



Qualification
Guidance

Active IQ Level 3 Award in the Principles of Management

Qualification
Accreditation Number:
610/3325/X
Version AIQ006449

Active iQ

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Introduction

The Active IQ Level 3 Award in the Principles of Management is at level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	60	Total qualification time:	100
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Entry requirements:

- There are no specific entry requirements.
- There is an element of communication (discussing, presenting, reading and writing) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners who are aspiring to become managers.
- Learners who hold some supervisory responsibilities who are looking to progress into more senior management roles.

Purpose

This qualification aims to provide learners with a knowledge and understanding of management. During the qualification learners will cover:

- The principles of effective decision making.
- Leadership styles and models.
- The role and processes of management.
- Performance measurement.
- Equality, diversity and inclusion in the workplace.

Progression

This qualification provides progression on to:

- Active IQ Level 3 Certificate in the Principles of Management and Business.
- Active IQ Level 3 Diploma in Management.
- Apprenticeships in Management.

Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors

Tutors must hold, or be working towards, a teaching qualification.

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the two mandatory units.

Unit		Unit accreditation number	Level	GLH	TQT
1.	Principles of leadership and management	L/618/3464	3	50	80
2.	Understanding equality, diversity and inclusion in the workplace	F/618/3459	3	10	20

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the principles of effective decision making	1.1 Explain the importance of defining the objectives, scope and success criteria of the decisions to be taken 1.2 Assess the importance of analysing the potential impact of decision making 1.3 Explain the importance of obtaining sufficient valid information to enable effective decision making 1.4 Explain the importance of aligning decisions with business objectives, values and policies 1.5 Explain how to validate information used in the decision-making process 1.6 Explain how to address issues that hamper the achievement of targets and quality standards
2. Understand leadership styles and models	2.1 Explain the difference in the influence of managers and leaders on their teams 2.2 Evaluate the suitability and impact of different leadership styles in different contexts 2.3 Analyse theories and models of motivation and their application in the workplace
3. Understand the role, functions and processes of management	3.1 Analyse a manager's responsibilities for planning, coordinating and controlling work 3.2 Explain how managers ensure that team objectives are met 3.3 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives 3.4 Analyse theories and models of management 3.5 Explain how the application of management theories guide a manager's actions 3.6 Explain the operational constraints imposed by budgets

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand performance measurement	4.1 Explain the relationship between business objectives and performance measures 4.2 Explain the features of a performance measurement system 4.3 Explain how to set key performance indicators (KPIs) 4.4 Explain the tools, processes and timetable for monitoring and reporting on business performance 4.5 Explain the use of management accounts and management information systems in performance management 4.6 Explain the distinction between outcomes and outputs
Assessment	Worksheet

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand equality, diversity and inclusion in the workplace	1.1 Explain equality, diversity and inclusion 1.2 Explain the importance of equality, diversity and inclusion across aspects of organisational policy 1.3 Explain the potential consequences of breaches of equality legislation
2. Understand the personal aspects of equality, diversity and inclusion in the workplace	2.1 Describe own responsibilities for equality, diversity and inclusion in the workplace 2.2 Explain the different forms of discrimination and harassment 2.3 Describe the characteristics of behaviour that supports equality, diversity and inclusion in the workplace 2.4 Explain the importance of displaying behaviour that supports equality, diversity and inclusion in the workplace
3. Understand how to support equality, diversity and inclusion in the workplace	3.1 Explain how to ensure colleagues are aware of their responsibilities for maintaining equality, diversity and inclusion in the workplace 3.2 Explain how potential issues relating to equality, diversity and inclusion in the workplace can be identified
Assessment	Worksheet

Active IQ

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