equipment, stock, finance etc); and by</li> <li>• determining the best possible legal entity for the business/enterprise</li> </ul> <p><i>(min 20 marks from 40 from available)</i></p>	<ul style="list-style-type: none"> <li>• Personal aim(s) and objective(s) for starting own business are identified and defined</li> <li>• The aim(s) and objective(s) of their proposed business idea is defined</li> <li>• The key business components are briefly outlined</li> <li>• The best possible legal entity for their proposed business idea is determined</li> </ul>
<p><b>Advice about the business/enterprise</b></p> <p>Briefly summarise who you spoke to get advice about your business/enterprise and what advice they gave you</p> <p><i>(min 10 marks 20 from available)</i></p>	<ul style="list-style-type: none"> <li>• Advice from relevant people about starting their proposed business is identified, selected and sought</li> </ul>
<p><b>The viability of the business/enterprise idea</b></p> <p>Assess the viability of the proposed business/enterprise. The assessment should include the demand for the product(s)/service(s) and existence of any competitors in the field</p> <p>Asses whether the business/enterprise will provide income to sustain your current lifestyle and also the lifestyle to which you may aspire</p> <p><i>(min 20 marks from 40 available)</i></p>	<ul style="list-style-type: none"> <li>• The viability of their proposed business idea, including the demand for their product/service and the existence of any competitors in their chosen area is assessed</li> <li>• Whether the business will provide income to sustain current life style and also lifestyle to learner aspires is assessed</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: VIABILITY REVIEW: E3.01**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Proposed business/enterprise idea</b> <ul style="list-style-type: none"> <li>Personal aim(s) and objective(s) for starting own business are identified and defined</li> <li>The aim(s) and objective(s) of their proposed business idea is defined</li> <li>The key business components are briefly outlined</li> <li>The best possible legal entity for their proposed business idea is determined</li> </ul>			/40 marks (min 20)	
<b>Advice about the business/enterprise</b> <ul style="list-style-type: none"> <li>Advice from relevant people about starting their proposed business is identified, selected and sought</li> </ul>			/20 marks (min 10)	
<b>The viability of the business/enterprise idea</b> <ul style="list-style-type: none"> <li>The viability of their proposed business idea, including the demand for their product/service and the existence of any competitors in their chosen area is assessed</li> <li>Whether the business will provide income to sustain current life style and also lifestyle to which learner aspires is assessed</li> </ul>			/40 marks (min 20)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall,</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND</b>	<b>PASS/REFERRAL</b>	



<b>AND minimum in each section</b>		<b>minimum in each section</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>	
<b>Name of assessor:</b>		<b>Name of IQA:</b>	
<b>Assessor signature and date:</b>		<b>IQA signature:</b>	
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>	

**BUSINESS CASE/PLAN: E3.02; E3.03; E3.04; E3.05; E3.06, E3.07 and E3.08**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>The purpose of this task is to encourage you to compile a business/enterprise plan/case. You should consider the following in doing so:</p> <ul style="list-style-type: none"> <li>• Background to the business/enterprise;</li> <li>• Customers and quality;</li> <li>• The resources you will need for the business/enterprise;</li> <li>• The financial needs of the business/enterprise; and the</li> <li>• Legislature and legal requirements</li> </ul> <p>You should take full advantage of the support provided by your tutor and you should expect to spend several hours working through the task. Although this is not essential, you may wish to speak to other people that are in a position to help you. Examples might include your family, friends, work colleagues, business advisor or people who are already self employed. The nominal work count for this task is 1,000 words. The suggested range is between 500 to 1,500 words.</p>	
<i>Please ensure that the headings shown below are included in your business/enterprise plan/case</i>	<b>Assessment Criteria</b>
<p><b>The proposed business/enterprise</b></p> <p>Write a clear and concise business/enterprise plan/case using accurate facts and figures in an acceptable business format</p> <p>Start by briefly describing what you want to get from self employment and the aims and objectives of the proposed business/enterprise</p> <p><i>(min 2 marks 4 from available)</i></p>	<ul style="list-style-type: none"> <li>• Information about the business is collected and examined</li> <li>• The most relevant material for a given purpose/audience is selected</li> <li>• A clear and concise business plan/case is written using accurate facts and figures in an acceptable business format</li> <li>• The context to the assignment is provided</li> </ul>
<p><b>Your market and customers</b></p> <p>Conduct market research to determine whether your product(s)/service(s) will be successful and give good reasons for your answer.</p> <p>Develop a policy/plan to ensure that your customers are satisfied. Your policy/plan should include what they may want from your business/enterprise and how you will ensure that they are satisfied. Your policy/plan should include ways of effectively communicating with them</p> <p>Identify the unique selling points and how you could exploit, promote and sell the products or services for the business/enterprise</p> <p>How would you evaluate the return on advertising and promotional activities?</p>	<ul style="list-style-type: none"> <li>• Appropriate basic market research techniques are applied and sources of marketing information used to identify market segmentation, trends, competitors and gaps in the market</li> <li>• Own product(s)/service(s) are matched to identified opportunities, gaps and/or niche markets</li> <li>• Ways to make optimum use of opportunities using the information obtained from market research is explained</li> <li>• What customers most want from the business is defined</li> <li>• How customers feel about similar business, products or services is examined</li> <li>• Ways of communicating effectively with customers are examined</li> <li>• A policy/plan is developed to ensure customer satisfaction in the</li> </ul>

<p>(min 15 marks 30 from available)</p>	<p>business</p> <ul style="list-style-type: none"> <li>• Ways of measuring customer satisfaction are identified</li> <li>• Unique selling points and how to exploit them are identified</li> <li>• A range of promotional opportunities, methods and techniques to develop the business are examined</li> <li>• Simple ways to evaluate the return on advertising and promotional activities are identified</li> </ul>
<p><b>Resources for the business/enterprise</b></p> <p>What resources would, including personnel you require and how can they be sourced cost effectively? What are the legal, safety, security and maintenance issues relating to these resources?</p> <p>(min 8 marks 16 from available)</p>	<ul style="list-style-type: none"> <li>• The likely kinds of resources required and how they can be obtained cost effectively are assessed</li> <li>• The implications of legal, safety, security and maintenance issues relating to these business resources are identified and considered</li> </ul>
<p><b>Financial needs for the business/enterprise</b></p> <p>Identify possible sources of finance for the business/enterprise</p> <p>Determine the financial viability of the business/enterprise by:</p> <ul style="list-style-type: none"> <li>• Determining the costs and minimum selling price of goods or services in order to determine the break even point for the business/enterprise;</li> <li>• Forecasting the short and medium term profitability; and</li> <li>• Forecasting the cash flow for the first year.</li> </ul> <p>Explain how you will determine the credit worthiness of customers and monitor and control cash flow</p> <p>(min 18 marks 36 from available)</p>	<ul style="list-style-type: none"> <li>• Possible sources of finance for the business are identified and the suitability of these sources evaluated</li> <li>• Simple costs of goods or services to be provided by the business are calculated</li> <li>• A minimum selling price based on cost, volume and profit are determined</li> <li>• The break even point for the business is calculated</li> <li>• The short and medium term financial profitability of the business are forecasted</li> <li>• The projected cash flow for the business for the first year after start-up is determined</li> <li>• Simple ways to control credit and, where appropriate, state how to determine the credit worthiness of customers are examined</li> <li>• Ways of monitoring and controlling cash flow in the business are determined</li> </ul>
<p><b>Legislation and regulatory requirements</b></p> <p>Identify what laws and regulations need to be complied with to run the business/enterprise and the consequences of not complying with these</p> <p>Examine how the business/enterprise could be affected by contract law</p>	<ul style="list-style-type: none"> <li>• What laws and regulations are relevant to the business are identified</li> <li>• The consequences of not complying with laws, regulations and inspections by government agencies are examined</li> <li>• How the business could be affected</li> </ul>

<p>Ascertain the impact of health and safety legislation on how you run the business/enterprise and the duties and responsibilities imposed by them</p> <p>Determine the environmental factors and legislation that the business/enterprise should comply with</p> <p>What possible hazards and risk may be encountered and how could these be minimised and controlled</p> <p><i>(min 7 marks 14 from available)</i></p>	<p>by contract law issues is examined</p> <ul style="list-style-type: none"> <li>• Which health and safety legislation will impact on the business and its activities are ascertained</li> <li>• The duties and responsibilities under health and safety law that the business should comply with are identified</li> <li>• The environmental factors and legislation with which the business needs to comply are determined</li> <li>• Possible hazards and risks within the business are identified</li> <li>• Ways to prevent, minimise and control hazards in the business</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: BUSINESS CASE/PLAN: E3.02; E3.03; E3.04; E3.05; E3.06, E3.07 and E3.08**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>The proposed business/enterprise</b> <ul style="list-style-type: none"> <li>Information about the business is collected and examined</li> <li>The most relevant material for a given purpose/audience is selected</li> <li>A clear and concise business plan/case is written using accurate facts and figures in an acceptable business format</li> <li>The context to the assignment is provided</li> </ul>			/4 marks (min 2)	
<b>Your market and customers</b> <ul style="list-style-type: none"> <li>Appropriate basic market research techniques are applied and sources of marketing information used to identify market segmentation, trends, competitors and gaps in the market</li> <li>Own product(s)/service(s) are matched to identified opportunities, gaps and/or niche markets</li> <li>Ways to make optimum use of opportunities using the information obtained from market research is explained</li> <li>What customers most want from the business is defined</li> <li>How customers feel about similar business, products or services is examined</li> <li>Ways of communicating effectively with customers are examined</li> <li>A policy/plan is developed to</li> </ul>				

<p>ensure customer satisfaction in the business</p> <ul style="list-style-type: none"> <li>• Ways of measuring customer satisfaction are identified</li> <li>• Unique selling points and how to exploit them are identified</li> <li>• A range of promotional opportunities, methods and techniques to develop the business are examined</li> <li>• Simple ways to evaluate the return on advertising and promotional activities are identified</li> </ul>			/30 marks (min 15)	
<p><b>Resources for the business/enterprise</b></p> <ul style="list-style-type: none"> <li>• The likely kinds of resources required and how they can be obtained cost effectively are assessed</li> <li>• The implications of legal, safety, security and maintenance issues relating to these business resources are identified and considered</li> </ul>			/16 marks (min 8)	
<p><b>Financial needs for the business/enterprise</b></p> <ul style="list-style-type: none"> <li>• Possible sources of finance for the business are identified and the suitability of these sources evaluated</li> <li>• Simple costs of goods or services to be provided by the business are calculated</li> <li>• A minimum selling price based on cost, volume and profit are determined</li> <li>• The break even point for the business is calculated</li> <li>• The short and medium term financial profitability of the business are forecasted</li> <li>• The projected cash flow for the business for the first year after start-up is determined</li> <li>• Simple ways to control credit and, where appropriate, state how to determine the credit worthiness of customers are examined</li> <li>• Ways of monitoring and controlling cash flow in the business are determined</li> </ul>				

			/36 marks (min 18)	
<b>Legislation and regulatory requirements</b> <ul style="list-style-type: none"> <li>• What laws and regulations are relevant to the business are identified</li> <li>• The consequences of not complying with laws, regulations and inspections by government agencies are examined</li> <li>• How the business could be affected by contract law issues is examined</li> <li>• Which health and safety legislation will impact on the business and its activities are ascertained</li> <li>• The duties and responsibilities under health and safety law that the business should comply with are identified</li> <li>• The environmental factors and legislation with which the business needs to comply are determined</li> <li>• Possible hazards and risks within the business are identified</li> <li>• Ways to prevent, minimise and control hazards in the business</li> </ul>			/14 marks (min 7)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

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