



QUALIFI Level 3 Diploma in Introduction to Management

Specification (For Centres)
July 2025

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards. This comprises centre approval, qualification approval and ongoing monitoring through our External Quality Assurance and annual centre monitoring processes.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and/or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop problem-solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for their decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consulted with a range of employers, providers and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality, Diversity and Inclusion (EDI)

QUALIFI qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality, diversity and inclusion across all aspects of the qualification process. Centres are required to implement the same standards of EDI and ensure teaching and learning are free from any barriers that may restrict access and progression. For further details please refer to QUALIFI's *Equality, Diversity and Inclusion Policy*.

Learners with any specific learning needs should discuss this in the first instance with their approved centre who will refer to QUALIFI's *Reasonable Adjustment and Special Consideration Policy*.

Qualification Title and Accreditation Number

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 within 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

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 3 Diploma in Introduction to Management

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 practising 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 in 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 environments that need to respond to a rapidly changing environment. To achieve the essential attributes of being able to communicate, inspire and lead are seen crucial to achieving organisational success globally.

QUALIFI programmes 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 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.

Learning Outcomes of the QUALIFI Level 3 Diploma in Introduction to Management

Learners studying for the QUALIFI Level 3 Diploma in 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
2. the ability to think independently and solve problems

3. Apply subject knowledge and understanding to address familiar and unfamiliar problems
4. Recognise the moral and ethical issues of business practice and research; appreciating the need for ethical standards and professional codes of conduct
5. An appreciation of the interdisciplinary nature of business and service provision
6. 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
7. Transferable skills and knowledge that will enable individuals to meet changes in business
8. To motivate individuals to progress to further professional development through future study or as part of their chosen career.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners and:

- have in place qualified and experienced assessors. All assessors are required to undertake regular continued professional development (CPD)
- access to the physical resources needed to support the delivery of the qualification and learner achievement.

Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved centres will be monitored by QUALIFI EQAs to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI, unless otherwise agreed:

- sets all assessments;
- quality assures assessments prior to certification;
- provides the criteria to award the final mark and issues certificates.

Centre staffing

Staff delivering this qualification should:

- be occupationally competent and/or technically knowledgeable in the area[s] they are assessing,

- have recent relevant experience in the specific area they will be assessing and quality assuring.
- hold, or be working towards, the relevant Assessor/ Internal Quality Assurers (IQAs) qualification (s).

Assessors are assessing learner performance in a range of tasks to ensure the evidence they produce meets the requirements of the unit assessment criteria. To do this effectively assessors need a thorough understanding of assessment and quality assurance practices, as well as in-depth technical understanding related to the qualifications they are assessing.

To support assessors and the centre's internal quality systems, IQAs must have appropriate teaching and vocational skills, knowledge and expertise and be familiar with the occupation and technical content covered within the qualification.

Continuing professional development (CPD)

Centres are expected to support the CPD of their staff to maintain current and up-to-date knowledge of the occupational area and ensure best practice in delivery, mentoring, training, assessment and quality assurance.

Quality assurance

Approved Centres must have effective quality assurance systems in place to ensure robust qualification delivery and assessment, which includes internal monitoring and review procedures.

QUALIFI will appoint approved External Quality Assurers (EQAs) to monitor the assessment and internal quality assurance carried out by centres and ensure that assessment is valid and reliable. Please see QUALIFI's *External Quality Assurance Policy*.

Learner Recruitment, Induction and Registration

Recruitment

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 16 or over.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally

required to produce two supporting references, at least one of which should preferably be academic.

Entry Criteria

The qualification has been designed to be accessible without artificial barriers that restrict access and progression. Entry to the qualifications 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.

Learner induction

Approved Centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements of the qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

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 to support them in making the necessary qualification and unit choices.

All learners must be registered with QUALIFI within the deadlines outlined in the *QUALIFI Registration, Results and Certification Policy and Procedure*.

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 *Recognition of Prior Learning Policy*.

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 and may be made available to our regulators. 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

Learner Voice

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

Professional Development and Training for Centres

QUALIFI supports its approved centres 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 learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 3 Diploma in Introduction to Management** will enable learners to progress to:

- a QUALIFI Level 4 qualification, or

- directly into employment in an associated profession.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 3 Diploma in Introduction to Management is made up of 60 credits. Each 10-credit unit approximates to a TQT of 100 hours incorporating 75 hours of GLH.

Total Qualification Time (TQT): is an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Examples of activities that 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 prerecorded 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, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 3 Diploma in Introduction to Management

The QUALIFI Level 3 Diploma in Introduction to Management comprises six mandatory units in total. Learners are required to complete the six mandatory units to achieve the 60 credits required to gain the Level 3 Introduction to Management. All units cover a number of topics relating to learning outcomes. Each unit has the equivalency of 10 credits.

| Unit number | Mandatory | Level | TQT | GLH | Credit |
|-------------|--------------------------------------|-------|-----|-----|--------|
| 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 |

| Unit number | Mandatory | Level | TQT | GLH | Credit |
|-------------|------------------------|-------|-----|-----|--------|
| IM305 | Organisational Culture | 3 | 100 | 75 | 10 |
| IM306 | Workplace Welfare | 3 | 100 | 75 | 10 |

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue e-certificates directly to all successful learners registered with an approved QUALIFI centre.

Awarding Classification/Grading

This qualification grading is: **Pass/Fail**.

All units will be internally assessed through written assignments internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide a combination of assessment that cover the learning outcomes and assessment criteria for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

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 and understanding. Where appropriate for the unit, learners will also be asked to show original thought and problem-solving skills and make recommendations for actions. 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.

QUALIFI provides a user-friendly e-portfolio system for candidates to upload their assessment evidence and assignments for Assessors to mark and IQAs to quality assure. Approved centres should undertake the QUALIFI centre development courses to understand how to use the e-portfolio and the benefits to learners and the centre.

Learner assessments will be internally assessed by the approved centre and will be subject to external quality assurance by QUALIFI prior to certification.

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

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. Learners will explore how operational control, best practice and sound policy will facilitate organisational excellence.

Learning Outcomes, and Assessment Criteria

| Learning Outcomes. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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

Understand 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

The aim of this unit is for learners to develop an understanding of 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 teams and groups are formed and work together.

Learning Outcomes, and Assessment Criteria

| Learning Outcomes. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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 learners with an introduction to leadership skills, how they can be identified and developed, and to show the importance of providing motivation for others.

Learning Outcomes, and Assessment Criteria

| Learning Outcomes. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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 the leadership 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 a focus on the 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

The aim of this unit is to develop learner understanding of 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. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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

Understand 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

The aim of this units is to develop learner understanding of how 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. To achieve this unit a learner must be able to: | | Assessment Criteria: Assessment of these outcomes demonstrates a 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 employer and employee health and 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

Assessment Guidance

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.

Special Considerations and Reasonable Adjustments

This qualification and its assessments have been designed to best support accessibility and inclusion for all learners. In the design and development of qualifications and assessment QUALIFI complies with the requirements of the Equality Act 2010 and the appropriate Ofqual general conditions of regulation. In some instances individuals will have diverse learning needs and need reasonable adjustments to be able fully participate in the qualification and have fair access to assessment. Reasonable adjustments, including additional time or alternative evidence formats, are intended to enable learners with individual needs to demonstrate their skills and knowledge without changing the demands of the assessment. Centres are responsible for making sure that learners can access the requirements of the qualification at the start of a programme of learning.

Special consideration can be given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. Special considerations can be in relation to the amount of time given for evidence to be provided or the format of the assessment as long as this is equally valid. However, centres must not agree to the use of alternative forms of evidence to those stipulated in a unit, or to the omission of any assessment criteria when judging attainment.

For further details please see QUALIFI's *Reasonable Adjustment and Special Consideration Policy* and *Access to Fair Assessment Policy and Procedure*.

Malpractice and Maladministration

Centre or learner malpractice undermines the integrity and validity of assessment and/or the certification of qualifications and can arise or be suspected in relation to any unit or type of assessment within the qualification.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Centres will investigate the allegation in compliance with their own published and QUALIFI approved policy and procedures.

Incidents of maladministration, unintentional errors in the delivery or assessment of QUALIFI qualifications that may affect the assessment of learners, should also be reported in the same way.

QUALIFI may conduct an investigation if we believe that internal assessment and/or internal quality assurance is not being carried out in line with our policies. QUALIFI reserves the right to withhold the issuing of results and/or certificates while an investigation is in progress.

For further details regarding malpractice and how to report suspected malpractice please see QUALIF's *Malpractice and Maladministration Policy* and *Plagiarism, Collusion and Cheating Policy*.

Where centres have concerns about learner use of Artificial Intelligence (AI) please refer to the *QUALIFI Guidance statement to centres on the risk of AI*.

Contact Details

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