Qualifi Level 3 Diploma in Introduction to Management

Specification (For Centres)

April 2019

About QUALIFI

QUALIFI provides academic and vocational qualifications that are globally recognised. QUALIFI's commitment to the creation and awarding of respected qualifications has a rigorous focus on high standards and consistency, beginning with recognition as an Awarding Organisation (AO) in the UK. QUALIFI is approved and regulated by Ofqual (in full). Our Ofqual reference number is RN5160.

Ofqual is responsible for maintaining standards and confidence in a wide range of vocational qualifications. QUALIFI is also recognised by Qualifications in Wales (QW) and the Council for the Curriculum, Examinations and Assessment (CCEA) who are responsible for Awarding Organisations and quality assurance in both Wales and Northern Ireland. QUALIFI is also a signatory to BIS international commitments of quality.

As an Ofqual recognised Awarding Organisation, QUALIFI has a duty of care to implement quality assurance processes. This is to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications and awards meet the required standards. This also safeguards the outcome of assessments and meets national regulatory requirements.

QUALIFI's qualifications are developed to be accessible to all learners in that they are available to anyone who is capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure learners are free from any barriers that may restrict access and progression.

QUALIFI's policy document for learners with specific requirements or who need special consideration is available for centre reference. Centres are responsible for reviewing the applicant's ability to complete the training programme successfully and ultimately achieve a qualification. The initial assessment by the centre, will need to take into account the support that is readily available or can be made available to meet individual needs as appropriate. The centre must also consider prior learning and qualifications and they must be in a position to make a judgement on the learner's entry requirements.

Supporting Diversity

QUALIFI and its partners recognise and value individual difference and have a public duty to promote equality and remove discrimination in relation to race, gender, disability, religion or belief, sexual orientation and age.

Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there are a range of mechanisms for learners to feed back about their experience of teaching and learning. This can include questionnaires and surveys to allow both centres and QUALIFI to understand how we can improve the learner experience.

Contents

1 Introduction

1.1 Why Choose QUALIFI Qualifications?

QUALIFI qualifications look to provide a realistic and broad opportunity for learners seeking career and professional development. They will support learners in realising their potential and provide clear objectives.

These objectives are to:

- provide career path support to learners who wish to develop their management skills, enterprise capabilities and opportunities in their chosen sector
- improve learner understanding of any given business environments and organisations and how they are managed and developed
- develop skills and abilities in learners to support their professional development.

Our qualifications provide a rich mix of disciplines and skills development opportunities. Learners will gain insight into the functioning, objectives and processes of organisations, appreciating their diversity and the influences and impact of external forces on them. The fast-changing and complex business environment and different organisational ability to stay resilient and respond positively to change and opportunities will be explored.

Our qualifications will develop the learner's ability to:

- apply analytical and evaluative techniques and to enhance those skills
- investigate issues and opportunities
- develop their awareness and appreciation of managerial, organisational and environmental issues
- use management techniques and practices in imaginative ways
- make use of relevant information from different sources
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social and other transferable skills.

1.2 Employer Support for the Qualification Development

The development of this qualification has been initiated and guided by discussions and idea sharing with a range of employers, providers and existing centres demonstrating the rigor, validity and demand for the qualification.

Discussions and feedback have been taken throughout the development of the qualifications on content, the potential learner audience for the qualification and assessment methods, ensuring a valuable experience and a recognised set of skills, knowledge and understanding is realised.

1.3 Qualification Title and Code

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit with the qualification has its own RQF code. The QAN for this qualification is as follows:

Qualifi Level 3 Diploma in Introduction to Management 603/4373/4

1.4 Awarding Organisation

QUALIFI LTD

2 Programme Purpose

2.1 Reasons for the Qualification

The qualification has been created to develop and reward those learners who are looking to or already have chosen a career in a business-related sector.

We hope that centres and learners take the opportunity to learn a great deal from this programme that will provide relevant new skills and qualities.

It is envisaged that this programme will encourage both academic and professional development so that learners move forward to realise not just their own potential but also that of organisations across a broad range of sectors.

The qualification is accredited at Level 3 with a total equivalence of 60 credits. It is envisaged that learners completing the Level 3 will progress to a QUALIFI's Level 4 qualification.

2.2 Rationale for the Diploma

The rationale for the programme is to provide a career path for learners who wish to develop their core capabilities within the business sector. The outcome of the qualification, which is a recognised UK Qualification, is for learners to develop the skills required by organisations globally.

All QUALIFI programmes create learning that advances the thought leadership of organisations, offering conceptual and practical insights that are applicable in the companies of today and tomorrow.

Furthermore, we look to develop the team leaders, managers and leaders of the future through the creation and delivery of learning appropriate for industry.

The qualification will:

- prepare learners for employment; and
- support a range of roles in the workplace.

The qualification provides a specialist work-related programme of study that provides breadth and depth of knowledge and understanding, along with practical skills required in the business sector. It also allows specialist development through the optional units.

The qualification provides a generic core of mandatory units that apply to all business contexts; and allows learners to select specialisms in the optional units.

The qualification is suitable for part-time learners in the workplace but equally appropriate for full-time learners who can also participate in formal work placements or part-time employment. Learners can progress into or within employment in the business sector, either directly on achievement of the awards or following further study to QUALIFI Level 4 Certificate in Business Management.

2.3 Aims of the Diploma

The Qualifi Level 3 Diploma in Introduction to Management is aimed at those that have management responsibilities but no formal training. It is particularly suited to practicing team leaders seeking to move to the next level of management. It will also provide an entry level qualification for those who have studied Business related subjects at Level 3 and who wish to gain skills and competencies for employment is a management setting.

The Qualifi Level 3 Diploma in Introduction to Management is designed to provide aspiring and existing junior managers with a broader knowledge of effective management skills, while focusing on key management areas specific to the workplace. In addition, industry has recognised that leadership and management training is essential for business growth, particularly in high-tech, high paced business environment that need to respond to a rapidly changing environment. To achieve this the essential attributes of being able to communicate, inspire and lead are often lacking, which are seen crucial to achieving organisational success.

2.4 Learning Outcomes of the Diploma

Learners studying for the Introduction to Management will be expected to develop the following skills during the programme of study:

1. The ability to read and use appropriate literature with a full and critical understanding the ability to think independently and solve problems
2. Apply subject knowledge and understanding to address familiar and unfamiliar problems
3. Recognise the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
4. An appreciation of the interdisciplinary nature of business and service provision
5. Capacity to give a clear and accurate account of a subject, in a mature way and engage in debate and dialogue both with specialists and non-specialists
6. Transferable skills and knowledge that will enable individuals to meet changes in business
7. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

These are the overall learning outcomes in line with a Level 3 qualification. The learning outcomes for each of the units are identified in Appendix 1 within the descriptors.

3. Delivering the Qualification

3.1 Quality Assurance Arrangements

All centres go through an approval process to be recognised as an approved centre. Centres must have in place qualified and experienced tutors. The experience of tutors and their ability to support learners will be important. Centres must commit to working with QUALIFI and its team of Quality Reviewers/External Verifiers. Continuing professional development (CPD) for tutors is also required.

Approved centres will be monitored by QUALIFI External Quality Reviewers (EQAs) to ensure that learners are provided with appropriate learning opportunities and guidance. EQAs will ask to see and discuss a centre's formative assessment plans. The suitability of these plans will be agreed with the centre.

QUALIFI's guidance on invigilation, preventing plagiarism and collusion will apply to centres. QUALIFI Quality Reviewers/External Verifiers will monitor centre compliance. For assessment purposes, unless otherwise agreed, QUALIFI:

- appoints assignment setters, markers and moderators
- sets and agrees assignments
- marks and moderates' assignments
- agrees the final mark and issues certificates.

QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' will apply to its assignment setters, markers and moderators.

3.2 Access to Study

All learners should be invited to an induction event to be introduced to the programme in detail through presentations and discussions with tutors and the centre support team.

All learners should be issued with the Diploma handbook, a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they take the right qualification and the right pathways or optional units, to allow them to progress to the next stage.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance in order to support them in making the necessary qualification and unit choices. When learners are recruited, centres need to give them accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within 30 days of centre registration.

3.3 Entry Criteria

Qualifi Level 3 Diploma in Introduction to Management:

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualification will be through centre interview and learners will be expected to hold the following:

- qualifications at Level 2 and/or;
- work experience in a business environment and demonstrate ambition with clear career goals;
- Level 3 qualification in another discipline and want to develop their careers in management.

In certain circumstances, learners with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the programme.

In the case of applicants whose first language is not English, then IELTS 5 (or equivalent) is required. International Qualifications will be checked for appropriate matriculation to UK Higher Education post-graduate programmes. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

4 Structure of the Qualification

4.1 Units, Credits and Total Qualification Time (TQT)

The QUALIFI Introduction to Management is a Level 3 qualification made up of 60 credits.

All units are 10 credits in value. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a Qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 10-credit unit approximates to a TQT of 100 hours incorporating 75 hours of GLH.

Examples of activities which can contribute to Total Qualification Time include:

- guided learning
- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning.

Guided Learning Hours (GLH) are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Some examples of activities which can contribute to Guided Learning include:
- classroom-based learning supervised by a tutor
- work-based learning supervised by a tutor
- live webinar or telephone tutorial with a tutor in real time
- e-learning supervised by a tutor in real time
- all forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

4.2 Qualification Structure

There are mandatory and optional units for this qualification. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 10 credits.

Learners are required to complete six units to achieve the 60 credits required to gain the Level 3 Introduction to Management. Learners will be expected to attend lectures and workshops that will introduce the subject matter. Formative assessments (weighted at 0%) may be used in lectures or tutorials to check knowledge and understanding of specific topics and subject areas. Units require reflective exam sets and/or summative assessments for marking.

The Qualifi Level 3 Diploma in Introduction to Management comprises 6 mandatory units in total.

Unit Reference	Mandatory Units	Level	TQT	GLH	Credits
IM301	Managing Business Operations	3	100	75	10
IM302	An Introduction to Finance	3	100	75	10
IM303	Working in Teams	3	100	75	10
IM304	An Introduction to Leadership Skills	3	100	75	10
IM305	Organisational Culture	3	100	75	10
IM306	Workplace Welfare	3	100	75	10

4.3 Progression and Links to other QUALIFI Programmes

Learners completing the **Qualifi Level 3 Diploma in Introduction to Management** can progress to:

- a QUALIFI Level 4 qualification, or
- directly into employment in an associated profession.

4.4 Recognition of Prior Learning

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

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's policy document on RPL.

5 Guidance to Teaching and Learning

To ensure consistency and quality of delivery amongst centres, QUALIFI has outlined a number of policies and procedures required to ensure the very best standards are available to learners. These include:
- expertise of staff
- learning and teaching methods
- study skills
- learning resources
- personal development planning
- career opportunities.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6 Learner Support

Centres should continue to support learners and encourage appropriate behaviour. To ensure consistency and quality of delivery amongst centres QUALIFI, has outlined a number of policies and procedures to ensure the very best standards are available to learners. These include:

- learners with disabilities
- health and safety
- conduct
- progression
- weekly timetable/attendance requirements.

The policies and procedures are available on request to all accredited centres or to those wishing to apply for accreditation to deliver QUALIFI qualifications.

6.1 Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

7. Assessment

Our qualifications are vocational as they can support a learner's career progression. To meet QUALIFI's aim to provide an appropriate assessment method each unit will be assessed through tasks that will be written in a way to make them realistic 'work-related' tasks wherever possible. Learners will need to demonstrate knowledge, understanding and. Original thought, problem solving and recommendations on actions will also be asked for from learners where appropriate for the unit. Intellectual rigour will be expected appropriate to the level of the qualification.

Assignments will contain a question strand for each of the given unit's learning outcomes. The assignment tasks will address the LO (learning outcome) and AC (assessment criteria) requirements. Within assignments there will always be requirements for learners to engage with important and relevant theory that underpins the subject area.

The assignment questions will require learners to draw on real organisations to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, facilitate in-company opportunities for learners to undertake research and investigation projects and/or support the organisation with various tasks. Mature and part-time learners will ideally be able to draw on their personal work experience too.

Sample assessments and marking scheme are available on request as part of the Qualification Specification supplied to centres.

QUALIFI has an assessment policy and procedure documents that are available to all centres delivering this qualification. QUALIFI's 'Handbook on Guidance and Requirements for Assessment and Marking' covers the following:

- assessment strategy
- assessment arrangements for learners with a disability
- verification
- marking scheme/pass mark
- deferral after valid mitigating circumstances
- referral after failure

- dealing with difficulties in meeting assessment deadlines
- late submissions
- assessment boards
- appeals
- cheating and plagiarism
- referencing
- confidential material
- submission.

8. Course Regulations

8.1 Course Requirements

Learners must complete all units and pass the appropriate mark to receive the full Diploma Award.

QUALIFI will issue certificates to all successful students through the registered centres.

8.2 Classification of Awards

Where a candidate has achieved an overall average mark of at least 70% from all the units, QUALIFI may award a Distinction, although offering such a grade to individual candidates is at the discretion of QUALIFI, and is not normally given after any successful referral attempts.

Decisions about the overall classification of awards are made by QUALIFI through the application of the academic and relevant course regulations. It is based on the Average Percentage Mark (APM) or, at the discretion of QUALIFI, on the basis of your overall profile and performance subject to the minimum requirements.

8.3. Learner Voice

Learners can play an important part in improving the quality of this course through the feedback they give. In addition to the ongoing discussion with the course team throughout the year, there is a range of mechanisms for learners to feed back about their experience of teaching and learning.

8.4 Complaints

QUALIFI recognises that there may be occasions when learners and centres have cause for complaint about the service received. When this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system that ensures as an effective, prompt and appropriate response as possible.

For more information on our formal complaints procedure please contact in the first instance or email: support@QUALIFI-international.com

9 Equality and Diversity

QUALIFI recognises that discrimination and victimisation are unacceptable and that it is in the interests of QUALIFI employees to utilise the skills of the total workforce. It is our aim to ensure that no employee or other representative of QUALIFI receives less favourable facilities or treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender/gender reassignment, marriage/civil partnership, pregnancy/maternity, race, religion or belief, sex, or sexual orientation (protected characteristics).

Our aim is that our workforce will be truly representative of all sections of society and each employee feels respected and able to give their best. We oppose all forms of unlawful and unfair discrimination or victimisation. To that end the purpose of this policy is to provide equality and fairness for all.

Our staff will not discriminate directly or indirectly, or harass customers or clients because of age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation in the provision of QUALIFI's goods or services.

This policy and the associated arrangements shall operate in accordance with statutory requirements, particularly the Equality Act 2010 https://www.gov.uk/equality-act-2010-guidance. In addition, full account will be taken of any guidance or codes of practice issued by the Equality and Human Rights Commission, any government departments, and any other statutory bodies.

The policy document will be monitored and reviewed annually and can be downloaded from our website or by making contact with QUALIFI.

10. Further Professional Development and Training

QUALIFI supports UK and international customers with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing student-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

You can request customised training through your registered centre in the first instance. If you need to contact QUALIFI directly:

Our customer service number: +44 (0) 115 888 2323

Or email: support@QUALIFI-international.com

Website: www.QUALIFI.net www.QUALIFI-international.com

Appendix 1: Unit Descriptors

Unit IM301: Managing Business Operations

Unit code: A/617/5537
RQF level: 3

Unit Aim

The aim of this unit is to introduce learners to key aspects of all businesses and how they operate within the wider business environment, as well as internally. Operational control and the provision of best practice and sound policy will be shown to facilitate organisational excellence.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand functions and structures of businesses	1.1 Identify the key functions of businesses and how these lead to business success 1.2 Compare common organisational structures and how they impact on business operation
2. Understand the importance of operational control	2.1 Explain why an organisation needs effective operational control 2.2 Describe the systems organisations use to achieve operational control
3. Understand how organisations work towards best practice	3.1 Explain the terms excellence and quality and the impact of these concepts on organisations 3.2 Describe tools and techniques that are used by organisations to ensure the quality of their products and services

Indicative Content

Understand functions and structures of businesses

- Key business functions – finance, HRM, sales, marketing, production, R&D, distribution
- Organisations structures – function-based/product-based/project-based/matrix team-based

Understand the importance of operational control

- Controlling operations
- Monitoring and controlling
- Types of information managers need
- Three-stage control loop

Understand how organisations work towards 'best practice'

- Benchmarking - process benchmarking; performance benchmarking; strategic benchmarking and internal benchmarking
- Performance indicators and how they are used.
- Best Practice; sound policy

The Excellent Organisation

- Importance to organisations
- Tools and techniques to implement quality in an organisation - Total Quality Management (TQM), 3-Step Quality Control process, Right First Time
- Quality assurance
- Continuous improvement (Kaizen)

Suggested Reading

Bozarth, C. & Handfield, R. (2016) *Introduction to Operations and Supply Chain Management*. 4th ed. Pearson

Heizer, J., Render, B. & Munson, C. (2017) *Principles of Operations Management* (2017) 10th ed. Pearson Educational

Slack, N. & Lewis, M. (2017) *Operations Strategy*. 5th ed. Pearson

Worthington, I. & Britton, C. (2015) *The Business Environment*. 7th ed. Pearson

Unit IM302: An Introduction to Finance

Unit code: F/617/5538
RQF level: 3

Unit Aim

This unit introduces learners to practical accounting and financial reporting techniques used by managers in business organisations.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the requirements for financial recording and reporting	1.1 Explain the purpose and value of systematic financial recording 1.2 Analyse techniques used for recording financial information 1.3 Analyse legal requirements for financial reporting
2. Understand accounting techniques	2.1 Explain the difference between management and financial accounting 2.2 Explain the budgetary control process
3. Understand the preparation and format of financial statements	3.1 Describe financial statements used in accounting 3.2 Compare the format of financial statements 3.3 Analyse the content of each type of statement
4. Know how to interpret financial information	4.1 Explain the need to interpret the information contained within each statement 4.2 Evaluate financial information using appropriate ratio analysis

Indicative Content

Understand the requirements for financial recording and reporting

- Purpose of financial records
- Legal requirements
- Internal control requirements

Understand accounting techniques

- Management and financial accounts
- Financial recording methods – bookkeeping, double entry
- Information required by managers

- Purpose and content of budgets
- Cash flow forecasts

Understand the preparation and format of financial statements

- The financial statements – statement of financial position, statement of income, cash flow statement, notes to accounts
- Users/stakeholders
- Usefulness of financial statements

Know how to interpret financial information

- Purpose of ratio analysis
- Benchmarks
- Liquidity ratios
- Profitability ratios
- Investment ratios
- Limitations of ratio analysis

Suggested Reading

Atrill, P. & McLaney, E. (2016) *Accounting and Finance: an introduction*. 8th ed. Pearson Educational

Bamber, M. & Parry, S. (2014) *Accounting and Finance for managers.* Kogan Page

Dyson, J. R. (2007) *Accounting for Non-Accounting Students*. 7th ed. FT Prentice Hall

Unit IM303: Working in Teams

Unit code: J/617/5539
RQF level: 3

Unit Aim

To understand the role played by teams within organisations and how the human elements interact. The unit also examines the value of team and group working, and how these are formed and work together.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the key features of an effective team	1.1 Describe the qualities that make a team effective 1.2 Describe different team styles
2. Understand the key features of an effective team leader	2.1 Explain the role of a team leader and the skills and qualities they require 2.2 Compare the leadership traits of successful managers
3. Know the principles of effective delegation to team members	3.1 Explain the difference between delegation and abdication of responsibility 3.2 Describe the benefits and risks of delegation to managers and members of a team

Indictive Content

Understand the key features of an effective team

- Qualities of an effective team
- Team styles, personal/preferred team style
- Making a team cohesive
- Unity of direction in a team
- Positive teamwork

Understand the key features of an effective team leader

- Vision
- Communication skill
- Trust
- Self-knowledge
- Management style

Know the principles of effective delegation to team members

- Difference between delegation and abdication of responsibility
- Benefits of delegation
- Tasks suitable for delegation
- How to delegate

Suggested Reading

Jelphs, K., Dickinson, H. & Miller, R. (2016) *Working in Teams*. 2nd ed. Policy Press

Levi, D. (2017) *Group Dynamics for Teams*. 5th ed. Sage

Ramirez, C. (2014) *Teams: a competency-based approach*. Taylor & Francis Group

Unit IM304: An Introduction to Leadership Skills

Unit code: A/617/5540
RQF level: 3

Unit aim

The aim of this unit is to provide the learner with an introduction to leadership skills, and how they can be identified and developed, and to show the importance of providing motivation for others.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the leadership role and leadership functions	1.1 Discuss the key roles and functions of leaders 1.2 Evaluate key leadership theories 1.3 Analyse the concept of situational leadership
2. Understand effective leadership skills	2.1 Describe the attributes and personal qualities common to effective leaders 2.2 Identify different leadership behaviours 2.3 Evaluate the effectiveness of style of famous leaders
3. Understand how successful leaders bring about effective change	3.1 Describe the importance of change management 3.2 Analyse the stages of change management 3.3 Explain the need for focus on people and task elements of change initiatives

Indicative Content

Understand the leadership role and leadership functions

- The leadership role
- Qualities and skills an effective leader needs
- Leadership styles
- Task orientation vs people orientation
- Theories of leadership - Tannenbaum and Schmidt, McGregor
- Kerr and Schriesheim, Blake and Mouton, Adair, Hersey and Blanchard
- Managerial grid
- Situational leadership
- Cultural differences

Understand effective leadership skills

- Personal attributes
- Leadership behaviours
- Essential practices – inspiring, challenging, enabling, encouraging, modelling
- Leadership style of a famous leader

Understand how successful leaders bring about effective change

- Leadership and vision
- Communicating vision
- Mission statement
- Change management strategy
- Gaining commitment

Suggested Reading

Roe, K. (2014) *Leadership: practice and perspectives*. Oxford University Press
Iszatt-White, M. & Saunders, C. (2017) *Leadership*. 2nd ed. Oxford University Press
Northouse, P. (2018) *Leadership: theory and practice*. 8th ed. Sage

Unit IM305 : Organisational Culture

Unit code: F/617/5541
RQF level: 3

Unit Aim

To understand aspects of an organisation's culture and their effects on its activities and its management, as well as the significance of an ethical business approach.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand what is meant by organisational culture	1.1 Analyse different theories of organisational culture 1.2 Assess different types of organisational cultures 1.3 Examine how culture is manifested within an organisation
2. Be able to identify the influence of culture on business performance	2.1 Identify the cultural values in operation in an organisation 2.2 Evaluate the influence of cultural values on leadership styles and business structures in an organisation 2.3 Evaluate the influence of cultural values on productivity in an organisation
3. Understand the impact of organisational culture	3.1 Explain the effect of organisational culture on business, providing examples from different organisations 3.2 Explain how the management style would vary in a power, role, task and person culture 3.3 Assess which type of organisational culture you would prefer to work in 3.4 Describe the benefits to organisations of behaving ethically

Indicative Content

Understand what is meant by organisational culture

- Culture web
- National cultures
- Orientation, language and religion
- Impact on values

Be able to identify the influence of culture on business performance

- Operational excellence
- Business impact
- Scheid's model of organisational culture
- Schneider's Four Cultures model
- Value disciplines
- Team culture
- Cross-cultural theories

Understand the impact of organisational culture

- Types of culture – power, role, task, person
- Impact - on management style, on individuals, on self (own preferred style)
- Business ethics:
- Avoiding unethical decisions and business practices.
- Ethical approach

Suggested Reading

Mullins, L. (2016) *Management and Organisational Behaviour*. 11th ed. Pearson
Hamilton, L., Mitchell, L. & Mangan, A. (2014) *Contemporary Issues in Management*. Edward Elgar
Browaeys, M. & Price, R. (2015) *Understanding Cross-Cultural Management*. 3rd ed. Pearson

Unit IM306: Workplace Welfare

Unit code: J/617/5542
RQF level: 3

Unit Aim

To understand that workforce welfare ensures that everybody employed within the organisation is valued and that there are benefits to be gained from being part of the organisation.

Learning Outcomes and Assessment Criteria

Learning outcomes. The learner will:	Assessment criteria. The learner can:
1. Understand the concept of workplace welfare	1.1 Explain the term workplace welfare 1.2 Identify the costs and benefits of workplace welfare
2. Understand responsibilities of health and safety	2.1 Describe employers' and employees' health & safety responsibilities 2.2 Explain each step of the 5-Step Health & Safety Management Procedure
3. Understand the steps taken by organisations to ensure workplace welfare	3.1 Identify a safety culture 3.2 Describe a staff training needs analysis
4. Know how to reduce work-related stress	4.1 Explain how organisations can reduce the occurrence of work-related stress 4.2 Describe benefits for the organisation and its employees

Indicative Content

Understand the concept of workplace welfare

- Key areas of welfare
- Valuing employees
- Employee benefits vs employer risks and costs
- Employee days lost
- Implementing safe systems of work

Understand responsibilities of health and safety

- Importance of healthy and safe working environments
- Hazards
- Responsibilities of employers and employees
- Legislation
- Personal protection
- Work environment and space
- Safety culture

Know how to reduce work-related stress

- Types and causes of work-related stress
- Relationship between stress management and workplace welfare
- Work-life balance
- Techniques for stress reduction

Suggested Reading

Armstrong, M. (2016) *Armstrong's Handbook of Management and Leadership for HR*. 4th ed. Kogan Page

Wilson, F. (2018) *Organizational Behaviour and Work: a critical introduction*. 5th ed. Oxford University Press

Leatherbarrow, C. & Fletcher, J. (2019) *Introduction to Human Resource Management: a guide to HR in practice*. 4th ed. Kogan Page