# ILM LEVEL 3 AWARD IN MANAGING OPERATIONS AND AWARD IN BUSINESS AWARENESS AND LEVEL 3 CERTIFICATE IN FIRST LINE MANAGEMENT (QCF)

*Important Note:* *For those studying the Cogent Qualifications please see ILM Level 3 Certificate in First Line Management which forms part of this qualification.*

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

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**Note:** Please refer to the Level 3 First Line Management Qualification Specifications for assessments specific to that qualification. Also note that some assessments are available for download from the ILM website.

**QUALIFICATIONS OVERVIEW:**

| ILM Level 3 Award in Managing Operations | |
|---|---|
| Purpose of the qualification | Aims to give practicing and potential first line managers the knowledge and skills to manage operational aspects of their team's work. |
| Progression routes | ILM Level 3 Certificate or Diploma in First Line Management |
| | ILM Level 3 Award or Certificate in Leadership and Management Skills |
| | ILM Level 3 Diploma in Leadership and Management |
| | ILM Level 4 Award, Certificate or Diploma in Management |
| Credit Value | 8 |
| Induction | 1 hour |
| Tutorial Support | At least 2 hours |
| Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours) | 39 hours |
| To be completed within | 3 years |

| Structure | Mandatory Units | Credit Value |
|---|---|---|
| | M3.01 Solving Problems and Making Decisions | 2 credits |
| | M3.20 Planning to Work Efficiently | 2 credits |
| | M3.21 Organising and Delegating | 1 credit |
| | M3.22 Managing Projects | 2 credits |
| | M3.29 Managing the Effective Use of Equipment | 1 credit |

| ILM Level 3 Award in Business Awareness | |
|---|---|
| Purpose of the qualification | Aims to give practicing and potential first line managers a greater understanding of their organisation and its context. |
| Progression routes | ILM Level 3 Certificate or Diploma in First Line Management |
| | ILM Level 3 Award or Certificate in Leadership and Management Skills |
| | ILM Level 3 Diploma in Leadership and Management |
| | ILM Level 4 Award, Certificate or Diploma in Management |
| Credit Value | 4 |
| Induction | 1 hour |
| Tutorial Support | At least 2 hours |
| Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours) | 30 hours |
| To be completed within | 3 years |

| Structure | Mandatory Units | Credit Value |
|---|---|---|
| | M3.08 Managing Customer Service | 1 credit |
| | M3.24 Understanding Organisations in their Context | 2 credits |
| | M3.27 Working with Costs and Budgets | 1 credit |

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD IN MANAGING OPERATIONS AND AWARD IN BUSINESS AWARENESS AND LEVEL 3 CERTIFICATE IN FIRST LINE MANAGEMENT

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

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

| Tutors Occupational Competence Requirements | Evidence Indicators |
|---|---|
| A thorough knowledge and understanding of the qualification(s). | • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.<br>• Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.<br>• Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements. |
| Relevant and credible experience in the field of the relevant qualification. | • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of these qualifications |
| A qualification in support of teaching/training. | • Ideally hold a valid and recognised teaching/training qualification. |

| Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements | Evidence Indicators |
|---|---|
| A thorough knowledge and understanding of the relevant qualification(s). | • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.<br>• Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification. |
| Relevant and credible experience in the field of the relevant qualification. | • Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of these qualifications |
| A qualification in support of assessment and/or internal quality assurance. | • Ideally hold an assessment qualification (e.g. TAQA or equivalent) |
| Experience and a working knowledge of the operational and assessment processes for the relevant qualification. | • Demonstrate an understanding of the organisation's management centric policies, procedures and practices.<br>• Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements. |

## ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD IN MANAGING OPERATIONS AND AWARD IN BUSINESS AWARENESS AND LEVEL 3 CERTIFICATE IN FIRST LINE MANAGEMENT

A brief introduction on ILM's Assessment Strategy can be found in S*upporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at *customer@i-l-m.com* or refer to the Centre Manual *(www.i-l-m.com/centres.aspx)*. This segment gives you specific guidance around assessments for the Level 3 Awards in Managing Operations and Business Awareness and Level 3 Certificate in First Line Management.

Appendix B in this document outlines the assessments* and mark sheets for the mandatory units of the Level 3 Award in Managing Operations. Appendix C outlines mandatory assessments for the Level 3 Award in Business Awareness. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

| Mandatory Units for the Level 3 Award in Managing Operations (Appendix B) | Assessments |
|---|---|
| M3.01 Solving Problems and Making Decisions | Work-Based Assignment |
| M3.20 Planning to Work Efficiently | Work-Based Assignment |
| M3.29 Managing the Effective Use of Equipment | |
| M3.21 Organising and Delegating | Work-Based Assignment |
| M3.22 Managing Projects | |

| Mandatory Units for the Level 3 Award in Business Awareness (Appendix C) | Assessments |
|---|---|
| M3.08 Managing Customer Service | Work-Based Assignment |
| M3.24 Understanding Organisations in their Context | |
| M3.27 Working with Costs and Budgets | |

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self-employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

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

*suggested optional Assessments can be downloaded from the ILM website.*

# A P P E N D I X - A

# UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD IN MANAGING OPERATIONS AND AWARD IN BUSINESS AWARENESS

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

| Title: | Solving problems and making decisions (M3.01) |
|---|---|
| Level: | 3 |
| Credit value: | 2 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1 Know how to describe a problem, its nature, scope and impact | 1.1 Describe a problem, its nature scope and impact |
| 2 Know how to gather and interpret information to solve a problem | 2.1 Gather and interpret information to identify possible solutions to a problem |
| 3 Know how to solve a problem | 3.1 Briefly summarise the options, providing facts and evidence, not just opinion<br>3.2 Use at least one simple decision making technique to evaluate options to arrive at the best solution |
| 4 Know how to plan the implementation and communication of decisions | 4.1 Plan the implementation and communication of the decision<br>4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of solving problems and making decisions as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the | Institute of Leadership & Management |

| unit | |
|---|---|
| Availability for use | Restricted to ILM and WAMITAB |
| Units available from | 01/01/2008 |
| Unit guided learning hours | 11 |
| **Additional Guidance about the Unit** | |
| **Indicative Content:** | |

| 1 | • Simple ways to recognise, investigate and analyse problems<br>• Objective setting in relation to problem<br>• Brainstorming and creative thinking techniques |
|---|---|
| 2 | • Difference between data and information<br>• How to calculate and use simple averages and basic summary statistics<br>• How to prepare and use grouped data and tables<br>• Interpretation of charts and diagrams<br>• Methods of indexing, referencing and structuring qualitative information |
| 3 | • How to evaluate options<br>• The importance of adequate and relevant information for effective decision-making<br>• Identification of what information is relevant to specific decisions<br>• Simple decision making techniques |
| 4 | • Effective presentation of a case – i.e., providing facts and evidence, not just opinion<br>• Monitoring and review techniques to evaluate outcomes of problem solving activities |

| Title: | Managing customer service (M3.08) |
|---|---|
| Level: | 3 |
| Credit value: | 1 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1    Understand basic customer service | 1.1   Briefly describe at least <u>two</u> legal rights of customers<br>1.2   Briefly describe <u>two</u> of the organisation's commitments to customers<br>1.3   Briefly describe the manager's responsibilities in relation to customer service |
| 2    Know how to care for the customer | 2.1   Identify an external and an internal customer of the organisation<br>2.2   Describe how customer needs are identified<br>2.3   Explain how customer service standards and procedures are used to meet customer needs<br>2.4   Explain how they could monitor customer service against the standards set |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of meeting customer needs as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: F6, F8 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |

| Availability for use | Restricted to ILM |
|---|---|
| Units available from | 01/01/2008 |
| Unit guided learning hours | 7 |

| **Additional Guidance about the Unit** |
|---|

| **Indicative Content:** |
|---|

| 1 | <ul><li>How to identify the internal customer chain, external customers, and potential customers</li><li>Techniques for identifying customer needs</li><li>Methods of establishing relevant customer care standards and procedures</li><li>Use of appropriate planning and quality systems to monitor and fulfil customer care standards</li><li>Methods to establish and maintain effective relationships with customers at all stages</li></ul> |
|---|---|
| 2 | <ul><li>The legal rights of customers (law of contract, sale of goods and services, trade descriptions, etc)</li><li>Organisational commitments to customers (contract terms, warranties and guarantees, service standards, etc)</li><li>Methods of identifying customer requirements and expectations</li><li>Standards and benchmarks</li><li>Manager's responsibilities and authority in relation to customer service</li></ul> |

| Title: | Planning to work efficiently (M3.20) |
|---|---|
| Level: | 3 |
| Credit value: | 2 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1 Know how to plan work | 1.1 Identify targets set for the team; and state indicators to measure performance<br>1.2 Use one appropriate planning technique to plan a job activity<br>1.3 Explain one technique to monitor and control a planned job activity<br>1.4 Explain the importance of the supply chain in delivering results and meeting customer requirements |
| 2 Understand the importance of efficiency and effectiveness to achieve objectives | 2.1 Explain the importance of effectiveness and efficiency to achieve their workplace objectives<br>2.2 Explain how efficiency and effectiveness are measured in their organisation |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of planning to work efficiently as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: D6 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |
| Availability for use | Restricted to ILM |

| Units available from | 01/01/2008 |
|---|---|
| Unit guided learning hours | 6 |

| **Additional Guidance about the Unit** | |
|---|---|
| **Indicative Content:** | |
| 1 | <ul><li>Links between organisational and team objectives</li><li>Target setting and performance indicators</li><li>Planning techniques appropriate to job activity (e.g. task/work/production schedules, timetables, rotas, Kanban systems, Just In Time and Take time, etc, as appropriate)</li><li>Importance of supply chain in delivering results and meeting customer requirements</li><li>Monitoring and control techniques and records</li><li>Use of results to "close the loop", so ensuring that objectives are achieved</li></ul> |
| 2 | <ul><li>Definitions of effectiveness and efficiency, and the difference between them</li><li>The need to achieve results and meet objectives</li><li>The importance to the organisation of operating efficiently</li><li>Potential for conflict between efficiency and effectiveness, and ways to resolve this</li></ul> |

| Title: | Organising and delegating (M3.21) |
|---|---|
| Level: | 3 |
| Credit value: | 1 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1   Know how to organise people to achieve objectives | 1.1  Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives<br>1.2  Use one technique to identify the appropriate person for an activity<br>1.3  Explain how human resource planning can be used to assure output and quality |
| 2   Know how to delegate to achieve workplace objectives | 2.1  Give one example of delegation and one example of empowerment in the workplace<br>2.2  Identify one barrier to delegation and one mechanism to support delegation<br>2.3  Explain one technique that could be used to monitor the outcomes of delegation in the workplace<br>2.4  Review the effectiveness of feedback, recognition and reward techniques in the workplace |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager. |
| Unit review date | 30/06/2015 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: B6 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the | Institute of Leadership & Management |

| unit | |
|---|---|
| Availability for use | Restricted to ILM and WAMITAB |
| Units available from | 01/01/2008 |
| Unit guided learning hours | 6 |
| **Additional Guidance about the Unit** | |
| **Indicative Content:** | |

| 1 | • The importance of planning the team's work to achieve objectives<br>• Techniques for deciding the most appropriate individual to undertake the activity<br>• The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this<br>• Outline of the principles of human resource planning to assure continuity of output and quality |
|---|---|
| 2 | • Definitions of authority and power; responsibility and accountability<br>• Concepts of delegation and empowerment<br>• Process of delegation including barriers and support mechanisms<br>• Techniques to monitor outcomes of delegation<br>• Feedback, recognition and reward techniques |

| Title: | Managing projects (M3.22) |
|---|---|
| Level: | 3 |
| Credit value: | 2 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1   Know how to manage a simple workplace project | 1.1  Identify a simple workplace project<br>1.2  Use one simple tool for determining the financial viability of the project<br>1.3  Plan the project using one appropriate project planning technique<br>1.4  Set objectives and targets/milestones to monitor performance and review plans<br>1.5  Use one project evaluation technique |
| 2   Understand the costs and benefits resulting from a workplace project | 2.1  List areas where net savings could be achieved as a result of the workplace project<br>2.2  Identify wider non-financial implications that could result from the workplace project |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of managing projects as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: F1 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |
| Availability for use | Restricted to ILM and WAMITAB |
| Units available from | 01/01/2008 |

| Unit guided learning hours | 7 |
|---|---|
| **Additional Guidance about the Unit** | |
| **Indicative Content:** | |

| 1 | • Basic project design principles<br>• Simple tools for financial appraisal of projects<br>• Project planning techniques (Gantt charts, Flow charts, Network planning)<br>• Use of objectives and targets/milestones to monitor performance and review plans<br>• Project evaluation and review techniques |
|---|---|
| 2 | • Recent or current examples of change (including the work-based project)<br>• The costs associated with change – increases or savings<br>• Non-financial costs and benefits of change (social, environmental, human elements) |

| Title: | Understanding organisations in their context (M3.24) |
|---|---|
| Level: | 3 |
| Credit value: | 2 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1 Understand the context within which an organisation operates | 1.1 Identify the legal entity of the organisation<br>1.2 List the operational functions within the organisation<br>1.3 Use an organisational chart to identify own role, span of control and reporting line in the organisation<br>1.4 Briefly outline the roles and responsibilities of managers at different levels of the organisation<br>1.5 Briefly explain the relevance to an organisation of its different stakeholders |
| 2 Understand the financial environment within which an organisation operates | 2.1 Explain the importance of financial information for management<br>2.2 Identify the main financial documents needed by the organisation and briefly describe the information they contain<br>2.3 Identify the most significant financial indicators of business performance in the organisation and briefly describe their relevance<br>2.4 List the main sources of long, medium and short term funds for the organisation |
| 3 Understand the economic environment within which an organisation operates | 3.1 Identify the major economic and political forces which impact upon the organisation<br>3.2 Briefly describe how government attempts to influence the economy and its effect on the organisation's operations |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of organisations in context as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: D7 |

| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
|---|---|
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |
| Availability for use | Restricted to ILM |
| Units available from | 01/01/2008 |
| Unit guided learning hours | 13 |

**Additional Guidance about the Unit**

**Indicative Content:**

| 1 | • The nature and purpose of organisations<br>• An outline of basic business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc<br>• Operational functions within the organisation, such as marketing, finance, production, etc<br>• Overview of the management task<br>• Formal and informal organisational relationships between departments and people<br>• Various types of organisation chart<br>• Management roles and responsibilities within the organisation<br>• The relevance of stakeholders, and how to identify them |
|---|---|
| 2 | • Value of financial information for management<br>• Key source documents used in accounting (invoices, etc)<br>• Simple treatment of the balance sheet, profit and loss account, and cash flow forecast<br>• Simple treatment of income and expenditure accounts (for non-profit organisations)<br>• Financial measures of business performance – how to calculate and interpret simple accounting ratios<br>• An outline of sources of finance |
| 3 | • Simple outline of the impact of economics and politics on the organisation<br>• Brief outline of the key economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, "factors of production" affecting business location as relevant to own organisation<br>• How government uses fiscal, monetary and legal measures to influence the economy, and the effects on organisational operations<br>• A brief treatment of key global issues and the challenges they present to organisations<br>• The UK's (or your own country's) key trading partners – international competition<br>• The European Union (or other appropriate trading bloc) – its purpose, scope, membership and key institutions |

| | |
|---|---|
| | • Other international organisations which have an influence on business – as appropriate<br>• Currency exchange rates and their impact on business operations |

| Title: | Working with costs and budgets (M3.27) |
|---|---|
| Level: | 3 |
| Credit value: | 1 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1    Know how to work to a budget | 1.1   Explain the importance of agreeing to a budget and operating within it<br>1.2   Describe a method to monitor variance between actual performance and budget<br>1.3   Explain how information used in determining and/or revising budgets is gathered |
| 2    Understand costs within an organisation | 2.1   Explain fixed and variable costs; and the concept of break even in relation to the organisation<br>2.2   Explain the purpose and nature of basic cost statements<br>2.3   Explain the value of standard costing and its role as a control mechanism<br>2.4   Briefly describe mechanisms in the organisation to maintain control of costs |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of costs and budgets as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: E1 |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |

| Availability for use | Restricted to ILM and WAMITAB |
|---|---|
| Units available from | 01/01/2008 |
| Unit guided learning hours | 7 |

| **Additional Guidance about the Unit** |
|---|

| **Indicative Content:** |
|---|

| 1 | <ul><li>The nature and purpose of budgets, and the advantages of budgetary control</li><li>Methods to monitor variance of actual performance against budget</li><li>Causes of variance, their significance and ways of reducing adverse effects</li><li>How to gather information for use in determining and/or revising budgets</li></ul> |
|---|---|
| 2 | <ul><li>Definition of fixed and variable costs; concept of break even, especially in relation to own organisation</li><li>The purpose and nature of basic cost statements; use of standard costs</li><li>Role of the manager in cost control</li><li>Mechanisms to maintain control of costs, and how to select the optimum method</li></ul> |

| Title: | Managing the effective use of equipment (M3.29) |
|---|---|
| **Level:** | 3 |
| **Credit value:** | 1 |

| Learning outcomes (the learner will) | Assessment criteria (the learner can) |
|---|---|
| 1   Understand the need for effective and efficient use of equipment | 1.1   Explain why equipment should be used effectively and efficiently<br>1.2   Describe how the use of equipment is monitored and controlled in the workplace<br>1.3   Explain why it is important to have a scheduled maintenance programme for equipment in the workplace<br>1.4   Compile a simple maintenance programme for equipment in the workplace<br>1.5   Conduct a simple risk assessment of equipment security in the workplace, and explain how these risks could be reduced |

| Additional information about the unit | |
|---|---|
| Unit purpose and aim(s) | To develop knowledge and understanding of managing the use of equipment as required by a practising or potential first line manager. |
| Unit review date | 31/12/2014 |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to Management & Leadership 2008 NOS: |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | |
| Support for the unit from a sector skills council or other appropriate body (if required) | Council for Administration (CfA) |
| Location of the unit within the subject/sector classification system | Business Management |
| Name of the organisation submitting the unit | Institute of Leadership & Management |
| Availability for use | Restricted to ILM and WAMITAB |
| Units available from | 01/01/2008 |

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| Unit guided learning hours | 6 |
|---|---|
| **Additional Guidance about the Unit** | |
| **Indicative Content:** | |

1
- Implications of equipment usage – acquisition and operating costs – for the organisation
- Awareness of marginal costs, and how these are used within the organisation
- Methods of capacity planning
- The importance of scheduled maintenance programmes, and how to plan these
- Security issues in the workplace
- Risk assessments for security issues
- Security and care of equipment

# A P P E N D I X - B

# MANDATORY ASSESSMENTS FOR THE LEVEL 3 AWARD IN MANAGING OPERATIONS

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

| **Centre Number:** | **Centre Name:** |
|---|---|
| **Learner Registration No:** | **Learner Name:** |

**TASK**

Identify a workplace problem facing you or your team (or a team within another organisation if you are currently unemployed) and examine ways to resolve it.

*For the purposes of this assignment, 'problem' may be interpreted as 'a deviation from the norm' OR 'an improvement opportunity' OR 'a potential or anticipated problem'.*

The 'nominal' word count for this assignment is 1200 words; the suggested range is between 1000 and 2000 words. Check your assignment carefully prior to submission using the assessment criteria.

| *Please use the headings shown below when writing up your Assignment* | **Assessment Criteria** |
|---|---|
| **Background**<br><br>Briefly describe your organisation, what it does, and your role within it<br><br>*(min 2 marks required from 4 available)* | • Context of assignment was provided |
| **Description of the problem**<br><br>Describe the problem, its nature, scope and impact<br><br>*(min 8 marks required from 16 available)* | • The problem, its nature, scope and impact are described |
| **Analysis of the problem**<br><br>Gather and interpret information to identify possible options to solve the problem<br><br>*(min 12 marks required from 24 available)* | • Information to identify possible solutions to a problem is gathered and interpreted |
| **Resolution of the problem**<br><br>Clearly state what you hope to achieve<br><br>Generate and examine **options** for solving the problem using simple decision making technique(s) to arrive at the best solution<br><br>State your chosen solution clearly and concisely<br><br>Make sure that in this evaluation you identify any resource implications<br><br>*(min 15 marks required from 30 available)* | • Briefly summarised the options providing facts and evidence not just opinion<br>• Used at least one simple decision making technique to evaluate options to arrive at the best solution |
| **Implementation and communication of the solution**<br><br>Provide an action plan for the implementation and communication of the solution<br><br>Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of outcomes<br><br>*(min 13 marks required from 26 available)* | • Planned the implementation and communication of the decision<br>• Briefly described which monitoring and review techniques which could be used to evaluate outcomes |
| By submitting I confirm that this assessment is my own work | |

## MARK SHEET: SOLVING PROBLEMS AND MAKING DECISIONS: M3.01: WORK-BASED ASSSIGNMENT

| Centre Number: | Centre Name: |
|---|---|

| Learner Registration No: | 1. Learner named below confirms authenticity of submission.<br>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.<br>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: ☐ |
|---|---|

| Criteria | Strengths | Areas for Improvement | Assr mark | QA mark |
|---|---|---|---|---|
| **Background**<br><br>• Context of assignment was provided | | | / 4 marks (min 2) | |
| **Description of the problem**<br><br>• The problem, its nature, scope and impact are described | | | / 16 marks (min 8) | |
| **Analysis of the problem**<br><br>• Information to identify possible solutions to a problem is gathered and interpreted | | | / 24 marks (min 12) | |
| **Resolution of the problem**<br><br>• Briefly summarised the options providing facts and evidence not just opinion<br><br>• Used at least one simple decision making technique to evaluate options to arrive at the best solution | | | / 30 marks (min 15) | |
| **Implementation and communication of the solution**<br><br>• Planned the implementation and communication of the decision<br><br>• Briefly described which monitoring and review techniques which could be used to evaluate outcomes | | | / 26 marks (min 13) | |

| Assessor's decision | | Quality assurance use | |
|---|---|---|---|
| **Total marks** | **Outcome** *(circle as applicable)* | **Total marks** | **Outcome** *(circle as applicable)* |
| **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** | **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** |
| **Section referral if applicable:** | | **Date of IQA check:** | |

| Name of assessor: | Name of IQA: |
|---|---|
| Assessor signature and date: | IQA signature: |
| ILM EV signature: | Date externally verified (where applicable): |

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

**TASK**

This work-based assignment is about planning to work efficiently and managing the effective use of equipment.

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

You might expect to complete this task in around 1500 words; expected range 1000 to 2000 words.

| *Please use the headings shown below when writing up your Assignment* | **Assessment Criteria** |
|---|---|
| **Efficiency and effectiveness in an organisation and the importance of delivering results**<br><br>*Note: Efficiency is a measure of how much input is required to achieve a particular output or objective, and is therefore a productivity measure, whilst effectiveness measures the degree to which enterprise or workplace objectives have been achieved.*<br><br>As a practising (or potential) first line manager, your task is to explain how efficiency and effectiveness are measured in your organisation and their importance in achieving your workplace objectives.<br><br>Now explain why a good supply chain is necessary to satisfy customers.<br><br>*(min 15 marks required from 30 available)* | • Explained how efficiency and effectiveness are measured in their organisation<br>• Explained the importance of effectiveness and efficiency to achieve their workplace objectives<br>• Explained the importance of the supply chain in delivering results and meeting customer requirements |
| **Setting targets and planning a job activity**<br><br>It is important for any first line manager (or potential first line manager) to set targets for their team while planning any job activity. This task requires you to look at the way that you plan work for your team.<br><br>• Plan a job using an appropriate technique<br>• Your plan should include the targets you will set for your team and how you will know that the job is being done to an acceptable standard<br>• You should explain how you will monitor and control the job within your plan<br><br>*(min 10 marks required from 20 available)* | • Used one appropriate planning technique to plan a job activity<br>• Identified targets set for the team and stated indicators to measure performance<br>• Explained one technique to monitor and control a planned job activity |
| **Effective and efficient use of equipment**<br><br>Carry out a simple risk assessment to explain how equipment security could be improved.<br><br>After conducting the risk assessment, complete the following tasks: | • Conducted a simple risk assessment of equipment security in the workplace, and explained how these risks could be reduced<br>• Explained why equipment should be used effectively and efficiently<br>• Explained why it is important to have |

| | a scheduled maintenance programme for equipment in the workplace |
|---|---|
| • Explain why equipment should be used effectively and efficiently and why it is important to have a scheduled maintenance programme for equipment in the workplace<br>• Describe how the use of equipment is monitored and controlled in the workplace<br>• Compile a simple maintenance programme for equipment in the workplace.<br><br>*(min 25 marks required from 50 available)* | • Described how the use of equipment is monitored and controlled in the workplace<br>• Compiled a simple maintenance programme for equipment in the workplace |
| By submitting I confirm that this assessment is my own work | |

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

| Centre Number: | | Centre Name: | | |
|---|---|---|---|---|
| Learner Registration No: | | 1. Learner named below confirms authenticity of submission. <br> 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. <br> However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: ☐ | | |
| **Criteria** | **Strengths** | **Areas for Improvement** | **Assr mark** | **QA mark** |
| **Efficiency and effectiveness in an organisation and the importance of delivering results** <br><br> • How efficiency and effectiveness are measured in their organisation is explained <br> • The importance of effectiveness and efficiency to achieve their workplace objectives is explained <br> • The importance of the supply chain in delivering results and meeting customer requirements is explained | | | /30 marks (min 15) | |
| **Setting targets and planning a job activity** <br> • Targets set for the team and stated indicators to measure performance are identified <br> • One appropriate planning technique to plan a job activity is used <br> • One technique to monitor and control a planned job activity is explained | | | /20 marks (min 10) | |
| **Effective and efficient use of equipment** <br> • A simple risk assessment of equipment security in the workplace has been conducted, and how these risks could be reduced has been explained <br> • Why equipment should be used effectively and efficiently has been explained <br> • Why it is important to have a scheduled maintenance programme for equipment in the workplace has been explained <br> • How the use of equipment is | | | | |

| | | | | |
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| monitored and controlled in the workplace has been described<br>• A simple maintenance programme for equipment in the workplace has been compiled | | | | /50 marks (min 25) |

| Assessor's decision | | Quality assurance use | |
|---|---|---|---|
| **Total marks** | **Outcome** *(circle as applicable)* | **Total marks** | **Outcome** *(circle as applicable)* |
| **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** | **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** |
| **Section referral if applicable:** | | **Date of IQA check:** | |
| **Name of assessor:** | | **Name of IQA:** | |
| **Assessor signature and date:** | | **IQA signature:** | |
| **ILM EV signature:** | | **Date externally verified (where applicable):** | |

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

**TASK**

As a first line manager (or potential first line manager), this task requires you to identify and manage a simple workplace project and to understand the costs and benefits resulting from the project. It is also aimed at how you can plan and delegate tasks to your project team.

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

You might expect to complete this task in around 1500 words; expected range 1000 to 2000 words.

| *Please use the headings shown below when writing up your Assignment* | **Assessment Criteria** |
|---|---|
| **Planning a workplace project**<br><br>Identify a simple project you could undertake at your workplace. Having done this, consider the following:<br><br>• Plan the project using one appropriate project planning technique.<br>• Use one simple tool to determine the financial viability of the project.<br>• Set targets to monitor performance and review plans.<br>• List those areas where savings (or benefits) in the workplace would be achieved as a result of your project.<br>• Identify the wider non-financial implications that could arise as a result of your workplace project.<br><br>*(min 20 marks required from 40 available)* | • Identified a simple workplace project<br>• Planned the project using one appropriate project planning technique<br>• Used one simple tool for determining the financial viability of the project<br>• Objectives and targets/milestones to monitor performance and review plans were set<br>• Listed areas where net savings could be achieved as a result of the workplace project<br>• Identified wider non-financial implications that could result from the workplace project |
| **Organising people to achieve objectives**<br><br>As a first line manager (or potential first line manager), it is very important that you understand the importance of human resource planning to assure output and quality of your workplace project.<br><br>• Explain how effective human resource planning can be used to assure output and quality.<br>• Explain why is it important to make effective and efficient use of your team's knowledge and skills while planning to achieve work objectives.<br><br>In order to assure the success of your project, it is important that you know who in your team will be best suited for the job/activity.<br><br>• Use one technique that will help you identify the appropriate person for the job/activity.<br><br>*(min 13 marks required from 26 available)* | • Explained how human resource planning can be used to assure output and quality<br>• Explained the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives<br>• Used one technique to identify the appropriate person for an activity |
| **Delegating in the workplace**<br><br>After delegating the job/activity to the appropriate person in your team, consider the following:<br><br>• State one example of delegation in your workplace and one example of empowerment that you may have given to | • One example of delegation and one example of empowerment in the workplace was given<br>• Identified one barrier to delegation and one mechanism to support delegation<br>• Explained one technique that could |

| | |
|---|---|
| a member of your team.<br>• Identify one barrier that you faced while delegating the task/activity and one mechanism that you could use to support delegation.<br>• Explain one technique to monitor the outcomes of delegation in your workplace.<br><br>*(min 10 marks required from 20 available)* | be used to monitor the outcomes of delegation in the workplace |
| **Project evaluation and feedback**<br><br>• Use one technique to evaluate your workplace project.<br>• How would you review the effectiveness of feedback, recognition and reward techniques in your workplace?<br><br>*(min 7 marks required from 14 available)* | • Used one project evaluation technique<br>• Reviewed the effectiveness of feedback, recognition and reward techniques in the workplace |
| By submitting I confirm that this assessment is my own work ||

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

| Centre Number: | | Centre Name: | | |
|---|---|---|---|---|
| Learner Registration No: | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: ☐ | | |
| **Criteria** | **Strengths** | **Areas for Improvement** | **Assr mark** | **QA mark** |
| **Workplace project**<br><br>• A simple workplace project has been identified<br>• A project has been planned using one appropriate project planning technique<br>• One simple tool for determining the financial viability of the project has been used<br>• Objectives and targets/milestones to monitor performance and review plans have been set<br>• Areas where net savings could be achieved as a result of the workplace project have been listed<br>• Wider non-financial implications that could result from the workplace project have been identified | | | /40 marks (min 20) | |
| **Organising people to achieve objectives**<br><br>• How human resource planning can be used to assure output and quality has been explained<br>• The importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives has been explained<br>• One technique to identify the appropriate person for an activity has been used | | | /26 marks (min 13) | |
| **Delegating in the workplace**<br><br>• One example of delegation and one example of empowerment in | | | | |

| | | | /20 marks (min 10) | |
|---|---|---|---|---|
| the workplace is given<br>• One barrier to delegation and one mechanism to support delegation is identified<br>• One technique that could be used to monitor the outcomes of delegation in the workplace is explained | | | | |
| **Project evaluation and feedback**<br><br>• One project evaluation technique is used<br>• The effectiveness of feedback, recognition and reward techniques in the workplace is reviewed | | | /14 marks (min 7) | |

| **Assessor's decision** | | **Quality assurance use** | |
|---|---|---|---|
| **Total marks** | **Outcome** *(circle as applicable)* | **Total marks** | **Outcome** *(circle as applicable)* |
| **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** | **Total 50 + overall, AND minimum in each section** | **PASS/REFERRAL** |
| **Section referral if applicable:** | | **Date of IQA check:** | |
| **Name of assessor:** | | **Name of IQA:** | |
| **Assessor signature and date:** | | **IQA signature:** | |
| **ILM EV signature:** | | **Date externally verified (where applicable):** | |

# A P P E N D I X - C

# MANDATORY ASSESSMENTS FOR THE LEVEL 3 AWARD IN BUSINESS AWARENESS

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

**TASK**

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

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

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

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

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

| *Please use the headings shown below when writing up your Assignment* | **Assessment Criteria** |
|---|---|
| **Understand the context of your organisation**<br><br>As a first line manager (or potential) you will be responsible for working within the context of the organisation.<br><br>To help you understand this better you will need to:<br><br>• Identify the legal entity your organisation.<br>• Identify the major economic and political forces which impact upon our organisation<br>• Briefly describe how government attempts to influence the economy and the relevance of this to your organisation.<br>• Briefly described how government attempts to influence the economy and its effect on your organisation's operations<br>• Explain the importance of financial information for management<br>• Identify the main financial documents needed by your organisation and briefly describe the information they contain<br>• List the main sources of long, medium and short term funds for your organisation<br>• Identify the most significant financial indicators of business performance in your organisation and briefly describe their relevance<br><br><br>Organisations can plan for legal and political changes, so your organisation's business plan or corporate objectives may provide this information for you**.**<br><br><br><br>*(min 15 marks required from 30 available)* | • Identified the legal entity of the organisation<br><br>• Identified the major economic and political forces which impact upon the organisation<br><br>• Briefly described how government attempts to influence the economy and its effect on the organisation's operations<br><br>• Explained the importance of financial information for management<br><br>• Identified the main financial documents needed by the organisation and briefly describe the information they contain<br><br>• Listed the main sources of long, medium and short term funds for the organisation<br><br>• Identified the most significant financial indicators of business performance in the organisation and briefly describe their relevance |

| **Understand the organisation's internal structure and stakeholders**<br><br>It is important to understand your organisations structure and how it works.  To help you in doing this answer the following:<br><br>• List the operational functions within your organisation and the roles and responsibilities of managers at different levels of the organisation.<br>• Briefly outlined the roles and responsibilities of managers at different levels of the organisation<br>• Briefly outline the roles and responsibilities of managers at different levels of your organisation<br>• Use an organisation chart to identify your own role, span of control, and reporting line within the organisation.<br>• Briefly explain the relevance to your organisation of its different stakeholders<br><br><br>*(min 10 marks required from 20 available)* | • Listed the operational functions within the organisation<br><br>• Briefly outlined the roles and responsibilities of managers at different levels of the organisation<br><br>• Used an organisational chart to identify own role, span of control and reporting line in the organisation<br><br>• Briefly explained the relevance to an organisation of its different stakeholders |
|---|---|
| **Managing Customer Service**<br><br>First line managers (or potential first line managers) are responsible for managing and monitoring customer service against the organisation's set standards/targets<br><br>You will need to:<br>• Identify an external and an internal customer of the organisation<br>• Describe how your organisation meets the needs of its customers<br>• Briefly describe <u>two</u> of your organisation's commitments to its customers<br>• Briefly describe at least <u>two</u> legal rights of customers<br>• Briefly describe the manager's responsibilities in relation to customer service<br>• Explain how customer service standards and procedures are used to meet your customer needs<br>• Explain how they could monitor customer service against the standards set<br><br><br>For example, you could consider customer service targets for external customers and key performance indicators for internal procedures.<br><br><br>*(min 13 marks required from 26 available)* | • Identified an external and an internal customer of the organisation<br><br>• Described how customer needs are identified<br><br>• Briefly described <u>two</u> of the organisation's commitments to customers<br><br>• Briefly described at least <u>two</u> legal rights of customers<br><br>• Briefly described the manager's responsibilities in relation to customer service<br><br>• Explained how customer service standards and procedures are used to meet customer needs<br><br>• Explained how they could monitor customer service against the standards set |

| **Working with budgets** | • Explained the importance of agreeing to a budget and operating within it |
| First line managers (or potential first line managers) should know how to work to a budget and understand costs within an organisation. | • Described a method to monitor variance between actual performance and budget |
| To help you do this answer the following questions | • Explained how information used in determining and/or revising budgets is gathered |
| • Explain the importance of agreeing to a budget and operating within it<br>• Describe a method to monitor variance between actual performance and budget<br>• Explain how information used in determining and/or revising budgets is gathered | |
| *(min 5 marks required from 10 available)* | |
| **Working with costs** | • Explained fixed and variable costs and the concept of break even in relation to the organisation |
| As a first line manager (or potential first line managers) you should be able to understand costs within an organisation. | • Explained the purpose and nature of basic cost statements |
| You will need to:<br>• Explain fixed and variable costs and the concept of break even in relation to the organisation<br>• Explain the purpose and nature of basic cost statements<br>• Explain the value of standard costing and its role as a control mechanism<br>• Briefly describe mechanisms in the organisation to maintain control of costs | • Explained the value of standard costing and its role as a control mechanism<br>• Briefly described mechanisms in the organisation to maintain control of costs |
| *(min 7 marks required from 14 available)* | |
| By submitting I confirm that this assessment is my own work ||

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

| Centre Number: | Centre Name: | | | |
|---|---|---|---|---|
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| **Criteria** | **Strengths** | **Areas for Improvement** | **Assr mark** | **QA mark** |
| **Understand the context of your organisation**<br><br>• Identified the legal entity of the organisation<br>• Identified the major economic and political forces which impact upon the organisation<br>• Briefly described how government attempts to influence the economy and its effect on the organisation's operations<br>• Explained the importance of financial information for management<br>• Identified the main financial documents needed by the organisation and briefly describe the information they contain<br>• Listed the main sources of long, medium and short term funds for the organisation<br>• Identified the most significant financial indicators of business performance in the organisation and briefly describe their relevance | | | /30 marks (min 15) | |
| **Understand the organisation's internal structure and stakeholders**<br><br>• Listed the operational functions within the organisation<br>• Briefly outlined the roles and responsibilities of managers at different levels of the organisation<br>• Used an organisational chart to identify own role, span of control and reporting line in the organisation | | | | |

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| • Briefly explained the relevance to an organisation of its different stakeholders | | | | /20 marks (min 10) |
| **Managing Customer Service**<br><br>• Identified an external and an internal customer of the organisation<br>• Described how customer needs are identified<br><br>• Briefly described <u>two</u> of the organisation's commitments to customers<br>• Briefly described at least <u>two</u> legal rights of customers<br>• Briefly described the manager's responsibilities in relation to customer service<br>• Explained how customer service standards and procedures are used to meet customer needs<br>• Explained how they could monitor customer service against the standards set | | | | /26 marks (min 13) |
| **Working with budgets**<br><br>• Explained the importance of agreeing to a budget and operating within it<br>• Described a method to monitor variance between actual performance and budget<br>• Explained how information used in determining and/or revising budgets is gathered | | | | /10 marks (min 5) |
| **Working with costs**<br><br>• Explained fixed and variable costs and the concept of break even in relation to the organisation<br>• Explained the purpose and nature of basic cost statements<br>• Explained the value of standard costing and its role as a control mechanism<br>• Briefly described mechanisms in the organisation to maintain control of costs | | | | /14 marks (min 7) |

| Assessor's decision | | Quality assurance use | |
|---|---|---|---|
| **Total marks** | **Outcome** *(circle as applicable)* | **Total marks** | **Outcome** *(circle as applicable)* |

| Total 50 + overall, AND minimum in each section | PASS/REFERRAL | Total 50 + overall, AND minimum in each section | PASS/REFERRAL |
|---|---|---|---|
| **Section referral if applicable:** | | **Date of IQA check:** | |
| **Name of assessor:** | | **Name of IQA:** | |
| **Assessor signature and date:** | | **IQA signature:** | |
| **ILM EV signature:** | | **Date externally verified (where applicable):** | |

| | | |
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