

# ILM Level 3 Award in Managing Operations and Award in Business Awareness and Level 3 Certificate in First Line Management (QCF)

## SECTION A: GENERAL QUALIFICATION INFORMATION

Understanding the format of the qualifications	2
ILM Membership	3
Approval for the qualification	4
Occupational competence	4
Entry requirements and recruitment	5
Planning delivery	5
Compiling a Scheme of Work (SOW)	6
Induction	6
Learner registration	6
Programme delivery and tutorial support	7
Recognition of Prior Learning (RPL)/Accreditation of Prior Learning (APL)	7
Assessment strategy	8
Quality assurance	10
Final results	11
Certificates	11

## SECTION B: QUALIFICATION SPECIFIC INFORMATION

Qualification(s) Overview	13
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## APPENDICES

Appendix A – Unit Specifications	15
Appendix B – Mandatory assessments for the Level 3 Award in Managing Operations	57
Appendix C – Mandatory assessments for the Level 3 Award in Business Awareness	69
Appendix D – List of Resources Available	75

## SECTION A: GENERAL QUALIFICATION INFORMATION

### UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

- **Qualification Structure.** A qualification consists of credit based units of assessment. Each qualification will specify which units are mandatory and which are optional.
- **Qualification Sizes.** The sizes of the qualifications are specified in terms of the **minimum** total credits required. An Award is between 1-12 credits, a Certificate between 13-36 credits and a Diploma is more than 36 credits.
- **Learning Time.** One credit is equal to 10 hours of learning time. Learning time includes the average time it takes a learner to complete the learning outcomes. This could include tutorial time, group work, private study, reading, research, practical learning, work-based learning and assessment.
- **Guided Learning Hours.** Each qualification includes the minimum guided learning hours required for quality and funding purposes. Guided learning hours are the time that a member of staff is available to guide learners (this could include tutorials, guided reading, facilitated discussion, one-to-one feedback, online guidance etc).

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

	Tutor Directed/Facilitated	Learner Directed	Assessment
<b>Guided Learning Hours</b>	<ul style="list-style-type: none"> <li>• Induction</li> <li>• Tutorials and tutorial support time</li> <li>• Directed activities such as role play, case studies etc</li> <li>• Facilitated Group discussion</li> <li>• Action Learning Sets</li> <li>• Supervised work-based learning or practice</li> <li>• Directed on-line learning</li> <li>• Guidance prior to assessment</li> </ul>		
<b>Learning Time (formerly known as Notional Learning Time)</b>	<ul style="list-style-type: none"> <li>• Induction</li> <li>• Tutorial and tutorial support time</li> <li>• Directed activities such as role play, case studies etc</li> <li>• Facilitated Group discussion</li> <li>• Action Learning Sets</li> <li>• Supervised work-based learning or practice</li> <li>• Directed on-line learning</li> <li>• Guidance prior to assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading</li> <li>• Research</li> <li>• Self-study</li> <li>• Discussion with relevant others in the workplace</li> <li>• Practice in the workplace</li> <li>• Online learning packages</li> </ul>	Time taken for candidate to complete assessment

- **Level.** The level of a qualification indicates its complexity, the depth of learning required and the learner autonomy.
- **Certification.** Most learners will opt for full qualifications; however Certificates of Unit Credit are available for individual units if learners are registered on the Unit Payment Route.

## ILM MEMBERSHIP

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

### Leadership and Management Development

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

### ILM publications

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

### Career development

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

### Resource Centre

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

### Lifestyle

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

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

## APPROVAL FOR THE QUALIFICATION

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

## OCCUPATIONAL COMPETENCE

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

Occupational Competence	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc.</li> <li>Participation in CPD in relation to the relevant field and qualification requirements.</li> <li>A qualification at the appropriate level in support of the relevant qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>Current/recent experience appropriate to the level and key roles of the relevant qualification.</li> </ul>
A qualification in support of assessment.	<ul style="list-style-type: none"> <li>Ideally hold D32 (Workplace Assessing Qualification) and/or D33 (Using Diverse Evidence Qualification) or A1 (combination of D32 and D33).</li> <li>Ideally hold or working towards the ILM Level 4 Award in Vocational Assessment of Leadership and Management.</li> </ul>

### Internal Verifiers

Occupational Competence	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc.</li> <li>Participation in CPD in relation to the relevant field and qualification requirements.</li> <li>A qualification at the appropriate level in support of the relevant qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>Current/recent experience appropriate to the level and key roles of the relevant qualification.</li> </ul>
Ideally hold or working towards a qualification in support of assessment and verification.	<ul style="list-style-type: none"> <li>Ideally hold D32 and/or D33.</li> <li>Ideally hold or working towards A1.</li> <li>Ideally hold or working towards the ILM Level 3 Award in Vocational Assessment of Leadership and Management.</li> <li>Ideally hold D34 (Award for Internal Verifiers).</li> <li>Ideally hold or working towards V1 (Award for Internal Verifiers).</li> </ul>
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> <li>Demonstrating understanding of the organisation's management centre policies, procedures and practices.</li> <li>Demonstrating knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul> <p>Recent assessment experience in the relevant field.</p>

## ENTRY REQUIREMENTS AND RECRUITMENT

- Candidates **must** be in a position to meet the assessment demands, which are work-based and reflective in nature. Ideally candidates should use their workplace as the basis for their assignments; however, candidates who are not employed could use their work in a voluntary organisation or work in an organisation with which they are familiar to complete their assignments.
- Candidates registering for the level 2 qualifications should have a background which is likely to be Level 1 Key Skills Literacy and Numeracy or their equivalent, and candidates registering for levels 3, 4 and 5 qualifications should have a background which is likely to be Level 2 Key Skills Literacy and Numeracy or their equivalent.
- Candidates registering for levels 6 or 7 qualifications should have a background which is likely to be Level 3 Key Skills Literacy or Numeracy or their equivalent. Centres may provide support to intending learners who do not have this level of literacy and numeracy.
- Learners who are sponsored by their employers and those without such sponsorship are equally eligible.
- Centres are required to demonstrate commitment to equal opportunities when recruiting. Guidance is available in the ILM Centre Manual.
- The ILM Centre Manual provides guidance for Centres in making arrangements for learners requiring Reasonable Adjustments or Special Considerations in respect of assessment. This should be done as early in the programme as possible.

## PLANNING DELIVERY

- Select units to meet the needs of individuals and/or sponsoring organisation(s) ensuring that the credit value of these units adds up to the minimum number of credits required for the qualification.
- In selecting units ensure that the maximum credit for an Award does not exceed 12 credits and a Certificate 36 Credits. The Unit Payment Route should be used for any additional units (once the bands have been exceeded).
- Decide on the method of delivery (ie: workshops, use of distance learning materials).
- Schedule diagnostic phases as appropriate.
- Plan tutorial support for the programme and for assessment.
- Prepare session plans to ensure the learning outcomes are met.
- Compile a reading list for all qualifications that are level 4 and up.
- Select assessment methods to be used for optional units (ie: use of ILM materials) seeking External Verifier (EV) advice if appropriate. If summative assessment includes group work, the assessor must be able to assess individual learners against each of the unit(s) assessment criteria.
- Ensure that all staff who are to be involved in delivery, assessment and internal quality assurance have been authorised by ILM.

## COMPILING A SCHEME OF WORK (SOW)

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

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

## INDUCTION

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

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

## LEARNER REGISTRATION

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

## **PROGRAMME DELIVERY AND TUTORIAL SUPPORT**

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

## **RECOGNITION OF PRIOR LEARNING (RPL)/ACCREDITATION OF PRIOR LEARNING (APL)**

### **RPL/APL (CLAIMING CREDIT)**

These notes give guidance to centres on the Recognition of Prior Learning (RPL) / Accreditation of Prior Learning (APL) in the context of the QCF. This applies to learners registered on accredited VRQ programmes in England, Wales and Northern Ireland.

### **Definition within the context of the QCF**

Recognition of Prior Learning (RPL) or Accreditation of Prior Learning (APL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

### **Aim of RPL/APL (Claiming Credit)**

The aim of RPL/APL is to allow learners to claim credit for:

- Learning that has not been previously assessed
- Transferring certificated achievements within the QCF
- Certificated learning outside the QCF.

As an ILM centre you:

- Should promote the option of RPL/APL to learners as this is a regulatory requirement (it will ultimately be their choice and responsibility to decide whether they want to claim credit via the RPL/APL route).
- Should have policy, procedures and practices in place to support and enable RPL/APL. The RPL/APL Policy needs to be signed off at approval or by the EV post approval before use.
- The decision making process used to claim RPL/APL must be transparent, rigorous and fair.
- Should ensure that whenever and wherever the learning experience has occurred, evidence is presented to demonstrate that learning has taken place.
- Should not present this as necessarily being an easier, cheaper or quicker way of achieving a qualification. Centres need to have a clear pricing policy and learners need to know it is not a free service.
- Should ensure that with regards to certification RPL/APL is always identified on the Schedule of Results (SOR).

### **Ways to achieve RPL/APL within the QCF**

There are 3 ways to achieve RPL/APL within the QCF. They are as follows:

- To transfer certificated achievements (credits) within the QCF.
  - If a learner has done a QCF unit and then goes on to do a further qualification of which this unit is a part, then credit for this unit can simply be used towards the desired qualification (even if this has already been counted towards another qualification).

- To map certificated (and assessed) achievements outside the QCF to QCF units.
  - In this instance the Centre will have to map the completed Study Programme and its associated learning outcomes to the learning outcomes and associated assessment criteria of the appropriate QCF unit(s). APL Mapping Documents are available from all Quality Managers, Quality Consultants and External Verifiers to assist in this process.
  - If the mapping covers all the unit learning outcomes, learners can have their prior learning recognized (ie they can be given RPL/APL). If the prior learning maps to a mandatory unit or units, the Centre will still have to indicate that the mandatory component(s) have been completed when submitting the Schedule of Results (SOR).
  - If the mapping to QCF unit(s) is incomplete (ie if some learning outcomes or assessment criteria are not met), learners should complete ILM assessment of these missing elements to provide evidence that they meet the unit(s) learning outcomes.
- To map learning or achievement that has not been certificated. This may be for a learner who claims to have undertaken formal, informal or workplace learning that was not assessed. In this instance the Centre will have to do the following:
  - Explain to the learner what the knowledge, skills and performance requirements are for the QCF unit(s) and ensure that they are familiar with the requirements for a QCF unit.
  - Give them a copy of the unit(s) so that they can assess themselves against the unit(s) learning outcomes and assessment criteria.
  - Identify and document what assessment activity needs to be undertaken or evidence submitted by the learner that would be relevant to the QCF unit(s).
  - Use professional discussion with the assessment and/or evidence submitted by the learner to validate their claim (the APL mapping documents could be used for this).
  - If the evidence submitted is valid and complete, then credit can be awarded. It may, however, at times be necessary to ask learners to complete assessment if their evidence is insufficient or its currency is in doubt.

## **ASSESSMENT STRATEGY**

- All units included in a qualification must be assessed. This includes both mandatory and optional units.
- Units can be assessed individually or in clusters (integrated).
- The assessment must address all of the assessment criteria for the relevant unit(s).
- Methodologies should be work-related and reflective as far as possible and should provide organisational benefits and lead to individual development.
- Candidates who claim prior learning as described in the RPL/APL Policy do not have to repeat mandatory assessment provided that all the unit(s) learning outcomes and their associated assessment criteria are met and can be verified.
- External Verifiers are required to sign off all Centre developed assessment prior to use if a Centre has a QQR Tariff 02, 3a or 3b.
- Centres that have a QQR Tariff of 01 or 00 can use Centre developed assessment without prior sign-off from the EV. However, the assessment must be made available for monitoring purposes and on request from the ILM BM, QM, QC or EV.

## **Mandatory Units**

- Assessment for mandatory units is prescribed and shown in Appendix B.
- Any enhancement to the mandatory assessment (for example, including additional optional units to the mandatory assessment) must be agreed in writing by your ILM Quality Manager.
- Although you may integrate the assessment, you must still use the mandatory mark sheet (thus for marking purposes you will have a mark sheet for the mandatory components and a mark sheet for the optional components). This is simply to ensure a clear audit trail until this process becomes

embedded and more mature. The ILM Quality Manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office by the allocated administration coordinator for region/nation.

- In exceptional circumstances and to meet a specific need Centre's may deviate from the prescribed mandatory assessment. This must be done in full consultation with the Quality Manager and must be approved by them prior to use. The ILM Quality Manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office. The alternative assessment should be work-based or reflective of nature and must include all the assessment criteria from the unit(s) being assessed.
- Candidates must achieve 50% overall and a minimum of 33% (one third) for each section of the mandatory assessment. This is to ensure that candidates adequately complete all sections of the mandatory assignment(s).
- If a candidate has previously completed a mandatory unit as an option, they should use this optional unit assessment as the basis to complete the mandatory integrated assessment.
- Some qualifications allow a choice of Centre (Independent) or ILM (External) assessment. Where this choice exists this is shown in the Qualification Overview.
- All Centre (Independent) assessment is subject to review by the ILM Assessment Support Team (AST). This team may call in scripts from time to time to monitor consistency.
- For levels 4 and upwards Centres must submit external assessment scripts electronically. Electronic submissions should only be in MS Word (.doc), rich text format (.rtf) or Adobe Acrobat (.pdf) file formats, with a maximum file size of 2 megabytes. The e-mail address for electronic submissions is [ilmassessment@i-l-m.com](mailto:ilmassessment@i-l-m.com). However at levels 2 and 3 the facility for mailing paper scripts has been retained should Centres prefer this.

### Optional Units

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

### Integrating Assessment

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

- Units that have some overlap.
- Units where the one may logically follow on from the other (sequence).
- Units where the knowledge required in one unit may be used to evidence the skill required in another (for example - if a candidate was doing units on Change Management and Presentations, the presentation could be used to collect evidence for both units).

A creative thinking activity may be useful in identifying units that can be integrated.

### Checklist for Integrating Assessment

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

### Assessment notes for candidates

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

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

## QUALITY ASSURANCE

The Qualification Quality Rating (QQR) Tariff indicates the 'status' of a qualification within a Centre. It determines:

- The minimum level of Internal Verifier (IV) assessment sampling and the minimum level of EV assessment sampling.
- The certification status for each qualification, which indicates whether a Centre can certificate prior to EV sign-off (Direct Claim Status) or whether the EV must sign-off prior to certification.

QQR Tariff	Certificate Status	Internal Quality Assurance (Min Sample)	External Quality Assurance (Min Sample)
None	Direct Claim Status	15%	10%
01	Direct Claim Status	15%	10%
02	EV Sign-off prior to certification	20%	15%
3a/3b	EV Sign-off prior to certification	30%	20%

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

## FINAL RESULTS

### Centre (Independent) Assessment

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

### ILM (External Assessment) – the Qualification Overview will indicate whether this is an option or not

- Only certain qualifications contain key components that can be externally assessed. Please look at the Qualification Overview to see whether this is an option.
- Centres who opt for external assessment will receive the results on a red stamped copy from the ILM Lead Assessor. These results must be transferred to the Schedule of Results for each candidate. The EV must see the original red stamped copy of the results prior to signing off a Schedule of Result.
- Where the outcome of the external assessment is indicated as a 'fail', further attempts may be submitted as follows:
  - Within a three month period of receipt of original result.
  - Must be sent to the SAME External Assessor, accompanied by a fresh Mark Sheet.

- Must clearly indicate the additional work that has been undertaken – preferably by use of highlighted or different coloured text, or a different font.
- A re-assessment fee will be charged for any second or subsequent assessment.
- All re-assessments must be completed in sufficient time to claim certification before the registration period expires (see Registration List for expiry date).

The table below shows the Centre (Independent) and ILM (External) routes in relation to “Direct Claim Status” and “No Direct Claim Status”.

Centre (Independent) Assessment		External Assessment	
Direct Claim Status	No Direct Claim Status	Direct Claim Status	No Direct Claim Status
Centre delivers learning and support			
Centre assesses all components		Centre sends key component for External Assessment and Centre assesses all other components	
Centre completes all internal quality assurance		External assessment conducted and outcomes returned to Centre	
Centre completes all internal quality assurance		Centre completes all internal quality assurance for Centre assessed component	
CERTIFICATION	External verification	CERTIFICATION	External verification
Retrospective external verification	CERTIFICATION	Retrospective external verification	CERTIFICATION

## CERTIFICATES

- Final certificates will be issued to candidates on successful completion of all the mandatory and/or optional unit assessments required for a qualification. The certificate will be accompanied by a transcript listing the actual units achieved by the candidate. Where candidates complete more units than are required for the qualification, these will also be listed on the transcript.
- Certificates of Unit Credit can be claimed where candidates are registered on the Unit Payment Route, by entering successfully completed units onto the individual Schedule of Results.

<b>SECTION B: QUALIFICATION SPECIFIC INFORMATION</b>
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**QUALIFICATION(S) OVERVIEW:**

ILM Level 3 Award in Managing Operations		
Purpose of the qualification	Aims to give practicing and potential first line managers the knowledge and skills to manage operational aspects of their team's work.	
Progression routes	ILM Level 3 Certificate or Diploma in First Line Management ILM Level 3 Award or Certificate in Leadership and Management Skills ILM Level 3 Diploma in Leadership and Management ILM Level 4 Award, Certificate or Diploma in Management	
Credit Value	8	
Induction	1 hour	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	39 hours	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M3.01 Solving Problems and Making Decisions	2 credits
	M3.20 Planning to Work Efficiently	2 credits
	M3.21 Organising and Delegating	1 credit
	M3.22 Managing Projects	2 credits
	M3.29 Managing the Effective Use of Equipment	1 credit
Assessment	Work based assignment M3.01, M3.20, M3.21, M3.22, M3.29  Centre (Independent Assessment only).	

<b>ILM Level 3 Award in Business Awareness</b>		
Purpose of the qualification	Aims to give practicing and potential first line managers a greater understanding of their organisation and its context.	
Progression routes	ILM Level 3 Certificate or Diploma in First Line Management ILM Level 3 Award or Certificate in Leadership and Management Skills ILM Level 3 Diploma in Leadership and Management ILM Level 4 Award, Certificate or Diploma in Management	
Credit Value	4	
Induction	1 hour	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	30 hours	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M3.08 Managing Customer Service	1 credit
	M3.24 Understanding Organisations in their Context	2 credits
	M3.27 Working with Costs and Budgets	1 credit
Assessment	Work based assignments for M3.08, M3.24 & M3.27  Centre (Independent Assessment only).	

**For those studying the Cogent Qualifications please see ILM Level 3 Certificate in First Line Management which forms part of this Qualification**

## **A P P E N D I X   A**

### **ILM Level 3 Awards in Managing Operations and Business Awareness.**

#### **UNIT SPECIFICATIONS**

(This Appendix contains the units for the suite of qualifications. Please ensure that you are using the correct units as shown in the Qualification(s) Overview).

<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 <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</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 Use at least <u>one</u> simple decision making technique to evaluate options to arrive at the best solution 3.2
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 expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: C2, C5, C6, F6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	11
<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 – ie, 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>Understanding change in the workplace (M3.02)</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 change in an organisation	1.1 Explain the benefits of innovation and change for the organisation 1.2 Identify the barriers to change and innovation in the workplace and explain practical ways of overcoming these barriers 1.3 Explain why communication is important in successful implementation of change
2. Understand the effects of change on people and finance in an organisation	2.1 Explain possible human and financial effects of change upon people, departments and the organisation
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop knowledge and understanding of Understanding Change as required by a practising or potential first line manager.
Unit expiry date	31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	11

<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The benefits of change and the consequences of not changing</li> <li>• The role of change in the survival and prosperity of organisations</li> <li>• Concepts of creativity and innovation and their significance for organisational success and change management</li> <li>• The role of communication in successful implementation of change</li> <li>• Barriers to change and innovation – how to identify them and other difficulties in implementing change</li> <li>• Means of overcoming barriers and difficulties including unfreezing and freezing techniques</li> <li>• Methods to monitor and control progress of change against plan, including use of Gantt charts, network planning</li> </ul>
2	<ul style="list-style-type: none"> <li>• Change fatigue and its adverse effects</li> <li>• Ways to organise and co-ordinate resources and activities to achieve planned change</li> <li>• Simple introduction to the difference between fixed and variable costs</li> <li>• Direct and indirect aspects of change – human and financial effects upon other people, departments and organisations</li> </ul>

<b>Title:</b>	<b>Planning change in the workplace (M3.03)</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 the forces for change in an organisation	1.1 Identify the forces that may require own organisation to change by conducting a simple PESTLE and/or SWOT analysis
2	Understand planning for change in an organisation	2.1 Give an example of change required in the workplace reflecting the SWOT and/or PESTLE analyses 2.2 Use a technique for planning change within the context of the example given 2.3 Identify relevant human and financial factors in the consideration of change within the context of the example given 2.4 Explain how to communicate with and involve people to facilitate effective change
3	Understand continuous improvement in an organisation	3.1 Explain the importance of quality awareness and the need to continuously improve the organisation 3.2 Identify the organisation's quality standards 3.3 Use a continuous improvement tool or technique relevant to the workplace 3.4 Explain ways of involving the team in quality and continuous improvement 3.5 Discuss ways to evaluate continuous improvement activities
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of planning change as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: C5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if		Management Standards Centre (MSC)

required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
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 PESTLE analysis</li> <li>• Organisational SWOT analysis</li> </ul>
2	<ul style="list-style-type: none"> <li>• The principles of change management</li> <li>• Basics of system theory and process design</li> <li>• Methods of planning for change</li> <li>• Use of Gantt charts, network planning as tools for planning change</li> <li>• Identification of human and financial factors in the consideration of change</li> <li>• Differentiate between fixed and variable costs</li> <li>• The importance of communication and involving people to facilitate effective change</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of quality awareness and the need to strive for continuous improvement</li> <li>• Service standards as appropriate to own organisation</li> <li>• Quality circles, benchmarking, Kaizen</li> <li>• The importance of commitment and loyalty to the organisation</li> <li>• Ways to involve people in quality and continuous improvement, including suggestion schemes/role models</li> <li>• Ways to evaluate continuous improvement 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 <u>will</u>)</b>	<b>Assessment criteria (the learner <u>can</u>)</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 expiry date	31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: A2, F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7

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

1

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

<b>Title:</b>	<b>Managing customer service (M3.08)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Understand basic customer service	1.1 Briefly describe at least <u>two</u> legal rights of customers 1.2 Briefly describe <u>two</u> of the organisation's commitments to customers 1.3 Briefly describe the manager's responsibilities in relation to customer service
2	Know how to care for the customer	2.1 Identify an external and an internal customer of the organisation 2.2 Describe how customer needs are identified 2.3 Explain how customer service standards and procedures are used to meet customer needs 2.4 Explain how they could monitor customer service against the standards set
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of meeting customer needs as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: F6, F8
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• How to identify the internal customer chain, external customers, and potential customers</li> <li>• Techniques for identifying customer needs</li> <li>• Methods of establishing relevant customer care standards and procedures</li> <li>• Use of appropriate planning and quality systems to monitor and fulfil customer care standards</li> <li>• Methods to establish and maintain effective relationships with customers at all stages</li> </ul>
2	<ul style="list-style-type: none"> <li>• The legal rights of customers (law of contract, sale of goods and services, trade descriptions, etc)</li> <li>• Organisational commitments to customers (contract terms, warranties and guarantees, service standards, etc)</li> <li>• Methods of identifying customer requirements and expectations</li> <li>• Standards and benchmarks</li> <li>• Manager's responsibilities and authority in relation to customer service</li> </ul>

<b>Title:</b>	<b>Giving briefings and making presentations in the workplace (M3.09)</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 conduct a briefing or presentation		1.1 Select appropriate information in line with the objectives of the briefing or presentation 1.2 Logically structure the content of the briefing or presentation 1.3 Introduce an appropriate management topic clearly 1.4 Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation 1.5 Present information clearly 1.6 Display confidence in the subject matter 1.7 Keep to time 1.8 Use feedback to check understanding 1.9 Design a simple evaluation form
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of briefing and presentation skills as required by a practising or potential first line manager.	
Unit expiry date	31/12/2010	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted	

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Selection of relevant information content</li> <li>• How to plan and prepare effectively for briefings (account for Purpose; Audience; Content; Form)</li> <li>• Formal and informal presentation skills including platform techniques and visual aids</li> <li>• How to evaluate briefings/presentations</li> <li>• Use of feedback to check understanding</li> <li>• Reporting back to management after briefing</li> <li>• The value of various methods of data presentation – tables, graphs, charts, diagrams, Gantt charts, etc</li> <li>• Evaluation of alternative methods to select the most appropriate for a given situation</li> <li>• How to construct a range of data presentation methods</li> <li>• The use of spreadsheets for the creation of graphs, charts and diagrams</li> <li>• How to interpret information contained in charts and diagrams, and explain this to others</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Introduction to leadership (M3.10)</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 leadership styles	1.1 Identify the factors that will influence their choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour
2. Understand leadership qualities and review own leadership qualities and potential	2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model
<b>Additional information about the unit</b>	
Unit purpose and aim(s)	To develop an introductory knowledge and understanding of leadership as required by a practising or potential first line manager.
Unit expiry date	31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Differences and similarities between leadership and management, and the need for each of them</li> <li>• Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships</li> <li>• Leadership behaviours and the sources of power</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identification, development and appropriate choice of personal leadership styles and behaviours</li> <li>• The role of trust and respect in effective team leadership</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Building the team (M3.11)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Understand how to develop and maintain trust at work	1.1 Explain behaviours which could develop and maintain trust at work 1.2 Explain why confidentiality is important in building and maintaining trust in the team
2	Know how to build the team	2.1 Give <u>one</u> example of a group and <u>one</u> example of a team within the workplace. Justify the classification of examples given 2.2 Briefly describe the stages of an established model of group formation Explain how a manager could benefit from knowing team members' preferred team roles
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of building the team as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: C5, C6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private
Units available from		01/01/2008

Unit guided learning hours	5
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature of formal and informal working relationships</li> <li>• Role of open communications and the need to keep people informed, in creating effective working relationships</li> <li>• Range of internal and external contacts</li> <li>• Differences between people, and the effects on relationship building</li> <li>• Differences in organisational culture, and the effects on relationship building at work</li> <li>• Social skills appropriate to the workplace</li> <li>• Range of behaviours which develop, maintain and destroy trust at work</li> <li>• The importance of maintaining confidentiality in the workplace</li> </ul>
2	<ul style="list-style-type: none"> <li>• Characteristics of groups and teams – the differences, examples within the workplace</li> <li>• Tuckman's theory of group formation</li> <li>• How to identify team roles (eg Belbin) and the uses and implications for managers</li> <li>• Building a balanced team to achieve objectives</li> </ul>

<b>Title:</b>	<b>Motivating to perform in the workplace (M3.12)</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 value of assessing performance to meet organisational and individual needs	1.1 Explain the value of formal and informal performance assessment in the workplace 1.2 Identify ways that could ensure fair and objective formal assessment
2	Know how to motivate the team to improve performance in the workplace	2.1 Outline the factors that influence how people behave at work 2.2 Explain how to apply <u>one</u> basic recognised theory of motivation to team members
3	Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve communication and performance 3.2 Compare the effectiveness of different types of feedback
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of motivating the team to perform as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: B6, D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private

Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal)</li> <li>• Ways to ensure fair and objective assessment</li> <li>• Preparations necessary for effective, valid and reliable assessments</li> <li>• Feedback techniques following assessment</li> <li>• Roles and responsibilities of individuals in the performance assessment process</li> <li>• Appropriate assessment records</li> <li>• How to conduct formal appraisals</li> </ul>
2	<ul style="list-style-type: none"> <li>• Overview of the factors influencing behaviour at work</li> <li>• Basic theories of motivation and their application to teams and individuals</li> <li>• Styles and patterns of behaviour at work</li> <li>• Range of techniques to motivate individuals and monitor performance</li> <li>• Positive approaches to offset negative attitudes in the workplace</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of feedback to improve communication and performance</li> <li>• Types of feedback and their relative values in communication (visual, written, oral, aural)</li> <li>• Use of feedback to improve the performance of individuals in the workplace</li> <li>• How to use feedback techniques (formal/informal; positive/negative; timescale; format)</li> <li>• How to elicit feedback from others to improve own performance</li> </ul>

<b>Title:</b>	<b>Developing yourself and others (M3.13)</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 identify development needs and develop self and others to achieve organisational objectives	1.1 Use at least <u>one</u> simple technique for identifying own development needs and the development needs of <u>one</u> other member of the team 1.2 Identify own learning style(s) and the learning style(s) of <u>one</u> other member of the team 1.3 Briefly analyse <u>two</u> learning/development options to meet need(s) of self and <u>one</u> other member of the team 1.4 Identify barriers to learning and explain how these barriers can be overcome 1.5 Identify support mechanisms for the development of self and <u>one</u> other member of the team 1.6 Describe methods used to monitor the development of self and <u>one</u> other member of the team
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of developing self and others as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: A2, C6, D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private

Units available from	01/01/2008
Unit guided learning hours	11
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Use of job description, matching to own CV</li> <li>• Personal SWOT analysis</li> <li>• Organisation's objectives and development plans and significance for own development</li> <li>• Obtaining feedback on performance from line managers and colleagues</li> <li>• Simple training needs analysis – using outcomes of SWOT and PESTLE analyses</li> <li>• Identification of preferred learning styles</li> <li>• The importance of taking responsibility for own personal development</li> <li>• Value of learning and the importance of encouraging a commitment to learning</li> <li>• Identification of potential development opportunities</li> <li>• Barriers to learning, and methods to overcome them</li> <li>• Development plans including timescale and resource implications</li> <li>• Available support mechanisms</li> <li>• How to compile learning logs and records of activities</li> </ul>

<b>Title:</b>	<b>Managing the employment relationship (M3.16)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Understand diversity in the workplace	1.1 Identify the main provisions of statutory requirements for the employment relationship, discrimination at work and fair employment 1.2 Identify the organisation's employment policies and procedures that could guide the first line manager in managing diversity in the workplace 1.3 Explain the importance of diversity in the workplace 1.4 Explain the consequences of non-compliance with diversity policies for own work area and for the organisation
2	Know how to maintain discipline in the workplace	2.1 Identify the organisation's employment policies and procedures that could guide the first line manager in dealing with disciplinary issues 2.2 Describe how they could monitor discipline in the workplace 2.3 Briefly describe the legal aspects of the disciplinary process 2.4 Review own ability to maintain discipline in the workplace
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of the employment relationship as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: B11, D1, D3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Definition of diversity and its impact on the organisation and its activities</li> <li>• Legislation as it affects employment – sex, age, ethnicity, disability, etc</li> <li>• Own organisation's policies and procedures</li> <li>• Significance of diversity in the market place</li> <li>• The consequences of non-compliance for own work area and the organisation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Organisational employment policies, (eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct)</li> <li>• Records and other means to support and monitor the disciplinary process</li> <li>• Legal aspects of disciplinary processes</li> </ul>

<b>Title:</b>	<b>Planning to work efficiently (M3.20)</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	Know how to plan work	1.1 Identify targets set for the team; and state indicators to measure performance 1.2 Use <u>one</u> appropriate planning technique to plan a job activity 1.3 Explain <u>one</u> technique to monitor and control a planned job activity 1.4 Explain the importance of the supply chain in delivering results and meeting customer requirements
2	Understand the importance of efficiency and effectiveness to achieve objectives	2.1 Explain the importance of effectiveness and efficiency to achieve their workplace objectives 2.2 Explain how efficiency and effectiveness are measured in their organisation
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of planning to work efficiently as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Links between organisational and team objectives</li> <li>• Target setting and performance indicators</li> <li>• Planning techniques appropriate to job activity (eg task/work/production schedules, timetables, rotas, Kanban systems, Just In Time and Takt time, etc, as appropriate)</li> <li>• Importance of supply chain in delivering results and meeting customer requirements</li> <li>• Monitoring and control techniques and records</li> <li>• Use of results to “close the loop”, so ensuring that objectives are achieved</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of effectiveness and efficiency, and the difference between them</li> <li>• The need to achieve results and meet objectives</li> <li>• The importance to the organisation of operating efficiently</li> <li>• Potential for conflict between efficiency and effectiveness, and ways to resolve this</li> </ul>

<b>Title:</b>	<b>Organising and delegating (M3.21)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Know how to organise people to achieve objectives	1.1 Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives 1.2 Use <u>one</u> technique to identify the appropriate person for an activity 1.3 Explain how human resource planning can be used to assure output and quality
2	Know how to delegate to achieve workplace objectives	2.1 Give <u>one</u> example of delegation and <u>one</u> example of empowerment in the workplace 2.2 Identify <u>one</u> barrier to delegation and <u>one</u> mechanism to support delegation 2.3 Explain <u>one</u> technique that could be used to monitor the outcomes of delegation in the workplace 2.4 Review the effectiveness of feedback, recognition and reward techniques in the workplace
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of planning the team's work to achieve objectives</li> <li>• Techniques for deciding the most appropriate individual to undertake the activity</li> <li>• The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this</li> <li>• Outline of the principles of human resource planning to assure continuity of output and quality</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of authority and power; responsibility and accountability</li> <li>• Concepts of delegation and empowerment</li> <li>• Process of delegation including barriers and support mechanisms</li> <li>• Techniques to monitor outcomes of delegation</li> <li>• Feedback, recognition and reward techniques</li> </ul>

<b>Title:</b>	<b>Managing projects (M3.22)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use <u>one</u> simple tool for determining the financial viability of the project 1.3 Plan the project using <u>one</u> appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans 1.5 Use <u>one</u> project evaluation technique
2	Understand the costs and benefits resulting from a workplace project	2.1 List areas where net savings could be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that could result from the workplace project
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of managing projects as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: F1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private
Units available from		01/01/2008

Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Basic project design principles</li> <li>• Simple tools for financial appraisal of projects</li> <li>• Project planning techniques (Gantt charts, Flow charts, Network planning)</li> <li>• Use of objectives and targets/milestones to monitor performance and review plans</li> <li>• Project evaluation and review techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Recent or current examples of change (including the work-based project)</li> <li>• The costs associated with change – increases or savings</li> <li>• Non-financial costs and benefits of change (social, environmental, human elements)</li> </ul>

<b>Title:</b>	<b>Understanding organisations in their context (M3.24)</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 context within which an organisation operates	1.1 Identify the legal entity of the organisation 1.2 List the operational functions within the organisation 1.3 Use an organisational chart to identify own role, span of control and reporting line in the organisation 1.4 Briefly outline the roles and responsibilities of managers at different levels of the organisation 1.5 Briefly explain the relevance to an organisation of its different stakeholders
2	Understand the financial environment within which an organisation operates	2.1 Explain the importance of financial information for management 2.2 Identify the main financial documents needed by the organisation and briefly describe the information they contain 2.3 Identify the most significant financial indicators of business performance in the organisation and briefly describe their relevance 2.4 List the main sources of long, medium and short term funds for the organisation
3	Understand the economic environment within which an organisation operates	3.1 Identify the major economic and political forces which impact upon the organisation 3.2 Briefly describe how government attempts to influence the economy and its effect on the organisation's operations
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of organisations in context as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: D7

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	13
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The nature and purpose of organisations</li> <li>• An outline of basic business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc</li> <li>• Operational functions within the organisation, such as marketing, finance, production, etc</li> <li>• Overview of the management task</li> <li>• Formal and informal organisational relationships between departments and people</li> <li>• Various types of organisation chart</li> <li>• Management roles and responsibilities within the organisation</li> <li>• The relevance of stakeholders, and how to identify them</li> </ul>
2	<ul style="list-style-type: none"> <li>• Value of financial information for management</li> <li>• Key source documents used in accounting (invoices, etc)</li> <li>• Simple treatment of the balance sheet, profit and loss account, and cash flow forecast</li> <li>• Simple treatment of income and expenditure accounts (for non-profit organisations)</li> <li>• Financial measures of business performance – how to calculate and interpret simple accounting ratios</li> <li>• An outline of sources of finance</li> </ul>
3	<ul style="list-style-type: none"> <li>• Simple outline of the impact of economics and politics on the organisation</li> <li>• Brief outline of the key economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, “factors of production” affecting business location as relevant to own organisation</li> <li>• How government uses fiscal, monetary and legal measures to influence the economy, and the effects on organisational operations</li> <li>• A brief treatment of key global issues and the challenges they present to organisations</li> <li>• The UK’s (or your own country’s) key trading partners – international competition</li> <li>• The European Union (or other appropriate trading bloc) – its purpose, scope, membership and key institutions</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Other international organisations which have an influence on business – as appropriate</li><li>• Currency exchange rates and their impact on business operations</li></ul> |
|--|--|

<b>Title:</b>	<b>Managing performance (M3.26)</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 manage performance	1.1 Briefly explain the role of the first line manager in performance management 1.2 Set SMART objectives for the team 1.3 Set performance standards for the team 1.4 Explain how they would measure performance against agreed standards 1.5 Select an example of under-performance in the workplace and explain a performance improvement technique available to address this under-performance	
<b>Additional information about the unit</b>		
Unit purpose and aim(s)	To develop knowledge and understanding of performance management as required by a practising or potential first line manager.	
Unit expiry date	31/12/2010	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: C6, D1, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Private	
Units available from	01/01/2008	
Unit guided learning hours	6	
<b>Additional Guidance about the Unit</b>		

**Indicative Content:**

1

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

<b>Title:</b>	<b>Working with costs and budgets (M3.27)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Know how to work to a budget	1.1 Explain the importance of agreeing to a budget and operating within it 1.2 Describe a method to monitor variance between actual performance and budget 1.3 Explain how information used in determining and/or revising budgets is gathered
2	Understand costs within an organisation	2.1 Explain fixed and variable costs; and the concept of break even in relation to the organisation 2.2 Explain the purpose and nature of basic cost statements 2.3 Explain the value of standard costing and its role as a control mechanism 2.4 Briefly describe mechanisms in the organisation to maintain control of costs
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: E1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Private
Units available from	01/01/2008
Unit guided learning hours	7
<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> <li>• Methods to monitor variance of actual performance against budget</li> <li>• Causes of variance, their significance and ways of reducing adverse effects</li> <li>• How to gather information for use in determining and/or revising budgets</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definition of fixed and variable costs; concept of break even, especially in relation to own organisation</li> <li>• The purpose and nature of basic cost statements; use of standard costs</li> <li>• Role of the manager in cost control</li> <li>• Mechanisms to maintain control of costs, and how to select the optimum method</li> </ul>

<b>Title:</b>	<b>Managing the effective use of equipment (M3.29)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Understand the need for effective and efficient use of equipment	1.1 Explain why equipment should be used effectively and efficiently 1.2 Describe how the use of equipment is monitored and controlled in the workplace 1.3 Explain why it is important to have a scheduled maintenance programme for equipment in the workplace 1.4 Compile a simple maintenance programme for equipment in the workplace 1.5 Conduct a simple risk assessment of equipment security in the workplace, and explain how these risks could be reduced
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of managing the use of equipment as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private
Units available from		01/01/2008
Unit guided learning hours		6

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

1

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

<b>Title:</b>	<b>Understanding the communication process in the workplace (M3.30)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner <u>will</u>)</b>		<b>Assessment criteria (the learner <u>can</u>)</b>
1	Understand the communication process and relevant communication media	1.1 Outline the stages in the communication process 1.2 Identify <u>two</u> possible barriers to communication in the workplace and describe how each barrier could be overcome 1.3 Name <u>two</u> different types of communication that could ensure effective communication in the workplace and identify an advantage and a disadvantage of each 1.4 Explain how non-verbal communications can influence the receiver 1.5 Briefly explain how to use feedback to check the effectiveness of communication
2	Know how to increase information awareness in the workplace	2.1 Explain how they could increase information awareness in own workplace
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of the communication process as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: C2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted
Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of effective communication at work and the effects of poor communication</li> <li>• The stages in communication: sender – encoding – transmission – decoding – receiver</li> <li>• Possible barriers to communication and methods to overcome them</li> <li>• Ways to ensure effective communication in the workplace</li> <li>• Different types of communication including oral, written, visual, and electronic and their relative advantages and disadvantages</li> <li>• Techniques of face-to-face and indirect communication, and when each is appropriate</li> <li>• How to use feedback to check effectiveness of communication</li> </ul>
2	<ul style="list-style-type: none"> <li>• The five human senses, and how to use them effectively in the workplace</li> <li>• Active listening skills</li> <li>• Focused and wide angle observation for data gathering in the workplace</li> <li>• Perception and its effects on the interpretation of data</li> <li>• Significance of non-verbal communication and body language</li> </ul>

<b>Title:</b>	<b>Influencing others at work (M3.31)</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 value of networking	1.1 Explain the value to the first line manager of networking 1.2 Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network
2	Know how to influence and negotiate with others to achieve objectives	2.1 Explain the general principles of negotiation 2.2 Explain a relevant technique for influencing others to achieve workplace objectives 2.3 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of influencing others as required by a practising or potential first line manager.
Unit expiry date		31/12/2010
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to MSC 2004 NOS: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Management Standards Centre (MSC)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Private

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Nature, purpose and value of networking</li> <li>• Identification of relevant networks</li> <li>• Effective networking practices and skills</li> <li>• Network and contact creation</li> <li>• Methods to establish and maintain effective professional relationships at various levels</li> </ul>
2	<ul style="list-style-type: none"> <li>• Formal and informal negotiation</li> <li>• Negotiation strategy, tactics and behaviour</li> <li>• Non-verbal communication and social skills</li> <li>• Techniques for influencing others</li> <li>• Value systems and other barriers to acceptance</li> <li>• Conflict and its resolution to achieve a win-win situation</li> <li>• Levels of power and authority, and the impact on negotiation</li> </ul>

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

### **Assessments for the ILM Level 3 Award in Managing Operations**

**WORK-BASED ASSIGNMENT: M3.01**

<b>Centre Number</b>	<b>Centre Name</b>
<b>Candidate Registration No</b>	<b>Candidate Name</b>
<p><b>TASK</b>  Identify a workplace problem facing you or your team (or a team within another organisation if you are currently unemployed) and examine ways to resolve it.  <i>For the purposes of this assignment, 'problem' may be interpreted as 'a deviation from the norm' OR 'an improvement opportunity' OR 'a potential or anticipated problem'.</i>  The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.  Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>Background</b>  Briefly describe your organisation, what it does, and your role within it  <i>(min 2 marks required from 5 available)</i></p>	<ul style="list-style-type: none"> <li>Context of assignment is provided</li> </ul>
<p><b>Description of the problem</b>  Describe the problem, its nature, scope and impact  <i>(min 5 marks required from 15 available)</i></p>	<ul style="list-style-type: none"> <li>The problem, its nature, scope and impact are described</li> </ul>
<p><b>Analysis of the problem</b>  Gather and interpret information to identify possible options to solve the problem  <i>(min 8 marks required from 25 available)</i></p>	<ul style="list-style-type: none"> <li>Information to identify possible solutions to a problem is gathered and interpreted</li> </ul>
<p><b>Resolution of the problem</b>  Clearly state what you hope to achieve  Generate and examine <b>options</b> for solving the problem using simple decision making technique(s) to arrive at the best solution  State your chosen solution clearly and concisely  Make sure that in this evaluation you identify any resource implications  <i>(min 10 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>Briefly summarised the options providing facts and evidence not just opinion</li> <li>Used at least one simple decision making technique to evaluate options to arrive at the best solution</li> </ul>
<p><b>Implementation and communication of the solution</b>  Provide an action plan for the implementation and communication of the solution  Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of outcomes  <i>(min 8 marks required from 25 available)</i></p>	<ul style="list-style-type: none"> <li>Planned the implementation and communication of the decision</li> <li>Briefly described which monitoring and review techniques which could be used to evaluate outcomes</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: M3.01: WORK-BASED ASSIGNMENT**

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	WBA Strengths	WBA Weaknesses	Assr mark	QA mark
<b>Background</b> <ul style="list-style-type: none"> <li>Context of assignment is provided</li> </ul>			/ 5 marks (min 2)	
<b>Description of the problem</b> <ul style="list-style-type: none"> <li>The problem, its nature, scope and impact are described</li> </ul>			/ 15 marks (min 5)	
<b>Analysis of the problem</b> <ul style="list-style-type: none"> <li>Information to identify possible solutions to a problem is gathered and interpreted</li> </ul>			/ 25 marks (min 8)	
<b>Resolution of the problem</b> <ul style="list-style-type: none"> <li>Briefly summarised the options providing facts and evidence not just opinion</li> <li>Used at least one simple decision making technique to evaluate options to arrive at the best solution</li> </ul>			/ 30 marks (min 10)	
<b>Implementation and communication of the solution</b> <ul style="list-style-type: none"> <li>Planned the implementation and communication of the decision</li> <li>Briefly described which monitoring and review techniques which could be used to evaluate outcomes</li> </ul>			/ 25 marks (min 8)	
<b>(External) Assessor's Decision</b>		<b>Quality Assurance Use</b>		
<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	
Total 50+ overall, AND minimum in each section	<b>PASS</b> <b>FAIL</b>	Total 50+ overall, AND minimum in each section	<b>PASS</b> <b>FAIL</b>	
Section fail if applicable:		Date of QA check:		
Name of Assessor		Name of QA		
Assessor Signature		QA Signature		

**WORK-BASED ASSIGNMENT: PLANNING TO WORK EFFICIENTLY (M3.20), MANAGING THE EFFECTIVE USE OF EQUIPMENT (M3.29)**

<b>TASK</b>	
<p>This work-based assignment is about planning to work efficiently and managing the effective use of equipment.</p> <p>You should, where possible, use your own workplace as the basis for this assignment, but you may use another organisation as your focus if you have relevant experience elsewhere.</p> <p>You might expect to complete this task in around 1500 words; expected range 1000 to 2000 words.</p>	
<p><i>Please use the headings shown below when writing up your Assignment</i></p>	<p><b>Assessment Criteria</b></p>
<p><b>Efficiency and effectiveness in an organisation and the importance of delivering results</b></p> <p><i>Note: <u>Efficiency</u> is a measure of how much input is required to achieve a particular output or objective, and is therefore a productivity measure, whilst <u>effectiveness</u> measures the degree to which enterprise or workplace objectives have been achieved.</i></p> <p>As a practising (or potential) first line manager, your task is to explain how efficiency and effectiveness are measured in your organisation and their importance in achieving your workplace objectives.</p> <p>Now explain why a good supply chain is necessary to satisfy customers.</p> <p><i>(min 10 marks required from 30available)</i></p>	<ul style="list-style-type: none"> <li>• Explained how efficiency and effectiveness are measured in their organisation</li> <li>• Explained the importance of effectiveness and efficiency to achieve their workplace objectives</li> <li>• Explained the importance of the supply chain in delivering results and meeting customer requirements</li> </ul>
<p><b>Setting targets and planning a job activity</b></p> <p>It is important for any first line manager (or potential first line manager) to set targets for their team while planning any job activity. This task requires you to look at the way that you plan work for your team.</p> <ul style="list-style-type: none"> <li>• Plan a job using an appropriate technique</li> <li>• Your plan should include the targets you will set for your team and how you will know that the job is being done to an acceptable standard</li> <li>• You should explain how you will monitor and control the job within your plan</li> </ul> <p><i>(min 6 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Used one appropriate planning technique to plan a job activity</li> <li>• Identified targets set for the team and stated indicators to measure performance</li> <li>• Explained one technique to monitor and control a planned job activity</li> </ul>
<p><b>Effective and efficient use of equipment</b></p> <p>Carry out a simple risk assessment to explain how equipment security could be improved.</p>	<ul style="list-style-type: none"> <li>• Conducted a simple risk assessment of equipment security in the workplace, and explained how these risks could be reduced</li> <li>• Explained why equipment should be</li> </ul>

<p>After conducting the risk assessment, complete the following tasks:</p> <ul style="list-style-type: none"><li>• Explain why equipment should be used effectively and efficiently and why it is important to have a scheduled maintenance programme for equipment in the workplace</li><li>• Describe how the use of equipment is monitored and controlled in the workplace</li><li>• Compile a simple maintenance programme for equipment in the workplace.</li></ul> <p><i>(min 16 marks required from 50 available)</i></p>	<p>used effectively and efficiently</p> <ul style="list-style-type: none"><li>• Explained why it is important to have a scheduled maintenance programme for equipment in the workplace</li><li>• Described how the use of equipment is monitored and controlled in the workplace</li><li>• Compiled a simple maintenance programme for equipment in the workplace</li></ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: WORK-BASED ASSIGNMENT: PLANNING TO WORK EFFICIENTLY (M3.20), MANAGING THE EFFECTIVE USE OF EQUIPMENT (M3.29)**

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
<p><b>Efficiency and effectiveness in an organisation and the importance of delivering results</b></p> <ul style="list-style-type: none"> <li>How efficiency and effectiveness are measured in their organisation is explained</li> <li>The importance of effectiveness and efficiency to achieve their workplace objectives is explained</li> <li>The importance of the supply chain in delivering results and meeting customer requirements is explained</li> </ul>			/30 marks (min 10)	
<p><b>Setting targets and planning a job activity</b></p> <ul style="list-style-type: none"> <li>Targets set for the team and stated indicators to measure performance are identified</li> <li>One appropriate planning technique to plan a job activity is used</li> <li>One technique to monitor and control a planned job activity is explained</li> </ul>			/20 marks (min 6)	
<p><b>Effective and efficient use of equipment</b></p> <ul style="list-style-type: none"> <li>A simple risk assessment of equipment security in the workplace has been conducted, and how these risks could be reduced has been explained</li> <li>Why equipment should be used effectively and efficiently has been explained</li> <li>Why it is important to have a scheduled maintenance programme for equipment in the workplace has been explained</li> <li>How the use of equipment is monitored and controlled in the workplace has been described</li> <li>A simple maintenance programme for equipment in the workplace has been compiled</li> </ul>			/50 marks (min 16)	
Assessor's Decision		Quality Assurance Use		
<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	
Total 15+ overall, AND	<b>PASS</b> <b>FAIL</b>	Total 15+ overall, AND	<b>PASS</b> <b>FAIL</b>	

minimum in each section		minimum in each section	
Section fail if applicable:		Date of QA check:	
Name of Assessor		Name of QA	
Assessor Signature		QA Signature	

## WORK-BASED ASSIGNMENT: ORGANISING AND DELEGATING (M3.21), MANAGING PROJECTS (M3.22)

<b>TASK</b>	
<p>As a first line manager (or potential first line manager), this task requires you to identify and manage a simple workplace project and to understand the costs and benefits resulting from the project. It is also aimed at how you can plan and delegate tasks to your project team.</p> <p>You should, where possible, use your own workplace as the basis for this assignment, but you may use another organisation as your focus if you have relevant experience elsewhere.</p> <p>You might expect to complete this task in around 1500 words; expected range 1000 to 2000 words.</p>	
<p><i>Please use the headings shown below when writing up your Assignment</i></p>	<p><b>Assessment Criteria</b></p>
<p><b>Planning a workplace project</b></p> <p>Identify a simple project you could undertake at your workplace. Having done this, consider the following:</p> <ul style="list-style-type: none"> <li>Plan the project using one appropriate project planning technique.</li> <li>Use one simple tool to determine the financial viability of the project.</li> <li>Set targets to monitor performance and review plans.</li> <li>List those areas where savings (or benefits) in the workplace would be achieved as a result of your project.</li> <li>Identify the wider non-financial implications that could arise as a result of your workplace project.</li> </ul> <p><i>(min 13 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>Identified a simple workplace project</li> <li>Planned the project using one appropriate project planning technique</li> <li>Used one simple tool for determining the financial viability of the project</li> <li>Objectives and targets/milestones to monitor performance and review plans were set</li> <li>Listed areas where net savings could be achieved as a result of the workplace project</li> <li>Identified wider non-financial implications that could result from the workplace project</li> </ul>
<p><b>Organising people to achieve objectives</b></p> <p>As a first line manager (or potential first line manager), it is very important that you understand the importance of human resource planning to assure output and quality of your workplace project.</p> <ul style="list-style-type: none"> <li>Explain how effective human resource planning can be used to assure output and quality.</li> <li>Explain why is it important to make effective and efficient use of your team's knowledge and skills while planning to achieve work objectives.</li> </ul> <p>In order to assure the success of your project, it is important that you know who in your team will be best suited for the job/activity.</p> <ul style="list-style-type: none"> <li>Use one technique that will help you identify the appropriate person for the job/activity.</li> </ul> <p><i>(min 8 marks required from 25 available)</i></p>	<ul style="list-style-type: none"> <li>Explained how human resource planning can be used to assure output and quality</li> <li>Explained the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives</li> <li>Used one technique to identify the appropriate person for an activity</li> </ul>
<p><b>Delegating in the workplace</b></p> <p>After delegating the job/activity to the appropriate person in your team, consider the following:</p> <ul style="list-style-type: none"> <li>State one example of delegation in your workplace and one example of empowerment that you may have given to</li> </ul>	<ul style="list-style-type: none"> <li>One example of delegation and one example of empowerment in the workplace was given</li> <li>Identified one barrier to delegation and one mechanism to support delegation</li> <li>Explained one technique that could</li> </ul>

<p>a member of your team.</p> <ul style="list-style-type: none"> <li>• Identify one barrier that you faced while delegating the task/activity and one mechanism that you could use to support delegation.</li> <li>• Explain one technique to monitor the outcomes of delegation in your workplace.</li> </ul> <p><i>(min 6 marks required from 20 available)</i></p>	<p>be used to monitor the outcomes of delegation in the workplace</p>
<p><b>Project evaluation and feedback</b></p> <ul style="list-style-type: none"> <li>• Use one technique to evaluate your workplace project.</li> <li>• How would you review the effectiveness of feedback, recognition and reward techniques in your workplace?</li> </ul> <p><i>(min 5 marks required from 15 available)</i></p>	<ul style="list-style-type: none"> <li>• Used one project evaluation technique</li> <li>• Reviewed the effectiveness of feedback, recognition and reward techniques in the workplace</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: WORK-BASED ASSIGNMENT: ORGANISING AND DELEGATING (M3.21),  
MANAGING PROJECTS (M3.22)**

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
<p><b>Workplace project</b></p> <ul style="list-style-type: none"> <li>• A simple workplace project has been identified</li> <li>• A project has been planned using one appropriate project planning technique</li> <li>• One simple tool for determining the financial viability of the project has been used</li> <li>• Objectives and targets/milestones to monitor performance and review plans have been set</li> <li>• Areas where net savings could be achieved as a result of the workplace project have been listed</li> <li>• Wider non-financial implications that could result from the workplace project have been identified</li> </ul>			/40 marks (min 13)	
<p><b>Organising people to achieve objectives</b></p> <ul style="list-style-type: none"> <li>• How human resource planning can be used to assure output and quality has been explained</li> <li>• The importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives has been explained</li> <li>• One technique to identify the appropriate person for an activity has been used</li> </ul>			/25 marks (min 8)	
<p><b>Delegating in the workplace</b></p> <ul style="list-style-type: none"> <li>• One example of delegation and one example of empowerment in the workplace is given</li> <li>• One barrier to delegation and one mechanism to support delegation is identified</li> <li>• One technique that could be used to monitor the outcomes of delegation in the workplace is explained</li> </ul>			/20 marks (min 6)	
<p><b>Project evaluation and feedback</b></p> <ul style="list-style-type: none"> <li>• One project evaluation technique is</li> </ul>				

used			/15 marks (min 5)	
<ul style="list-style-type: none"> <li>The effectiveness of feedback, recognition and reward techniques in the workplace is reviewed</li> </ul>				
Assessor's Decision		Quality Assurance Use		
<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	
Total 15+ overall, AND minimum in each section	<b>PASS      FAIL</b>	Total 15+ overall, AND minimum in each section	<b>PASS      FAIL</b>	
Section fail if applicable:		Date of QA check:		
Name of Assessor		Name of QA		
Assessor Signature		QA Signature		

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

### **Assessment for the ILM Level 3 Award in Business Awareness**

**WORK-BASED ASSIGNMENT: UNDERSTANDING ORGANISATIONS IN THEIR CONTEXT (M3.24), MANAGING CUSTOMER SERVICE (M3.08), WORKING WITH COSTS AND BUDGETS (M3.27)**

**TASK**

This task is about the role of the first line manager (or potential first line manager) in;

- Understanding the context, of your organisation
- Understanding the organisation's internal structure and stakeholders
- Managing Customer Service
- Working with Costs and Budgets

and then using the appropriate tools and techniques to effectively manage customer service and costs and budgets.

You should where possible, use your own workplace as a basis for this assignment, but you may use another team within the organisation as your focus if you have the relevant experience elsewhere.

You might expect to complete this Work-Based Assignment in around 1500 words; the expected range is 1000 – 2000 words.

*Please use the headings shown below when writing up your Assignment*

**Assessment Criteria**

**Understand the context of your organisation**

As a first line manager (or potential) you will be responsible for working within the context of the organisation.

To help you understand this better you will need to:

- Identify the legal entity your organisation.
- Identify the major economic and political forces which impact upon our organisation
- Briefly describe how government attempts to influence the economy and the relevance of this to your organisation.
- Briefly described how government attempts to influence the economy and its effect on your organisation's operations
- Explain the importance of financial information for management
- Identify the main financial documents needed by your organisation and briefly describe the information they contain
- List the main sources of long, medium and short term funds for your organisation
- Identify the most significant financial indicators of business performance in your organisation and briefly describe their relevance

Organisations can plan for legal and political changes, so your organisation's business plan or corporate objectives may provide this information for you.

*(min 10 marks required from 30 available)*

- Identified the legal entity of the organisation
- Identified the major economic and political forces which impact upon the organisation
- Briefly described how government attempts to influence the economy and its effect on the organisation's operations
- Explained the importance of financial information for management
- Identified the main financial documents needed by the organisation and briefly describe the information they contain
- Listed the main sources of long, medium and short term funds for the organisation
- Identified the most significant financial indicators of business performance in the organisation and briefly describe their relevance

<p><b>Understand the organisation's internal structure and stakeholders</b></p> <p>It is important to understand your organisations structure and how it works. To help you in doing this answer the following:</p> <ul style="list-style-type: none"> <li>• List the operational functions within your organisation and the roles and responsibilities of managers at different levels of the organisation.</li> <li>• Briefly outlined the roles and responsibilities of managers at different levels of the organisation</li> <li>• Briefly outline the roles and responsibilities of managers at different levels of your organisation</li> <li>• Use an organisation chart to identify your own role, span of control, and reporting line within the organisation.</li> <li>• Briefly explain the relevance to your organisation of its different stakeholders</li> </ul> <p><i>(min 7 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Listed the operational functions within the organisation</li> <li>• Briefly outlined the roles and responsibilities of managers at different levels of the organisation</li> <li>• Used an organisational chart to identify own role, span of control and reporting line in the organisation</li> <li>• Briefly explained the relevance to an organisation of its different stakeholders</li> </ul>
<p><b>Managing Customer Service</b></p> <p>First line managers (or potential first line managers) are responsible for managing and monitoring customer service against the organisation's set standards/targets</p> <p>You will need to:</p> <ul style="list-style-type: none"> <li>• Identify an external and an internal customer of the organisation</li> <li>• Describe how your organisation meets the needs of its customers</li> <li>• Briefly describe <u>two</u> of your organisation's commitments to its customers</li> <li>• Briefly describe at least <u>two</u> legal rights of customers</li> <li>• Briefly describe the manager's responsibilities in relation to customer service</li> <li>• Explain how customer service standards and procedures are used to meet your customer needs</li> <li>• Explain how they could monitor customer service against the standards set</li> </ul> <p>For example, you could consider customer service targets for external customers and key performance indicators for internal procedures.</p> <p><i>(min 8 marks required from 25 available)</i></p>	<ul style="list-style-type: none"> <li>• Identified an external and an internal customer of the organisation</li> <li>• Described how customer needs are identified</li> <li>• Briefly described <u>two</u> of the organisation's commitments to customers</li> <li>• Briefly described at least <u>two</u> legal rights of customers</li> <li>• Briefly described the manager's responsibilities in relation to customer service</li> <li>• Explained how customer service standards and procedures are used to meet customer needs</li> <li>• Explained how they could monitor customer service against the standards set</li> </ul>

<p><b>Working with budgets</b></p> <p>First line managers (or potential first line managers) should know how to work to a budget and understand costs within an organisation.</p> <p>To help you do this answer the following questions</p> <ul style="list-style-type: none"> <li>• Explain the importance of agreeing to a budget and operating within it</li> <li>• Describe a method to monitor variance between actual performance and budget</li> <li>• Explain how information used in determining and/or revising budgets is gathered</li> </ul> <p><i>(min 3 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> <li>• Explain the importance of agreeing to a budget and operating within it</li> <li>• Describe a method to monitor variance between actual performance and budget</li> <li>• Explain how information used in determining and/or revising budgets is gathered</li> </ul>
<p><b>Working with costs</b></p> <p>As a first line manager (or potential first line managers) you should be able to understand costs within an organisation.</p> <p>You will need to:</p> <ul style="list-style-type: none"> <li>• Explain fixed and variable costs and the concept of break even in relation to the organisation</li> <li>• Explain the purpose and nature of basic cost statements</li> <li>• Explain the value of standard costing and its role as a control mechanism</li> <li>• Briefly describe mechanisms in the organisation to maintain control of costs</li> </ul> <p><i>(min 5 marks required from 15 available)</i></p>	<ul style="list-style-type: none"> <li>• Explain fixed and variable costs and the concept of break even in relation to the organisation</li> <li>• Explain the purpose and nature of basic cost statements</li> <li>• Explain the value of standard costing and its role as a control mechanism</li> <li>• Briefly describe mechanisms in the organisation to maintain control of costs</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: WORK-BASED ASSIGNMENT: UNDERSTANDING ORGANISATIONS IN THEIR CONTEXT (M3.24), MANAGING CUSTOMER SERVICE (M3.08), WORKING WITH COSTS AND BUDGETS (M3.27), ORGANISING AND DELEGATING (M3.21), MANAGING PROJECTS (M3.22)**

Centre Number		Centre Name		
Candidate Registration No		Candidate Named below confirms authenticity of submission NAME:		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
<p><b>Understand the context of your organisation</b></p> <ul style="list-style-type: none"> <li>• The legal entity of the organisation has been identified</li> <li>• The major economic and political forces which impact upon the organisation have been identified</li> <li>• How government attempts to influence the economy and its effect on the organisation's operations has been briefly described</li> <li>• The importance of financial information for management has been explained</li> <li>• The main financial documents needed by the organisation have been identified and the information they contain has been briefly described</li> <li>• The main sources of long, medium and short term funds for the organisation have been listed</li> <li>• The most significant financial indicators of business performance in the organisation have been identified and their relevance briefly described</li> </ul>			/30 marks (min 10)	
<p><b>Understand the organisation's internal structure and stakeholders</b></p> <ul style="list-style-type: none"> <li>• The operational functions within the organisation have been listed</li> <li>• The roles and responsibilities of managers at different levels of the organisation have been briefly outlined</li> <li>• Own role, span of control and reporting line in the organisation have been identified using an organisational chart</li> <li>• The relevance to an organisation of its different stakeholders has been briefly explained</li> </ul>			/20 marks (min 7)	
<p><b>Managing Customer Service</b></p> <ul style="list-style-type: none"> <li>• An external and an internal customer of the organisation has been identified</li> </ul>				

<ul style="list-style-type: none"> <li>• How customer needs are identified has been described</li> <li>• <u>Two</u> of the organisation's commitments to customers have been briefly described</li> <li>• At least <u>two</u> legal rights of customers have been briefly described</li> <li>• The manager's responsibilities in relation to customer service has been briefly described</li> <li>• How customer service standards and procedures are used to meet customer needs has been explained</li> <li>• How they could monitor customer service against the standards set has been explained</li> </ul>			/25 marks (min 8)	
<p><b>Working with budgets</b></p> <ul style="list-style-type: none"> <li>• The importance of agreeing to a budget and operating within it has been explained</li> <li>• A method to monitor variance between actual performance and budget has been described</li> <li>• How information used in determining and/or revising budgets is gathered has been explained</li> </ul>			/10 marks (min 3)	
<p><b>Working with costs</b></p> <ul style="list-style-type: none"> <li>• Fixed and variable costs and the concept of break even in relation to the organisation have been explained</li> <li>• The purpose and nature of basic cost statements has been explained</li> <li>• The value of standard costing and its role as a control mechanism has been explained</li> <li>• Mechanisms in the organisation to maintain control of costs have been briefly described</li> </ul>			/15 marks (min 5)	
Assessor's Decision		Quality Assurance Use		
<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	<b>Total Marks</b>	<b>Outcome</b> (circle as applicable)	
Total 15+ overall, AND minimum in each section	<b>PASS      FAIL</b>	Total 15+ overall, AND minimum in each section	<b>PASS      FAIL</b>	
Section fail if applicable:		Date of QA check:		
Name of Assessor		Name of QA		
Assessor Signature		QA Signature		

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

### **ILM Level 3 Awards in Managing Operations and Business Awareness.**

#### **List of Resources Available**

<b>TUTOR AND CANDIDATE SUPPORT*</b>		
<b>Products</b>	<b>Additional Information</b> (please refer to the <i>ILM Resources Brochure</i> for full details of all products)	<b>Available From</b>
<b>ILM PRODUCTS</b>		
Building Success 2	A fully revised second edition of Building Success 2 – the flexible, user-friendly training resource for Team Leading programmes. This comprises 117 thirty minute sessions mapped to the ILM Level 2 units in a 'license to print' format on a single CD.	Details from Business Managers or ILM Customer Services at Lichfield on 01543 266866 or <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
Leading Teams	Authored by David Pardey and endorsed by John Adair, a recommended study aid for the Level 2 Award and Certificate in Team Leading.	Details from Business Managers or ILM Customer Services at Lichfield on 015432 66866 or <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
ILM Super Series	Best selling text-based open learning material, published by Elsevier providing a direct match to the Level 3 First Line Management units (M3.01 to M3.35).	Details from Business Managers or ILM Customer Services at Lichfield on 015432 66866 or <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
Management Extra	Published by Elsevier, this collection of 20 workbooks plus facilitation guide provides excellent support for an ILM Level 4 or Level 5 programme. These workbooks are mapped to the relevant units. This mapping is shown in the ILM Level 4 and Level 5 Qualification Specifications.	Details from Business Managers or ILM Customer Services at Lichfield on 015432 66866 or <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a>
Management Unit Assessments	A range of ready to use assessments complete with mark sheets available for purchase or download for the ILM Management units at Levels 2, 3, and 5 (Levels 4,6 and 7 will be available soon).	Details from Business Managers or ILM Customer Services at Lichfield on 015432 66866 or <a href="mailto:customer@i-l-m.com">customer@i-l-m.com</a> or download from the Centre Resource Area at <a href="http://www.i-l-m.com">www.i-l-m.com</a> .
<b>ILM VALIDATED PRODUCTS</b>		
AQR Limited	<p>ILM72 (Measures Leadership Style) – an online testing facility designed to provide an insight into the leadership style of the individual. This tool will be valuable for ILM units M3.10, M3.37, M4.01, M5.01, M5.06, M5.28, M5.29, M7.03, M7.04 and M7.08. The output of the ILM72 should be used for unit M4.24 (Developing your Leadership Styles).</p> <p>The MTQ48 (Measures Mental Toughness) – an online testing facility that measures mental toughness (control, challenge, commitment, confidence). The output of the MTQ48 should be used for unit M4.25 (Developing Individual Mental Toughness).</p>	<p>Centres should contact AQR Ltd directly at <a href="mailto:ilm@agr.co.uk">ilm@agr.co.uk</a> or on telephone number 01244 572050 to arrange access for their candidates to complete either the ILM72 or the MTQ48. Centres contacting AQR Ltd should clearly identify themselves as ILM Centres.</p> <p>The ILM72 and the MTQ48 are free for full members of ILM.</p>
BPP Learning Media Limited	BPP Learning Media Ltd has 16 workbooks that cover various aspects of Facilities Management. These workbooks are intended as a tutor resource and are mapped to units that appear in the ILM Level 3 Facilities Management Qualifications. The mapping is shown in the ILM Level 3 Facilities Management Qualification Specifications.	Centres should contact BPP Learning Media Limited directly at <a href="http://www.bpp.com">www.bpp.com</a> or for orders within the UK telephone 08450 75100 or 02087 402211 or email <a href="mailto:learningmedia@bpp.com">learningmedia@bpp.com</a>

LRI (Learning Resource International Limited)	LRI has a learning platform which manages all aspects of qualification and programme delivery. In addition on-line courseware is available to support certain ILM Vocationally Related Management Qualifications at Levels 2, 3 and 5.	Details available from Pete Bennett (Chief Executive Officer, LRI) on telephone 012347 14778 or visit <a href="http://www.lri.co.uk">www.lri.co.uk</a> . or email <a href="mailto:info@lri.co.uk">info@lri.co.uk</a>
Kent Learning Resources	Kent Learning Resources are a series of wire bound workbooks, in a 'one workbook = one unit' format available for the ILM Level 2 units (M2.01 to M2.22), Level 3 units (M3.01 to M3.35) and Level 5 units (M5.01 to M5.28).	Details available from Kent Learning Resources on telephone 016227 43659 or visit <a href="http://www.kentlearningresources.co.uk/OS/">www.kentlearningresources.co.uk/OS/</a> or email <a href="mailto:tony@kentlearningresources.co.uk">tony@kentlearningresources.co.uk</a>
Worldwide Centre for Organisational Development (WCOD)	Rapid Skill-BUILDER Series consisting of 40 training programmes that can help individuals develop important skills to perform more effectively in their current job or as they move into management or leadership roles.	Details available from Jon Warner (Chief Executive Officer and Director of Consulting) on telephone + 1 (310) 306 0980 or visit <a href="http://www.od-center.org">www.od-center.org</a> or email <a href="mailto:ContactWCOD@od-center.org">ContactWCOD@od-center.org</a>

ILM also provides Candidate Ring Binders – competitively priced attractive and sturdy ring binders to help organise paperwork and assignments. These are available from the ILM Customer Services at Lichfield on 015432 66866 or [customer@i-l-m.com](mailto:customer@i-l-m.com)