

## **International Business College Manchester**

### **THE INSTITUTE OF LEADERSHIP AND MANAGEMENT LEVEL 3 QUALIFICATIONS**

The Institute of leadership and Management level 3 qualifications are designed for individuals who have management responsibility but have had no formal training, and are serious about developing their abilities. These qualifications are particularly suited to practising team leaders seeking to move up to the next level of management, and managers who need to lead people through organisational change, budget cuts or other pressures. The level 3 qualifications provide students with a greater breadth and specialisation of business, leadership and management topics. This qualification is available as a concise Award or a broader Certificate. Each unit in this qualification focuses on a specific set of skills and knowledge, in six broad areas.

- 1. Awarding Institution: The institute of leadership and management**
- 2. Teaching Institution: International Business College Manchester**
- 3. Final Award: Level 3 Award or Certificate**
- 4. Programme Title: Level 3 Leadership and Management**
- 5. QAA Benchmarking Group: ILM Level 3**
- 6. Date of Revision: September 2018**

## **7. Benefits of the programme**

### **For individuals**

- Candidates can gain a range of key management skills
- Put new skills into practice in candidates own role
- Builds leadership capabilities
- Motivate and engage teams and manage relationships confidently
- Develop candidate's leadership skills using their own knowledge, values and motivations.

### **For Employers**

- Effective and confident first-line managers
- Better relationships and communication in teams
- Measurable results: workplace-based assessment ensures new skills are effectively transferred to your business
- A broad range of optional units – qualification can be tailored to your organisation's learning and development needs.

## **8. Aims of the Programme**

- To provide a challenging, integrated programme of study that equips students with a sound knowledge of leadership and management techniques and businesses and the global environments in which they operate
- To equip students with Leadership and management, knowledge and the understanding necessary to achieve high performance in the global business environment;
- To equip students with knowledge and understanding of culturally diverse organisations, cross-cultural issues, diversity and values
- To provide students with the opportunity to progress in employment in business or progress to higher education qualifications
- To develop cognitive, intellectual and practical skills within an appropriate business environment
- To facilitate the development of key transferable skills to enhance opportunities for employment and career progression

- To encourage students to take responsibility for managing their own learning and their personal & professional development
- Successful completion of this qualification can lead to a range of progression options to level 4 and 5 qualification

## 9. Programme Outcomes:

### i) Knowledge and understanding

#### Knowledge and understanding of:

- Effective methods for enquiry, research, analysis and evaluation
- Relationships between theory and practice and the effectiveness and limitations of concepts, models and theories
- Contemporary issues affecting the business world
- The value of drawing together knowledge and ideas from a range of perspectives
- Environments in which businesses operate
- Methods to enable effective communication

#### Teaching, learning and assessment methods used:

Each individual module has its own specification, with aims, learning outcomes and assessment methods. These are issued to students at the start of each semester.

#### Teaching learning method.

The course aims to provide an integrated framework of methods and approaches to enable the development of student knowledge and understanding in key areas of business, leadership and management theory and practice. Learning will be developed through individual and group work, tutor led inputs, role plays, presentations, discussions and workshops. (Distance Learning Options are also available). Students are encouraged and supported to use their independent study (including directed reading and research) to consolidate, supplement and broaden their knowledge and understanding of subject areas.

#### Formative/Summative Assessment Methods include;

Examination of written reports/assignments  
 Direct observation of oral presentations and/or group activities  
 One to one guided discussions  
 Oral and written questions; examination of completed workbooks and templates

Students have opportunities for discussing the progress of their course by regular reviews with their tutors/programme leader and through peer assessment. They are also encouraged and supported to develop skills in the self-evaluation of their own work

**ii) Intellectual / Cognitive skills:**

**Teaching, learning and assessment methods used:**

- Enquiry and research skills
- Identifying and solving problems
- Relating theory to practice and vice versa through the application of concepts, models and theories
- Taking responsibility for personal learning and development, and self awareness
- Analysis and evaluation to develop reasoned arguments
- Synthesis and integration of information from a number of sources and perspectives
- Giving and receiving feedback

Skills development in students will occur through a variety of different activities including preparation of written work, oral presentation and participation in group activities. Activities undertaken outside of formal class time such as research, meeting in groups, working on presentations and other independent work that students might undertake will also contribute to skills development and an increase in confidence and personal awareness.

In addition to the immediate Course Team students have extensive opportunities to access LIBRARY, IT LAB facilities from College and e-learning resources

A range of assessment methods allow students to demonstrate their use of skills, to reflect on their application and to plan and experiment in ongoing activities/projects.

**Formative/Summative Assessment Methods.**

- Examination of written assignments and reports
- Observation of oral presentations (both individual and group)
- Individual research project when applicable
- One to one guided discussions
- Student feedback and ILPs
- Questioning - both written and oral

In relation to skills development students have opportunities for discussing drafts for coursework, with both lecturers and their student colleagues, and are also encouraged and supported to develop skills in the self-evaluation of their draft assignments.

**iii) Practical, research and independent learning skills**

<ul style="list-style-type: none"><li>• Locating, retrieving and evaluating information from a variety of sources to enable the investigation and exploration of issues/situations in business and management contexts</li><li>• Time management in group and individual work</li><li>• Effectively presenting research from theory-to-practice tasks,</li><li>• Developing interdependent relationships with lecturers, peers and colleagues</li><li>• Applying IT skills to support research and communication</li><li>• Accurate and consistent use of the Harvard referencing system</li></ul>	<p>As indicated in the previous sections, skills are developed through tutor led inputs/workshops and work on individual and group projects. On line students are supported via email and telephone discussions. A workbook is available on line for completion for each unit.</p> <p>Guidance and support to identify, locate and use material from the library and other sources (including when working off campus), is provided. Support is given to encourage self- directed learning and students are encouraged to plan, review and monitor their own work schedules in order to meet deadlines. Personal development planning is a key feature of the work that students undertake throughout the programme.</p> <p>There is individual tutor support and students also have opportunities for discussing the drafts for assignments with their tutors. Students are encouraged and supported to develop skills in self-evaluation through ongoing critical reflections of their completed work.</p> <p>Assessment criteria are discussed with students and they are encouraged and supported to develop skills in the use of self-evaluation techniques on drafts of their work. The Harvard referencing format is explained, discussed and required in all written assessments.</p> <p><b>Formative/Summative Assessment Methods.</b></p> <p>Completed assignments, reports, presentations and student feedback report &amp; ILPs enable assessment of the student's ability to apply their skills. Regular progress reviews enable the assessment of students ability to complete work to deadline and to effectively manage time Assessment of draft assignments allows identification of appropriate use of independent research and application of theory On line students are supported via email and telephone.</p>
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## iv) Transferable/key skills

<ul style="list-style-type: none"> <li>• Effective management of learning, development and career planning</li> <li>• Effective communication skills – both face to face and in writing</li> <li>• Time Management skills – the ability to plan and monitor the use of time and implement appropriate time management strategies</li> <li>• The ability to work independently and interdependently</li> <li>• Effective problem solving and decision making skills</li> <li>• Effective use of IT resources</li> <li>• Flexibility and adaptability</li> </ul>	<p>Skills development is encouraged through the different aspects of the programme. Through the group work, discussions, presentations and activities, students have a wide range of opportunities to learn and practice a range of transferable skills. On line students are supported via email and telephone discussions. Personal development lessons and activities take place throughout the programme.</p> <p>Feedback from tutors and peers, plus ongoing self assessment encourage the student to identify his/her strengths and development needs. The use of a personal development plan enables each student to set their own individual learning objectives, devise action plans and review their progress in relation to key/transferable skills development. Students are supported to identify, explore and develop the link between their development of skills and opportunities for careers and/or further study, and have access to College resources for information and guidance.</p> <p><b>Formative/summative assessment methods:</b></p> <ul style="list-style-type: none"> <li>Examination of written assignments</li> <li>Observations of presentations (individual and group)</li> <li>Discussions/reviews with students</li> </ul>
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## 10. Programme Structure

### Sample Programme Structure\*:

#### Rolling Programme Level 3 Award

Unit	Unit Title	Level	Unit credit
8600-308	Understanding leadership	3	2
8600-300	Solving problems and making decisions	3	2

## Rolling Programme Level 3 Certificate

Unit	Unit Title	Level	Unit credit
8600-308	Understanding leadership	3	2
8600-300	Solving problems and making decisions	3	2
8600-328	Understanding how to lead effective meetings + tutorials	3	2
8600-408	Management communication	4	4
8600-310	Understanding how to motivate to improve performance	3	2
8600-301	Understanding innovation and change in an organisation	3	3

### This is a rolling programme for professional managers

10. **Entry Criteria:** To gain acceptance on this programme candidates attend an Initial Interview with potential candidates will include examination of programmes of study and prior qualifications obtained and clarification that the student has the required level of English (**minimum** IELTS 5.5 with at least 5.5 in both reading and writing or level 2 Literacy and numeracy) to enable completion of the appropriate course of study. Potential students will also be required to produce a written statement outlining their reasons for choosing both the college itself and their particular course of study. Information gained from the initial interview will enable the interviewer to establish suitability for the programme and advise the student accordingly. All results will be used to inform the production of the student's Individual Learning Plan.

11. **Assessment:** The purpose of assessment a level 3 is to ensure that effective learning of the content of each unit has taken place. Evidence of this learning and of the application of the learning is required for each unit. The combination of assessment methods detailed above will be used in order to enable students with differing learning styles to have the opportunity to demonstrate their learning and to provide adequate opportunity to establish authenticity of evidence.

The assessment of the evidence relates directly to the assessment criteria for each unit, as set out in the national standards for the qualification. Grade descriptors are also provided to assist assessors in determining the most appropriate grade to award.

Students must reach the required standard to pass each unit. There will be one referral opportunity for each unit only. If a student has not successfully passed following their second submission they will be required to re-take the unit and pay the required fees. Second submissions are capped at a pass grade.

The classifications are as follows:

Pass – 50-74 marks

Good pass – 75-100 marks

These marks are awarded for each assignment

## 12. Programme Roles and responsibilities

The **Programme Leader** will take responsibility for the day to day operation of all aspects of the programme, including student liaison, timetable planning, assignment organisation and tracking of progress. They will also act as the **Quality Nominee** and have responsibility for liaising with the Awarding Body (The Institute of Leadership and Management, ILM) and ensuring the appropriate standards are embedded into all aspects of the ILM programmes

**Tutors/Assessors** will undertake the day to day teaching on the programme and will deliver the lessons according to the standards for each individual module/unit and the requirements of the assignment brief. Tutors will also assess all completed work against the relevant unit standards. Assessment plans will be produced for each term and will be issued to students during week one.

# International Business College Manchester



An **Internal Verifier (IQA)** is appointed within IBCM who will be responsible for approving coursework assignments and monitoring standards through moderation of completed assessments. (The IQA may or may not also be the Programme Lead/Quality Nominee). The IQA will produce a termly sampling plan to confirm their verification activity.

## 13. The role of the awarding body

IBCM will ensure that the programme is managed in line with all ILM's requirements and will provide relevant information in a timely and accurate manner as requested. ILM will undertake Standards Verification visits and annual Academic Management Reviews. ILM will issue certificates to all learners who successfully complete the programme following assessment and verification of all units undertaken.

## 14. Support for Learners

Students are encouraged and supported to manage their own learning needs. The following is provided for them:

- An induction programme including one to one discussion with the Programme Leader
- A Student Handbook with detailed unit specifications
- A unit dedicated to personal development, allowing class time to engage in self assessment and management of a Personal Development Plan
- Verbal and written feedback on all work produced and opportunity to discuss progress with tutor/programme leader during tutorials and one to one progress reviews
- Peer assessment opportunities
- Library and PC Lab resources
- A series of specific study skills support sessions, including assignment writing, critical thinking and Harvard referencing will be timetabled for students.

In addition, students identified with specific support needs will be offered tailored help, guidance and support as appropriate to their needs, including adaptation of resources and assessment methods/approaches.

## 15. Enrichment:

IBCM has a full programme of social and enrichment opportunities for students to embrace the thriving culture and benefits of a modern cosmopolitan city in Manchester.

## 16. Policies and Procedures

Students will be issued with a copy of the updated Student Handbook and all relevant policies and procedures including: Health and Safety, Equality and Diversity, Plagiarism and Malpractice, Assignment submission, Appeals and all college rules and requirements in terms of attendance and behaviour. Students will also be required to sign a Student contract.

## 17. Arrangements for Review

The programme is reviewed annually to ensure currency and relevance. Any changes to unit specifications will ensure amendment as and when appropriate. Unit tasks/activities will be reviewed to ensure they are current. The programme of internal quality assurance (including standardisation) ensures quality and consistency across the assessment team.

Review date: 01 April 2017