



KD TRAINING SOLUTIONS

**in partnership with the
Chartered Management Institute
and Aylesford Newsprint**



**Diploma in First Line Management
(Level 3)**

Candidate Programme Guide

16 June 2009

Contents

<u>Topic</u>	<u>Page No</u>
Welcome	4
Part A - Induction:	5-13
✓ Health and Safety	5
✓ Candidate Introductions	5
✓ Equal Opportunities	5
✓ Chartered Management Institute Membership	
✓ Benefits	6-7
✓ CMI Guides to Code of Conduct and Professional Management Practices	7-11
✓ KD Training Solutions	11
✓ National Qualifications Framework	12
✓ Learning Resources	13
Part B - Adult Learning:	14-27
✓ Introduction	14
✓ Learning Theory and Kolb's Learning Cycle	15-16
✓ Individual or Preferred Learning Styles	16-17
Part C - Study Skills:	18-24
✓ Why Worry About Study Skills?	18
✓ What Are Study Skills?	18
✓ Organising Yourself	18-19
✓ Time Management	19
✓ Locating Resources	19
✓ Reading Effectively	19-20
✓ Taking Notes	20
✓ Mind Mapping	20-21
✓ Understanding Assignments	22-24
✓ Learning From Feedback	24
✓ Monthly Workshops and Self-Study Guide	24
Part D – Diploma in First Line Management:	25-27
✓ Accreditation of Prior Learning	25
✓ Overall Aim of the Programme	25-26
✓ Programme Units	26
✓ Study Time	27
✓ Learning Outcomes	27

Part E - Your Programme:	28
Part F - Your Work:	29-32
✓ Introduction	29
✓ Work Strategy	29
✓ Work Process	29
✓ Grading System	30
✓ Work Offences and Plagiarism	30
✓ Collection and Redistribution of Work	30
✓ Extenuating Circumstances and Late Work	31
✓ Appeals and Complaints	31-32
Part G - Guidance and Support:	33-34
✓ Centre Manager Contact Details	33
✓ Programme Team	33-34
✓ Open Door Policy	34
✓ And Finally	34

Welcome

Dear LEarner,

The Chartered Management Institute (CMI) received its Royal Charter on 1 April 2002 and has embarked on a new and exciting phase, committing itself to supporting the lifelong development of managers and raising standards of management performance.

Your management programme is, therefore, validated by the UK's leading organisation in its field and as a member you will receive unrivalled support and development throughout your career.

This programme has been designed using a variety of learning methods and enables you to study whilst coping with your personal and work needs.

May we be bold enough, though, to offer you some friendly words of advice?

- You are ultimately responsible for your progress whilst working with us and you should regard your time with us as a learning contract in which we contract to guide your learning and you contract to learn
- The size of each Unit varies from 18 to 40 hours. Your mode of attendance will have already been agreed between yourself and the Centre but if you wish to change it, please let us know
- Try to ensure you plan your work properly because those people who leave their work until the last minute often do not succeed
- You will be issued with a suggested set of work hand-in dates for you to follow. If you feel that you cannot make these dates due to severe work or domestic pressures, please consult us and we will be pleased to negotiate a new date with you

My colleagues and I at the Chartered Management Institute and KD Training Solutions wish you well and trust that you will find your learning experience with us both rich and rewarding.

Gary Dennis MA PGCE MCMI
KD Training Solutions

PART A – INDUCTION

This first part of your programme concerns your induction. We will be looking at each of these issues in more detail during your first workshop, but for now here are some pointers:

Health and Safety

Health and safety on any programme is obviously important. We will be learning in your own workplace so you should be familiar with the specific health and safety aspects of it. We will, however, remind ourselves of the procedures during your induction.

Candidate Introductions

After the health and safety tour, we will get together and introduce ourselves as we will be working together for some time. Even if you know each other, perhaps it would be a good idea to make some notes about yourself before the induction covering areas like:

- Your name and where you work
- What your current role is and what you have done in the past
- Whether you have any interesting hobbies or pastimes that may be shared by someone else on the programme
- Previous programmes attended (management and others)
- What you expect to achieve during this programme
- Any fears that you might have

Equal Opportunities

Equal opportunity means exactly that. No-one on this or any other programme delivered by KD Training Solutions or those validated by the Chartered Management Institute will be treated differently because of ethnic origin, gender, sexual orientation, religion, disability, politics, age, nationality, gender re-assignment, marital status, because they have dependents, or belong to a disadvantaged group.

This policy is important and is taken very seriously by both parties as you are here to develop your learning and discrimination prevents such learning from taking place. If, at any time, you feel you are being discriminated against please feel free to talk to us and the issue will be investigated and resolved immediately.

Chartered Management Institute Membership Benefits

“In a dynamic world, we give you the support and guidance you need to succeed at every stage of your career”

At the Chartered Management Institute we understand each person is unique, with different aspirations and goals. And no matter what you want to achieve, you'll find the Chartered Management Institute will benefit you from the moment you join. Whether you are a student at the outset of your career, a manager seeking to move up through your organisation or a proven performer in the boardroom, the Chartered Management Institute is your natural guide to success.

Your enrolment on a Chartered Management Institute programme means you immediately receive student membership of the Institute. This complimentary service through your Institute qualification allows you to enjoy full member status and access to a range of significant benefits to support you during your studies and in your future management career. The Institute provides professional support from a single point of contact that has the capacity to impact on your ability to deliver results and continue to develop your managerial skills and competencies.

Taking advantage of your student membership of the Chartered Management Institute is one of the best management decisions you will ever make and soon you will be able to enjoy exclusive access to the following range of benefits and resources, and much more:

- Unlimited on-line access to Europe's most comprehensive management information resource, the Management Information Centre. The MIC has the answer to all your management questions under one roof... over 80,000 books and articles which you can request to be delivered to your door, over 100,000 full text articles downloadable from the Web, professional help from researchers with a prompt turnaround on management literature searches and reading list requests, and management links to over 430 websites
- Support for your continued career development from the Institute's on-line *smart* Continuous Professional Development (CPD), which now leads you to the coveted "Chartered Manager" status
- Complimentary Copies of the Institute's own management journal. *Professional Manager*, to keep you informed of the latest development in management theory and practice

- Preferential rates on the Institute's own comprehensive range of publications, including special textbook deals offering considerable savings on published prices for student members only
- The availability of networking, mentoring and project opportunities through the Institute's Branches, nationwide
- Free Candidate Register to help recruiters match your skills and aspirations against job opportunities, along with career and CV advice and fact sheets
- On completion of your qualification, free assessment to an Assessed Member Grade, offering recognition to management achievement and status through the award of internationally recognised designatory letters

Over 90,000 members and 520 corporate partners trust the Institute to help shape their future and the future of their organisations. Visit the Chartered Management Institute website today and discover why:

www.managers.org.uk

[The Chartered Management Institute Code of Conduct and Guides to Professional Management Practice](#)

Introduction

This document is offered as guidance to members in the discharge of their professional responsibilities. It sets out principles, approaches and guidelines, which can be applied, in different contexts according to an individual's judgement. A Code and Guides such as these cannot claim to be comprehensive. Appropriate discussions of any issues requiring resolution are seen as a professional duty.

A professional is someone who justifiably claims to provide special knowledge and skills of value to society and accepts the duties entailed by that claim, including:

- The attainment and maintenance of high standards of education, training and practical judgement
- Honouring the special trust placed by customers, suppliers, employers, colleagues and the general public.

The professional discharge of such duties within management entails:

- The application of expertise and judgement

- The motivation and direction of others
- A positive contribution to achieving the objectives of the organisation

The discharge of one's duties as a professional manager in all sectors of society involves the acceptance and habitual exercise of ethical values. Power and position must not be abused.

The professional manager will encounter circumstances or situations in which various values, principles, rules and interests appear to conflict, and may be difficult to harmonise in practice. No ready answer can be given for such circumstance. The best resources, which can be brought to bear, are the professional and personal characteristics and qualities referred to above and described in the following *Guides to Professional Management Practice*.

Code of Conduct

At all times a member shall uphold the good standing and reputation of the Institute and the profession of management. Members shall:

- Have due regards for and comply with relevant law
- Act with integrity, honesty, loyalty and fairness
- Act within the limits of personal competence
- Follow the *Guides to Professional Management Practice*, as approved by the Institutes 'Council'
- Have a duty to provide information at the request of any committee or sub-committee of the Institute established to investigate any alleged breach of this Code.

This Code of Conduct forms part of a Bylaw made under Articles 10, 11 and 12 of the Articles of Association of the Chartered Management Institute. A member contravening any section of the Code may be liable to disciplinary action, which could result in expulsion from the Institute.

Guides to Professional Management Practice

1. As regards the Individual Manager

The Professional Manager should:

- Pursue managerial activities with integrity, accountability and competence

- Disclose any personal interest, which might be seen to influence managerial decisions
- Practice an open style of management so far as is consistent with business needs
- Take active steps for continuing development of personal competence
- Adopt a reasoned approach to the identification and resolution of conflicts of values including ethical values
- Safeguard confidential information and not seek personal advantage from it
- Exhaust all available internal remedies for dealing with matters perceived as improper, before resorting to public disclosure
- Encourage the development and maintenance of quality in all management activities

2. As regards others within the organisation

The Professional Manager should, in addition to the above:

- Ensure that others are aware of their responsibilities, areas of authority and accountability
- Encourage and assist others to develop their potential
- Consider the mental and physical health, safety and well being of others
- Have regard for matters of conscience of others
- Have regard for the needs, pressures and problems of others and not discriminate on grounds other than those demonstrably necessary for the task

3. As regards the organisation

The Professional Manager should, in addition to the above:

- Uphold the lawful policies and practices of the organisation
- Identify and communicate relevant policies, practices and information

- Keep under review organisation structure, objectives, practises and information
- Seek to balance departmental aims in furtherance of the organisation's overall objectives
- Safeguard the assets and reputations of the organisation

4. As regards other external to but in direct relationship with the organisation

The Professional Manager should, in addition to the above:

- Ensure that the interests of others are properly identified and responded to in a balanced manner
- Establish and develop continuing and satisfactory relationships based on mutual confidence
- Avoid entering into arrangement which unlawfully or improperly affect competitive practice
- Avoid entering into any agreement or undertaking any activity, which may give rise to a conflict of interest with the organisation or prejudice professional management performance
- Neither offer nor accept gifts, hospitality or services which could, or might appear to, imply an improper obligation

5. As regards the wider community

The Professional Manager should, in addition to the above:

- Have due regard to the short and long-term effects and possible consequence of present and proposed activities, taking action where appropriate
- Ensure truthfulness in all public communications
- Seek to conserve resources wherever possible and preserve the environment
- Respect the customs, practices and reasonable ambitions of other peoples, which may differ from the manager's own

6. As regards the Chartered Management Institute

The Professional Manager should, in addition to the above:

- Promote the mission, aims and objectives of the Institute
- Uphold the integrity and good name of the Institute and refrain from conduct, which detracts from its reputation
- Promote the Institute's professional image and standing

KD Training Solutions

KD Training Solutions is an accredited centre of the Chartered Management Institute and the Learning and Skills Council for Wiltshire and Swindon. We design and deliver National Management Qualifications at Levels 2, 3, 4 and 5 including all Introductory Awards.

The Centre at KD Training Solutions has designed your programme and will support you throughout it. The Centre Manager, Gary Dennis, will guide you through your programme and if you have any issues you should address them to him personally. Gary can be contacted **at any time** at:

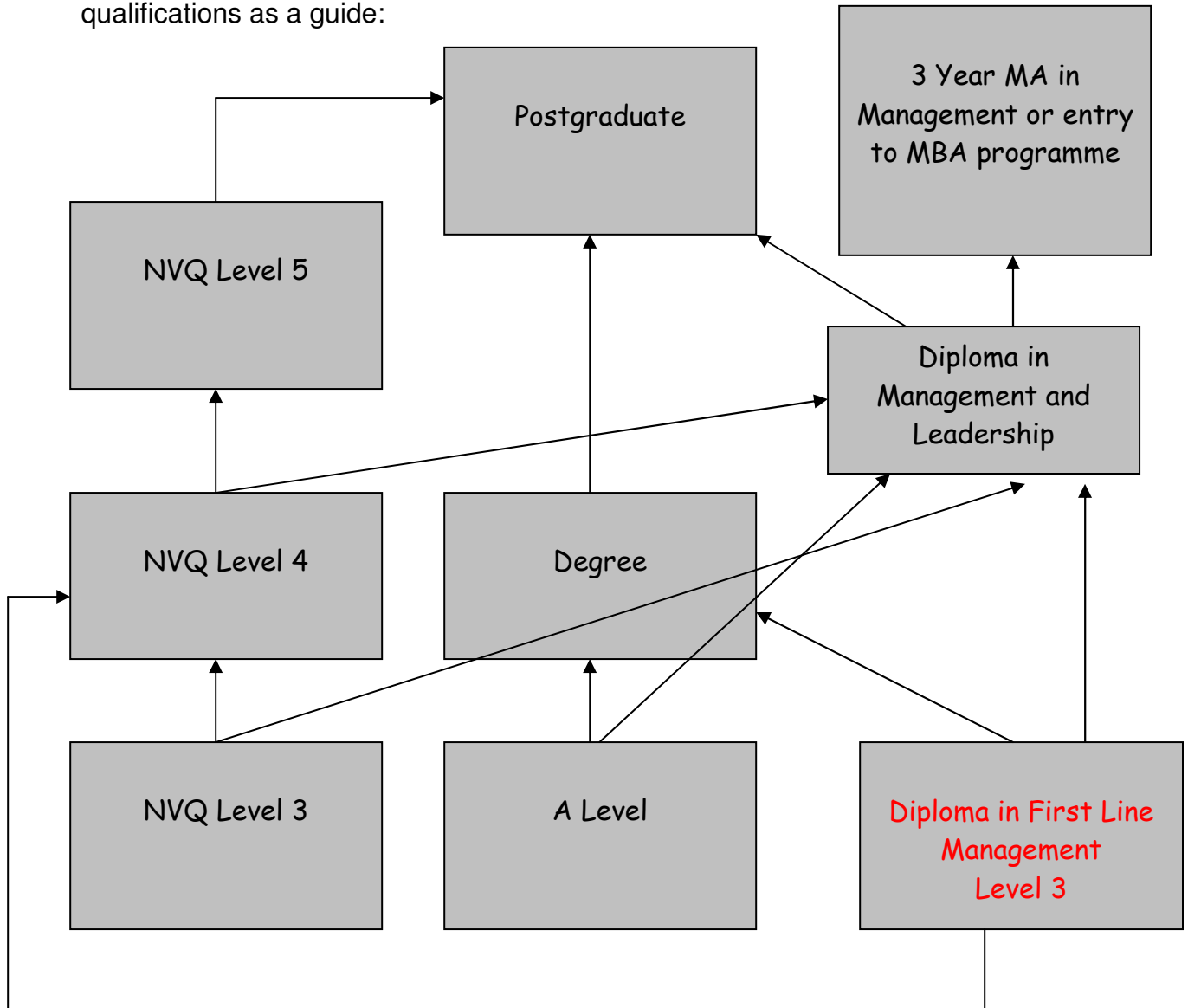
- Telephone - 01793 853222
- Fax - 01793 853889
- E-Mail - garydennis@kdtraining.co.uk

Or via post to:

KD Training Solutions
18 New Road
Wootton Bassett
Wiltshire
SN4 7DG

National Qualifications Framework

In order that you understand where your course fits into the new National Framework, an illustration is shown below using NVQ levels and academic qualifications as a guide:



Learning Resources

Throughout your programme there are a variety of resources that you will be able to use and they are:

- Individual textbooks available on loan from the CMI
- Workshop notes
- Unit self-study guides
- Various Internet site

Access to your website is via the following links:

- Go to www.kdtraining.co.uk
- Click on “[Access to Learner Area](#)” in the bottom right hand corner of the home page
- Click on “[Aylesford Newsprint Diploma in First Line Management](#)”
- Then use the login and password you have been given

Here you will be able to access your programme resources such as:

- Unit self study guides
- Work briefs
- Marking sheets
- Harvard referencing
- Link to CMI website
- Diploma schedule
- Example work

PART B – ADULT LEARNING

Introduction

Does the thought of returning to learning seem rather daunting? You are not alone!

There are some interesting facts about adult learning that you may wish to look at to help alleviate some of your fears:

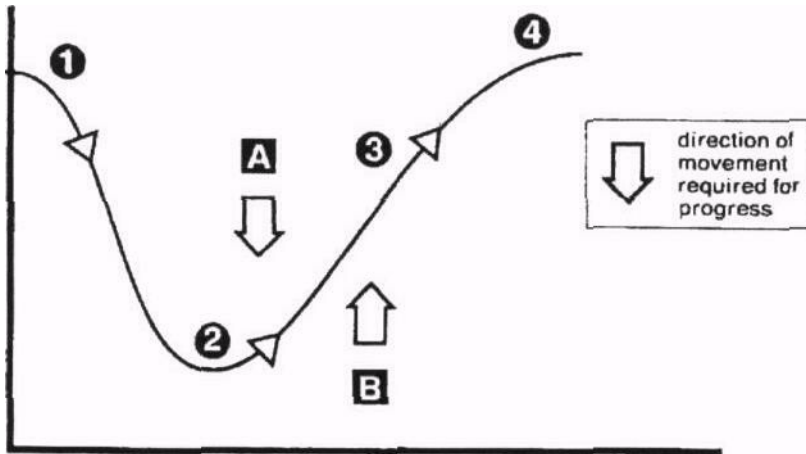
- As an adult it is likely that you will be motivated towards your chosen programme which makes life much easier
- You also will prefer to be self-directed. That means you will prefer to learn for yourself rather than have it spoon-fed to you. During your programme you will be taught how to learn for yourself and this will result in much “deeper” learning that you can recall when you need it
- You will also have a rich reservoir of experience that is very useful during your programme whether comes from your current job, previous jobs or other programmes you have been on
- You will probably be concerned about your ability to study or complete written assignments. You will be taught everything you need to know about completing assessments and supervised throughout the whole process. There are no formal examinations on our programmes

Your learning will be enriched if you:

- Take an active role in your learning through careful planning, monitoring and evaluation. You will be given guidance on how to plan your programme and if you have a mentor at work, use him or her as a sounding board and ask them where to find appropriate information for your assessments. If a mentor is appointed, we will brief them if you wish as to what they need to do to support you
- Discard preconceived notions about previous learning, i.e. at school or college. Learning with us will be quite a different experience for you and one that will leave you totally self-dependent and capable of finding out anything you need to know to help you with your job

Learning Theory, the Learning Cycle

When you enter this programme you will probably be a different stage in your management learning than other candidates. That is not a problem, provided of course that you move on! It is often said that we are at various stages of the learning curve:



Competence
(Knowledge & Skill)

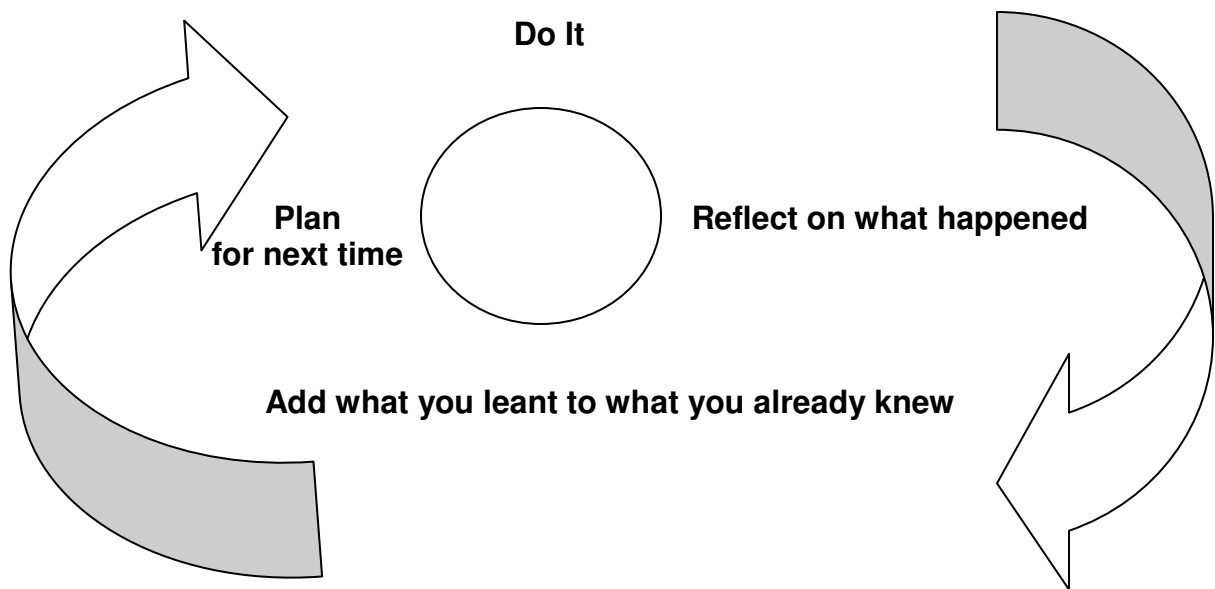
Stage 1 – Unconscious Incompetent – Your confidence exceeds your ability and you are not knowledgeable or skilful. You may have heard how people sometimes say, “he shows off to cover up”

Stage 2 – Conscious Incompetent – You are aware of your inabilities but as they increase so does your confidence

Stage 3 – Conscious Competent – You are now aware of your knowledge and skills and have the appropriate confidence and do things automatically

Stage 4 – Unconscious Competent – Both your ability and confidence has peaked and you are at the start of your next learning curve!

David Kolb (1984) introduced the notion of “experiential learning” or learning by doing something. It is a continuous process often termed “cyclical” or cycle and requires 4 kinds of abilities if learning is to be successful and these are illustrated on the next page.



Learners have to be involved in an “experience” and then given time to reflect, theorise and plan for the next one. If the cycle is not complete, Kolb argues that learning has not taken place.

Learning is the **permanent** change in someone and if you have a similar experience the second time around, you have obviously not learnt. Imagine playing golf and going in the water at the 1st hole because you used the wrong club. If you use the same club the next around you will probably end up in the water again (unless “lady luck” plays her part). If you “reflect” on what happened and try to work out why (theorise) and plan to use a different club the next time you should miss the water. Anyone who plays golf will realise though, that is only theory!!

Individual or Preferred Learning Styles

Accompanied with this cycle of “experiential learning” are 4 individual learning styles offered by Honey and Mumford (1982) that people tend to prefer. The majority of people (70%) have 2 predominate styles and it is important for you to understand your individual learning style so that you can select the appropriate learning opportunity for you to learn the most efficiently. The 4 styles that coincide with the cycle above are:

- **Activist** – someone who learns by doing and is not afraid to be thrown in at the deep end and always keen to try out new ideas without knowing too much about them. Learning takes place whilst the “**experience**” is taking place. An experience could be a case study, a discussion, a role-play or a demonstration (do you like these methods of learning?)
- **Reflector** – someone who likes structured learning and likes time to reflect and observe upon what has happened before learning can truly take place. Reflectors often learn through the use of a learning log, recording what happened why it happened and their feelings at the same
- **Theorist** – someone who also likes rational structure and clear aims before they will attempt to do it, only then will they learn effectively. Theorists like to relate the experience to theory
- **Pragmatist** – someone who responds to practically based learning that can be applied immediately to real life. Pragmatists ask “how can I do it better next time?” and make plans or set targets

In essence, activists will try anything once and get involved, reflectors like time to think about it and work on ideas with others; theorists like to think things through and want to know how it all fits together whilst pragmatists want to know how it can be applied in practice by trying it out and using common sense.

Knowing about your own individual learning style gives you an opportunity to learn in your preferred way and stretch yourself in other areas. At the end of day if you can learn in any style you will be able to cope with what life tends to throw at you. Knowing your own style also gives you ownership and control of your learning which is what you ultimately want to achieve.

During your induction you will be provided with a Honey and Mumford learning style booklet which will help you identify your stronger learning styles and inform you of how you might develop your weaker ones.

PART C – STUDY SKILLS

Why Worry About Study Skills?

Well for a start, however well you did in your previous learning experiences you probably felt that:

- You could have done better
- You could have done it more easily
- You could have enjoyed it more

To be truly successful and happy you need to maximize your learning to achieve effective, efficient and hence enjoyable learning experiences. By improving your study skills you should be able to ensure that your learning time is spent efficiently and effectively. This will release you to enjoy your free time with a clear conscience and indeed actually increase your total amount of free time.

So What Are Study Skills?

Study skills involve a multitude of disciplines and the one's that are important to you on this programme are:

- Organising yourself
- Time management
- Locating resources
- Reading effectively
- Taking notes
- Understanding assignments
- Writing essays
- Referencing
- Learning from feedback
- Learning from the monthly workshops and self-study guides

Look at the list above and ask yourself honestly, what are you good at? What do you have some skills in? What are you not so good at? What could be improved? This is your starting point for improving your study skills, so let's have a look at each skill.

Organising Yourself

From your programme timetable and assignment deadlines you will be able to schedule the next 9 months. The next step is to fit this schedule into your work and personal life. You will see that you will require about 6 hours per week for your studies and that you have 4-5 weeks to complete assessments. Like all

plans and schedules, though, sometimes they have to be revised. If you feel that you need to revise your programme or assignment hand in dates, please speak to us. You don't have to attend the monthly workshops if you do not want to but you will find them very beneficial.

Time Management

Your brain is like a muscle; ask it to work hard for a long time and it hurts! The monthly workshops are normally around 4-5 hours long so we try to work for about 20-25 minutes, have a short break, work for 20-25 minutes, have a cup of coffee etc. This should be transferred to your learning at home because effective study can and does take place in short bursts.

Locating Resources

The trick behind locating and using the right resources is to make sure you know exactly where you can get them from and to use a variety. You will receive a self-study guide for each Unit that will give you the framework for your learning and assessments. You then need to supplement these guides with books, journals, extracts that you can loan from the Institute and items you can find on the Internet. Using these locations together will give you enough resources to complete your programme successfully.

Reading Effectively

The biggest mistake a lot of people make is to get hold of a book and read it from cover to cover. You actually need to be quite selective about what you read, using the appropriate technique(s) for the task and establishing your reasons for reading a particular text. There are several techniques for effective reading you can use such as:

- **Scanning** – This is a rapid search for some important point such as a key work, date, page number or title (i.e. locating a particular topic in a contents list)
- **Skimming** – This is similar to scanning in that it involves quick reading, but this is used to gain an overall impression of a text (this could involve reading chapter introductions or summaries)
- **Reading for Study** – This is normally preceded by skim reading and tends to be slower and repetitive and is in-depth reading for understanding
- **Light Reading** - This is the way people read most of the time when they are reading novels and have no need to digest the material or critically assess it. This type of reading is usually fast and superficial

- **Word By Word Reading** – This is used for foreign languages, technical terms or scientific and mathematical formulae that are unfamiliar (i.e. methoxyhaemoglobinaemia!!!)
- **SQ3R Reading Method** – Survey – a quick skim read to give an overview, Question – establish the purpose of your reading, Read – a slower thorough reading aimed at understanding the content, Recall – write down or vocalize the main ideas of the text, Revise/Review – check the accuracy of your recall with the text

Taking Notes

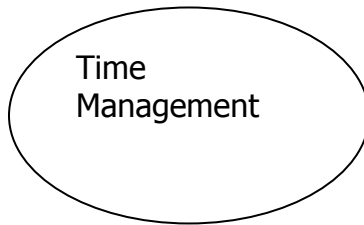
Taking notes properly at the monthly workshops, when you are reading or when you are researching the Internet is vitally important. Notes help you to stay involved, to concentrate and to understand and you will also need them when completing your assessments. Try to bear these points in mind:

- **Why Make Notes?** - To remember and make sense of material, to use in writing assignments, to provide “hooks” on which to hang ideas for later development and to plan future activity
- **When To Make Notes** – You will need to make notes **before** the workshops (it is a good idea to be familiar with the Unit before the workshop and make some general notes), during the workshops, while reading or researching the Internet
- **How To Make Notes** – There are several different approaches to making notes so pick the one that you can relate to the best:
 - Long hand notes
 - Key words
 - Rough notes
 - Short, patterned notes (such as mind-mapping)

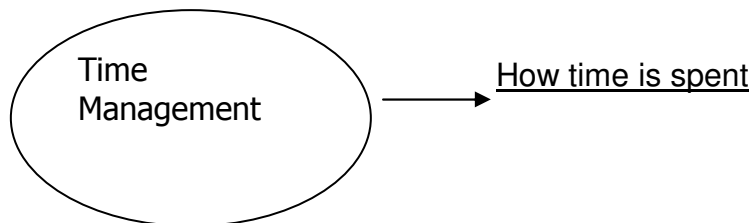
Mind mapping is also a very good way of taking notes and using them later to help you complete your assignments. Below is how to use this method.

Mind-Mapping

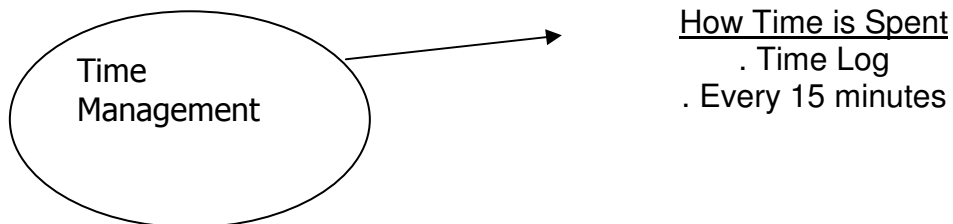
Mind mapping is a method of recording information that can be studied at a later date. It involves thinking in terms of key words or symbols and helps you record a whole session on one piece of A4 paper. Simply put the title of the session in the middle of the page and put a circle around it as shown on the next page:



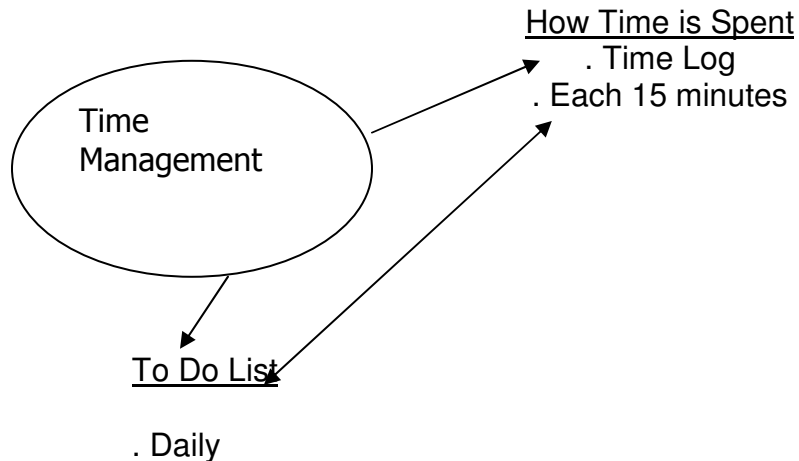
Once you have done that you can draw lines from the circle outward and title them as key points from your session as follows:



Then, underneath the topic name, add the key points as follows:



Gradually you will build up a mind map that will contain all of the key elements of the session and the key points within each element. The “detail” of each element may not apply to your situation and is, therefore, not really important until you need it so it. There may also be occasions when 2 key elements are linked to each other and this is shown as follows:



As you build up your mind map of key points they will stick in your mind much better than if you made copious notes and shoved them in a plastic bag to sort out later!

Understanding Assignments

A major obstacle for adults is assignments! During your programme you will be asked to produce a set of management reports and it is important that you understand what an assignment is and how to approach it. Here are some pointers:

- The best way to learn management is to ensure that the theory is practised in the workplace
- Your assignment should reflect both theory and application to the workplace
- Structuring a piece of work properly is half the battle
- Your assignment brief is in plain English and is linked with the learning outcomes of the particular Unit – so pass the task and you achieve the learning outcomes
- You may submit draft assignments and receive feedback
- You should word-process assignments where possible but legible handwriting is permitted
- Use A4 paper for your work and put your student number on the front page and at the top of every sheet on the right-hand side
- Allow reasonably wide margins to allow for your tutor to comment on your work
- Please do not **spiral bind your work or put it in folders of any kind.** Work is often photocopied to send to external examiners for moderation. It is extremely difficult to copy work which has been spiral bound. It is likely that if you submit spiral bound work, the binder will be removed
- You must keep a copy of your work for your own records (the Institute require that you keep copies for at least 6 months for quality purposes)
- Your assessment brief and marking sheet must be attached to each piece of work

- Every effort should be made to submit it on time or explain, in writing, why it is late and what you intend to do about it
- Your work is graded “achieved” or “not achieved” and if you receive a “not achieved” for one section of your work, you will be required to resubmit that particular piece again. You may have as many re-submissions as you need to achieve. So, if you achieve the first time around, good for you. If it takes you 3 attempts to achieve because you are off sick, busy at work or just not as quick as others, that’s life!!!
- You have guidelines that dictate the number of words you should produce so use those words carefully and plan in advance how much is going to be used for each section of your work. If you asked to produce conclusions and recommendations, you should save at least 300 words for these
- Don’t expect your first couple of assignments to be brilliant, especially if you have not completed any before or recently. Also, be aware that there is no such thing as the perfect assignment!!
- As a general guide, an assignment should contain the following:
 - **Title Page** – Containing, your qualification title, the name of the awarding body, the Unit title, a picture (if you wish), your name, your candidate registration number and your tutor’s name
 - **A contents list** - that guides the reader and contains headings and page numbers
 - **Aims and Objectives**- of the work (these will be agreed with your tutor)
 - **A one-page history** - of your organisation, what products and services it provides, a brief explanation of what your department does and your role within it
 - **Main body** – that includes a mixture of theory and reality along with your analysis
 - **Conclusions** – which should contain **What** you are concluding, **why** you are concluding and the **impact** of your conclusions
 - **Recommendations** – should normally be suggestions for improvements (although things might have to stay the same) and should be SMART

- **Bibliography** – a list of resources that you have used in compiling your work
- **Appendices** – that support any major points you mention
- **Your assessment brief and marking sheet** - attached loosely to the front of your work
- **Referencing** – is important to demonstrate the breadth of your research and details of how to reference research can be found below

Learning from Feedback

Feedback is intended to help your learning process. The grade of “achieved” or “not achieved” will only tell you what you have done, not how you have done so you will receive comprehensive feedback on how you approached each task. You will normally receive feedback on your work 2-3 weeks after you have handed it in and it will normally be by e-mail.

To encourage you to reflect, you will also be required to comment on your work and your line manager or mentor (if appropriate). You should also use your feedback to build upon the way produce your work.

Monthly Workshops and Self-Study Guides

Each month there will be a workshop where you will meet with other candidates and learn the key issues of the Unit. Your job is to then take away the self-study guide and work your way through it to develop the details.

During the workshops, every attempt will be made to work with your individual learning style to ensure you get the best and appropriate learning from it. You will be encouraged, however, to try other learning styles in what will be a safe and confidential learning atmosphere. An example of this could be a discussion that you feel uncomfortable contributing to. If your preferred learning style guides you towards listening and learning from others instead, then that is what will happen – you will not be forced into making a contribution at that point.

If you miss the workshop you will be sent a copy of the self-study guide and supporting papers by e-mail.

PART D – DIPLOMA IN FIRST LINE MANAGEMENT

Accreditation of Prior Learning

This programme builds on content and learning included in other programmes offered by the Chartered Management Institute. Primarily it leads on from the old Certificate in Team Leading. If you hold the old Certificate in Team Leading and your current or anticipated job role will require you to act in a more senior supervisory management capacity, then you should be able to progress to a Diploma in First Line Management.

Although it is quite rare, it may be possible that other qualifications you hold may be used to claim exemption from some or all of the learning outcomes in the Diploma in First Line Management. This is known as accreditation of prior learning (APL). If you wish to claim accreditation of prior learning against the old Diploma programme or any other management programme, please raise this issue at your induction session and bring with you any certificates that you have been awarded. It would also be useful if you had a copy of the syllabus of the qualifications you have received so that they can be compared with the Level 5 in Management and Leadership programme. Any learning that you have done in the past may be used provided:

- It occurred during the last 2-3 years
- It is of a comparable level
- It is similar in breadth and scope
- The learning outcomes are the same

The Centre and the Institute do not hold an exhaustive list of those other qualifications that may give exemption from parts of the Level 5 in Management and Leadership, but if you feel they may be suitable, please ask.

Also before you commence your programme, it is important that you fully understand the aims and objectives that are detailed below.

Overall Aim of the Diploma in First Line Management

This is one of a series of progressive management qualifications designed by the Chartered Management Institute. This qualification is aimed at first line managers and supervisors and represents a step change from the Certificate in Team Leading in that it requires the manager to develop the core management skills of:

- Personal development
- Resource planning
- Meeting stakeholder needs
- Managing and communicating information
- Developing individuals and teams
- Recruitment and selection
- Maintaining quality standards
- Improving team performance
- Management communication
- Being a leader

You will be required to complete 7 units.

The Diploma in First Line Management Units

The following constitute the “core units” which must be completed:

Unit	Credit
Unit 3001 – Personal development as a first line manager	6
Unit 3002 – Resource planning	6
Unit 3003 – Meeting stakeholder needs	6
Unit 3004 – Managing and communicating information	6
Unit 3005 – Developing individuals and teams	6

There are also 2 other units that must be completed:

Unit 3007 – Maintaining quality standards	6
Unit 3008 – Improving team performance	7

You will receive a qualification based on the number of credits that you achieve and these are as follows:

- **Award** - An “award” will be given to any candidate who completes a combination of units to a minimum of 6 credits. This could be 1 unit
- **Certificate** – A “certificate” will be given to any candidate who completes a combination of units to a minimum of 13 credits. This will be at least 2 units
- **Diploma** – A “diploma” will be given to any candidate who completes Units 3001, 3002, 3003, 3004, 3005, plus units 3007 and 3008 to add up to a total of 42 credits

Study Time

You will receive the Chartered Management Institute Diploma in First Line Management syllabus and a separate self-study guide for each unit. You should be prepared to spend up to 15 hours on your self-study guide and 6 hours at the appropriate workshop. In addition, you will wish to read appropriate chapters from textbooks and research as necessary on the Internet.

Your registration also allows you to access the Management Information Centre (MIC), which is the largest source of management information in Europe. You will be given details on this during your induction session.

Learning Outcomes

Learning outcomes may not be a term familiar to you. In essence, the learning outcomes are what you should have achieved when you have completed each Unit and your assessment will be written with these learning outcomes in mind.

If you wish to enter other programmes at a later date, it is important that you can produce the learning outcomes of each Unit so that they can be compared to the programme you are trying to gain access to. If they are the same, and the Awarding Body concerned accepts them, then there is no reason why you cannot claim towards another qualification (see Accreditation of Prior Learning on page 25).

PART E – YOUR PROGRAMME

The dates of your programme are shown below:

Date	Timings	Topic	Notes
16 Jun 09	1-5pm	Programme Induction	Aylesford Gary Dennis
14 Jul 09	1-5pm	Personal Development as a First Line Manager (3001)	Aylesford Gary Dennis
15 Jul 09 to 10 Aug 09	Various	Self-Directed Study	Assignment Hand In: 12 Jan 09
11 Aug 09	1-5pm	Meeting Stakeholder Needs (3003)	Aylesford Val Brodin
12 Aug 09 to 7 Sep 09	Various	Self-Directed Study	Assignment Hand In: 9 Feb 09
8 Sep 09	1-5pm	Improving Team Performance (3008)	Aylesford Gary Dennis
9 Sep 09 to 5 Oct 09		Self-Directory Study	Assignment Hand In: 9 Mar 09
6 Oct 09	1-5pm	Maintaining Quality Standards (3007)	Aylesford Gary Dennis
7 Oct 09 to 2 Nov 09	Various	Self-Directed Study	Assignment Hand In: 20 Apr 09
3 Nov 09	1-5pm	Resource Planning (3002)	Aylesford Gary Dennis
4 Nov 09 to 30 Nov 09	Various	Self-Directed Study	Assignment hand in: 18 May 09
1 Dec 09	1-5pm	Developing Individuals and Teams (3005)	Aylesford Gary Dennis
2 Dec 09 to 24 Jan 10	Various	Self-Directed Study	Assignment Hand In: 15 Jun 09
24 Jan 10	1-5pm	Managing and Communicating Information (3004)	Aylesford Gary Dennis
25 Jan 10 to 24 Feb 10			Assignment Hand In: TBA

Notes:

1. There are 7 Unit assessments due in approximately every 4 weeks

PART F – YOUR WORK

Introduction

The Chartered Management Institute (CMI) awards are professional qualifications that demand high standards of knowledge, understanding, reasoning and judgment coupled with clarity of expression

The Unit syllabuses are derived from the knowledge and understanding specifications devised by the appropriate standard setting body, within the framework of National Occupational Standards. The outcomes of successful participation in programmes using these syllabuses, will also provide evidence related to the underpinning knowledge and understanding of the relevant S/NVQs.

Work Strategy

Your work is linked directly to the main objectives of the programme and is reflected in the tasks you are asked to do and their associated criteria. Each Unit has a set of learning outcomes and it is these around that your work will be constructed.

Although work methods may vary, rigour, consistency and quality are paramount for this qualification.

You are entitled to as many attempts as it takes for each Unit so if your first attempt does not meet the appropriate standard, you will be given guidance and may resubmit. If you do have to resubmit any work, however, you only need to resubmit the bit you did not achieve.

Work Process

During the Unit workshops you will work through your assessment and we will help you to decide the best way for you to complete it. For the next 2 weeks you should work your way through your self-study guide and produce a draft which should be emailed to the relevant tutor. You then have 2 weeks in which to receive feedback on your draft and complete your final piece of work.

When you have completed your work, you will be required to assess it yourself! You will be taught how to make comments, so don't worry. You should then pass on the work to your mentor/line manager (if appropriate) who will also make comments. Your Unit tutor and the nominated internal moderator will also look at your work. Having been through that process, your work will then be made available for external viewing by the Institute.

Grading System

As your work brief is linked very carefully to the learning outcomes of each Unit, it is against these outcomes that your work will be considered. In order for you to achieve a pass in the whole Unit, you must reach the required standard in every one of the tasks given. For each of the tasks you will be graded “achieved” or “not achieved”. If you receive a “not achieved” grade for any of the individual tasks, then you must complete that task only again. You will be allowed as many times as it takes for you to “achieve”.

Work Offences and Plagiarism

Work offences, including plagiarism are an offence under normal academic regulations and where suspected will be investigated under official procedures by the Centre Director.

Both the Institute and Centre take allegations of work offences very seriously, so please ensure that the work you complete is your own and you reference other people’s work appropriately.

You may be aware of individuals copying from work found on the Internet and submitting it as their own; don’t do it, you risk expulsion from the programme.

As a guide, you should not:

- Use source material (e.g. books, periodicals) without acknowledging the fact in a bibliography or referencing the text
- Present other people’s work as if it were your own (this includes reproducing lecture notes)
- Collaborate to produce work unless specifically authorised to do so (e.g. group assessment). You may work with other people but the final submission must be clearly yours

Assignment Collection and Redistribution

Your work should be handed in as per your programme at the respective workshop.

Please make sure that you attach your work brief/criteria and marking sheet loosely to your piece of work. Your work will be marked within 10-15 working days and you will receive appropriate written feedback.

Please make sure you keep a copy of all of your work.

Extenuating Circumstances or Late Work

It is possible that during your programme you feel that circumstances have affected your ability to submit work on the dates you have agreed.

As busy people it is appreciated that you may be called into work at the last minute or have had domestic issues that you have to sort out. Please treat any circumstance as a fact of life and simply re-organise your work submission with the Centre Director. Remember though how important planning and time management is for a manager.

Appeals/Complaints Process

It is very important that you understand that you cannot appeal against any work decision properly exercised, however, we take complaints very seriously and there is a procedure if you feel that you have unfairly treated in any way. You must work through the Centre procedure shown on the next page before appealing directly to the Chartered Management Institute:

Process	Timing
Candidate feels discriminated against, or is dissatisfied with tuition or dissatisfied over any assessment decision	Immediately following: <ul style="list-style-type: none">• Any incident of discrimination• Any period of tuition• Any assessment feedback (whether from mentor/line manager, assessor or internal verifier)
Written complaint to your Assessor giving details of appeal	Within 5 working days after any of the above stages
Written feedback on appeal from the Assessor to the Candidate	Within 3 working days of complaint being received
Written acceptance of the Assessors comments on the appeal or request Centre Manager to intervene	Within 5 working days after reply from the Assessor. The Centre Manager will reply with 48 hours of the request

If you are dissatisfied with the response from us, you are entitled to appeal to the Chartered Management Institute on any of the 3 grounds mentioned above. The Institute will not, however, except any appeal if you have not first exhausted the process with us as a Centre.

We do not expect you to have to appeal to the Institute, but if you feel you need to take that option, you must follow the procedure detailed below:

Process	Timings
<p>Your appeal must be submitted in writing and addressed to:</p> <p>Accreditation Quality Manager, Chartered Management Institute, Management House, Cottingham Road, Corby, Northants, NN17 1TT</p>	<p>If you are still dissatisfied after you have received a reply from the Centre Manager regarding your appeal</p>
<p>You will receive a written reply from the Accreditation Quality Manager acknowledging your appeal</p>	<p>Within 2 working days of the CMI receiving your written appeal</p>
<p>The External Verifier will investigate your appeal and send their findings, in writing, to the Accreditation Quality Manager</p>	<p>Within 21 working days of receiving your written appeal</p>
<p>The appeal decision will be given to you in writing</p>	<p>Within 28 working days of receiving your written appeal</p>

Please note that in certain cases, at the Institute's discretion the timescale for the appeal decision may have to be extended and that the Head of Accreditation Operations and Regional Accreditation Coordinator and where appropriate, the Appeals Committee, act as the ultimate arbiters in the case of dispute between candidate and Centre.

PART G – GUIDANCE AND SUPPORT

Centre Director and Owner of KD Training Solutions

The Centre Director and owner of KD Training Solutions is Gary Dennis and can be contacted as follows:

- Telephone - 01793 853222
- Fax - 01793 853889
- E-Mail - garydennis@kdtraining.co.uk

Alternatively, you can write to:

KD Training Solutions
18 New Road
Wootton Bassett
Wiltshire
SN4 7DG

Gary is responsible for all programmes delivered through KD Training Solutions, including maintenance of the existing programme and its future development and the guidance of you as a candidate. Also issues such as the smooth running of the whole programme, resources, teaching and learning issues, assessment and examining processes, admissions, monitoring, evaluation and delivery of candidate support.

At various times during your programme you will be asked to complete a candidate feedback form. These forms are invaluable for the continuous improvement of the programme and we want you to be honest and any key issue that is raised will be dealt with accordingly.

Programme Team

The following is some information about the team that will be supporting you during your programme:

- Gary Dennis – Centre Director
 - **Gary Dennis** is the owner of KD Training Solutions and the Chartered Management Institute Centre Director. His background is 25 years in the Royal Air Force, including 6 years as a management trainer, followed by 5 years at a large Further Education college where he was the Professional Studies Manager. Gary has a Masters Degree in Management Studies, a Post Graduate Certificate in Adult Education and is a Member of the Chartered Management Institute

- **Val Brodin** has a Masters Degree in Marketing and has been teaching this topic for many years on both college and university programmes. Val also acts as the programme Internal Moderator, ensuring that your work have been fairly marked and the that whole process is fair, rigourous and honest

Open Door Policy

KD Training Solutions is here to support you throughout your programme and at any other time when we can be of assistance. If you feel that you wish to discuss an issue outside of the planned workshops, please be aware that we have a general open door policy and you should contact the Centre Director for advice.

And Finally

KD Training Solutions and the Chartered Management Institute wish you every success in your programme and the achievement of the Diploma in Management. Remember, you only get out what you put in!

Good Luck!