

20/20 MDS[®]
Management Development System



Level A – Graduate Certificate in Team Leadership Qualification



Candidate Guide



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Section One – Introduction

Background to Worldwide Center for Organizational Development

Worldwide Center for Organizational Development (WCOD) is an international provider of management and leadership programmes and is accredited by the Institute of Leadership and Management or ILM to offer the full range of their core qualifications for Team Leaders, Line Managers, Middle and Senior Managers.

Our programmes offer two unique features:

- An objective initial assessment process that gives you credit for the competencies and skills that you have already and helps you to focus your development on the priority areas.
- Flexible, interactive open-learning materials to make sure we do not take you out of the workplace for more than is needed.

In addition, you will receive full support throughout your programme from a personal tutor and a team of specialists and support personnel.

Background to ILM and the Team Leading Qualifications

ILM:

- offers members and accredited centres the opportunity to invest in management competencies and skills
- represents members and their interests on national bodies
- supports its members through the provision of services and benefits in the workplace and at home
- membership recognises individual professionalism .

ILM was formed in 2002 with the merger of the Institute of Supervisory Management (ISM) and the National Examination Board for Supervision and Management (NEBS).

ILM supports international objectives to ensure that leaders and managers of the future can be developed, with a particular focus on first line and middle levels. The Institute offers membership services together with leadership and management qualifications. As part of the City & Guilds Group, ILM represents a strategic initiative to support excellence in leadership and management in all sectors and to develop new and appropriate services for organisations and individuals.

ILM Team Leading qualifications are for those people who are current or potential team leaders or supervisors who may already be in position but have had little or no formal management training. They may work in factories and offices, in hospitals, in call centres, on building sites, in leisure centres, in the armed services and in the voluntary sector. Wherever people and resources are employed, team leaders with an ILM Team Leading Qualification ensure that they are employed effectively.

The qualification is designed to improve your performance in the organisation through the strong focus on your specific job role. This highly practical programme can generate significant payback for your current/future employer in terms of cost savings and quality improvements in your workplace.

What is in the Certificate in Team Leading?

The Certificate in Team Leading comprehensively covers the full range of responsibilities of the team leader and is tailored to fit HSBC's specific needs. The modular design reinforces the commitment to short sharp flexible learning to ensure an exact fit with individual candidate needs and workplace requirements.

The whole programme will take a minimum of 96 hours development time, plus time for assessment, to provide you with the knowledge and skills you need to perform effectively in the high-pressure world of the twenty-first century.

Can I do Distance Learning?

To reduce your time away from the workplace, you can take advantage of combining taught workshops with our flexible learning resources. The use of alternative delivery methods (such as open or online learning) allows you to fit study time around your work and personal life.

For this course (leading to an ILM Team Leading qualification), the WCOD open learning materials entitled 20/20 MDS™ enables you to develop skills both for individual personal development and to help you perform more effectively in your workplace. Published by WCOD, this is a set of workbooks and other support materials on key management topics and develops all the underpinning knowledge and skills that team leaders need.

How Long Will it Take?

The Certificate in Team Leading typically takes around 15 months. Timescales are flexible according to your personal and professional needs, and the use of open learning materials can be effective in enabling you to fit study around your personal and work priorities.

Where do the Qualifications Lead?

The main purpose of this award is to improve your performance which for some participants is an end in itself. However, this award can be a stepping-stone to future personal development and qualifications.

Outline of ILM Qualifications

This “fit” into the wider framework of formally recognised qualifications can be seen from the following diagram:



Membership of ILM

ILM has been at the forefront of meeting the needs of team leaders and managers, supporting them in their careers for over 50 years through the founder organisations, ISM and NEBS Management. ILM membership keeps members at the cutting edge of their management knowledge and provides information and development opportunities.

No matter what their current job title anyone who is, or aspires to be, a team leader or supervisor in any sector of the economy is eligible to join the ILM. All application forms are assessed for entry level and applicants are advised as to the appropriate grade of membership.

Some courses and their equivalents when combined with experience provide entry at certain levels. On being awarded the Certificate in Team Leading you will be eligible for Associate Membership (AMInstLM).

Information on Equal Opportunities

In managing the overall Leadership and Management Program for and on behalf of HSBC, the Worldwide Center for Organizational Development is committed to eliminating discrimination and promoting good relations and equal opportunities. The Company, in the provision of goods and services and employment of staff will seek to involve and assist people from all groups in the communities within which we work.

Our Equal Opportunities Policy is attached as Appendix 2.

Assessment Appeals Procedure

In all cases we would encourage you to discuss ANY concerns with your tutor or with the Support Team at the WCOD office ((1) 310 606 5688). We also have a formal Appeals Procedure in case you have any grievance against assessment decisions relating to your work.

Resources

Candidates will have access to the following resources from WCOD and/or locally within your organisation where practicable.

- Initial assessment on “MEP” and “LEP” – an objective measurement of your knowledge, understanding and skills – to help you prioritise your development time
- A 20/20 MDS™ competency description pack giving guidance on target behaviours to be developed and honed across all twenty competencies that underpin the learning system
- This candidate handbook and a range of guidance notes and criteria, issued throughout the programme
- Full set of the 20/20 MDS™ Open Learning Modules for you to keep (following assessment) which will be distributed to each candidate in stages throughout the programme.
- Recommended reading will be offered in the 20/20 MDS™ modules and by the tutors if/when required

Programme Support Team

Your project team for this programme is as follows:

Internal Support: (HSBC)	Cassandra Ei (Malaysia) cassandra@hsbc.com.my Priti Shetty (India) prishetty@hsbc.co.in
Project Manager:	Jon Warner, CEO, WCOD www.OD-center.org Tel: +1 310 606 5688 Fax: +1 310 606 5645 Overall responsibility for the project and programme
Project Administrator:	Tom Lewis Tel: +1 310 606 5688 Contact point for general and administrative enquiries
Centre Co-ordinator:	Rowena Beresford Tel: +61 7 5553 6099 rowena@od-centre.org Responsible for ILM links
Facilitators/Assessors:	Stewart Mitchell Anne Sandberg Aub Warren David Tooth John Campbell Tel: +1 310 606 5688 Deliverers and assessors who work directly with the delegates
Internal Verifier:	Jon Warner joncwarner@aol.com Quality assures assessment and delivery practices within WCOD
External Verifier:	Amanda Kelleher amanda@i-l-m.com Quality assures WCOD's practices against the ILM criteria
ILM:	www.i-l-m.com 020 7294 2470 The Awarding Body offering the qualification through WCOD

Detailed descriptions of the specific roles of the team are available by writing to Centre Coordinator, WCOD LLC, 8939 S. Sepulveda Blvd. Suite 110-705, Los Angeles, California 90245.

Section 2 – Programme Details

The 20/20 Management Development System™ Summary Overview

The 20/20 Management Development System (20/20 MDS™) is a totally integrated management and leadership development program that can be utilised by any organisation however large or small (or from any industry or area in both the public and private sector).

The key features of the 20/20 MDS™ are as follows:

- **Totally integrated** in terms of its design and internal consistency
- **Competency based** so as to allow individuals to develop in specific areas where they have the greatest need
- **Modular** in its design
- **Diagnostically grounded** in terms of rigorously measuring individual foundational skills and preferences
- Written to be **achievement/outcome based** (not time served) so that **individuals can learn at their own pace** – fast or slow
- **Based on key core modules and non-core electives** of the participants' choosing to suit job/role types
- **Open to tailoring/customisation** to help maximise relevance to each workplace
- **Designed to be undertaken mainly in participants' own time** with valuable client based project work built in as part of the assessment process
- **Multi-level** in terms of its content depth (Team Leader, Middle Manager and Senior Manager levels)
- **Designed around continual assessment** (both internal and external)
- **Externally accredited/certified** by highly reputable institutional body
- **Totally portable** in terms of recognition at an international level

How Does it Work?

Individuals nominate themselves or can be nominated by their managers to undertake one or more (successively) of three structured development programs under the 20/20 MDS™:

- A. Certificate in Team Leading
- B. Certificate in Management
- C. Diploma in Management and Leadership

Most individuals would start at level A and progress to level B and C when they have completed previous programs. However, recognition of prior learning is given to individuals to allow them direct entry to level B and C courses automatically where appropriate.

Program participants are given 10 core modules to complete at level A (8 core and 2 non-core or electives that can be chosen) and 12 core modules to complete at levels B and C (10 core and 2 non-core). Individuals attend a one day or half day classroom based program for each course module (4 or 8 hours) and then use module workbooks and a linked web site module to complete work based assignments. This includes on-going development in 20 key management and leadership competencies (that are self assessed and assessed through 180 degree and/or 360 degree feedback from colleagues).

Once individuals have completed each full course/program curricula (elapsed time for which is anywhere between 9 (fast) and 24 months (normal) a final external assessment is made (through the Institute of Leadership and Management or ILM) and where appropriate a certificate is awarded (as a formally recognised, totally portable management qualification).

Underpinning Competencies

This Level A Certificate in Team Leading is underpinned by 20 competencies (1-12 of these are management competencies and 13-20 are leadership competencies). Each module in the Certificate program helps individuals to increase skills in several of these competencies.

The 20 Management and Leadership competencies are as follows:

1.	Making Decisions and Weighing Risk	Level C	<i>Management Competencies</i>
2.	Appraising People and Performance	Level C	
3.	Training, Coaching and Delegating	Level B & C	
4.	Thinking Clearly and Analytically	Level B & C	
5.	Counselling and Disciplining	Level B & C	
6.	Setting Goals and Standards	Level B & C	
7.	Getting Unbiased Information	Level A, B & C	
8.	Listening and Organising	Level A, B & C	
9.	Identifying and Solving Problems	Level A & B	
10.	Planning and Scheduling Work	Level A & B	
11.	Giving Clear Information	Level A	
12.	Managing and Prioritising Time	Level A	
13.	Contextual Thinking	Level C	<i>Leadership Competencies</i>
14.	Change Orchestration	Level C	
15.	Reciprocal Communication	Level B & C	
16.	People Enablement	Level B & C	
17.	Creative Assimilation	Level A & B	
18.	Driving Persistence	Level A & B	
19.	Emotional Intelligence	Level A	
20.	Directional Clarity	Level A	

Module Progression

Course Levels	Core (Mandatory)	Elective (Select 2)
Level C (220 guided learning hours, 96 module hours plus 124 project based and other development hours)	<ol style="list-style-type: none"> 1. <i>Managing in Context 2</i> 2. <i>Corporate Strategy</i> 3. <i>Corporate Finance</i> 4. <i>Budgeting and Investment Appraisal</i> 5. <i>Improving Financial Performance 2</i> 6. <i>Effective Leadership 3</i> 7. <i>Effective Communication 3</i> 8. <i>Managing Change 2</i> 9. <i>Developing Individual Potential</i> 10. <i>Managing Performance and Projects</i> 	<ol style="list-style-type: none"> 1. <i>Managing Risk</i> 2. <i>Creating a Productive Work Environment</i> 3. <i>Continuous Improvement</i> 4. <i>Developing Teams 3</i> 5. <i>Creativity and Innovation 2</i>
Level B (160 guided learning hours, 80 module hours plus 80 project based and other development hours)	<ol style="list-style-type: none"> 1. <i>Managing in Context 1</i> 2. <i>Effective Leadership 2</i> 3. <i>Handling Poor Performance 2</i> 4. <i>Customer Focus</i> 5. <i>Improving Financial Performance 1</i> 6. <i>Personal Development 2</i> 7. <i>Effective Communication 2</i> 8. <i>Managing Change 1</i> 9. <i>Creativity and Innovation 1</i> 10. <i>Coaching and Getting the Best Out of Others 2</i> 	<ol style="list-style-type: none"> 1. <i>Managing Information and Systems</i> 2. <i>Operations Management</i> 3. <i>Selection and Placement</i> 4. <i>Developing Teams 2</i> 5. <i>Presenting to Groups</i>
Level A (72 guided learning hours, 60 module hours plus 12 project based and other development hours)	<ol style="list-style-type: none"> 1. <i>Effective Leadership 1</i> 2. <i>Developing Teams 1</i> 3. <i>Problem Solving and Decision-Making</i> 4. <i>Handling Poor Performance 1</i> 5. <i>Understanding and Managing Yourself</i> 6. <i>Personal Development 1</i> 7. <i>Effective Communication 1</i> 8. <i>Coaching and Getting the Best Out of Others 1</i> 	<ol style="list-style-type: none"> 1. <i>Emotional Intelligence</i> 2. <i>Win/Win Negotiation</i> 3. <i>Effective Meetings</i> 4. <i>Recognising and Valuing Differences</i> 5. <i>Working With Others</i>

3-tiered courses: Leadership, Communication, Teams (3)

2-tiered courses: Managing in Context, Personal Development, Change, Creativity, Improving Financial Performance, Coaching and Getting the Best Out of Others, Handling Poor Performance (7)

Managing **Self**, **Information**, **People**, Activities, **Resources**

Note: Italicised courses are 4 hours, all others are 8 hours

The 20/20 MDS™ Assessment System

At its heart, the 20/20 MDS™ system's strength is its competency based assessment system. Each module in the 20/20 MDS™ system lasts for 4-6 weeks and typically starts with a self-assessment competency based questionnaire and a review of targeted behaviours expected. This is followed by a 4 or 8 hour workshop in which a group of learners engage with and discuss the topic in question before then undertaking their own self-paced learning journey (by using the paper based workbooks or on-line system to deepen their knowledge). In this 4-6 week period of self-paced learning, each person completes the minor assignments that are set (as well as the final major assignment project at the end of the module – which is randomly externally assessed by WCOD and ILM).

This strongly assessment driven learning process is built around three principles:

1. All participating individuals should engage in self pre-assessment before each level and ahead of every module at all levels of the program to determine base or starting skills and increase awareness about the topic/subject in question.
2. Continual self assessment should take place within each module by way of participation in exercises, case studies, and knowledge based questionnaires.
3. Post assessment should take place from both the individual's own self appraisal and an appraisal by the learner's supervisor or peer group (as well as third party assessors)

The above assessment process is achieved in the 20/20 MDS™ via 4 level assessment processes:

1. The use of an integrated suite of assessment instruments to allow individuals to self-assess personal style and competency to determine base level skills (see page overleaf).
2. In-module activities (usually 5-6 per module) allow individuals to test personal awareness and to apply theory to workplace issues.
3. A substantial end of module project/assignment which asks individuals to select a subject upon which to apply the learning to a particular work situation. This is randomly externally assessed on a formal basis by the Worldwide Center of Organizational Development.
4. At the end of course level a competency based assessment and functional test are applied.

A more detailed chart showing the assessment process at course module and course level is shown overleaf (after the list of instruments to be utilised).

List of Assessment Instruments for HSBC 20/20 MDS™ Programme

Overall Program

Level A	Level B	Level C
Psychological Type Indicator Management Effectiveness Profile	Leadership Effectiveness Profile Management Style Questionnaire	Situational Communication® Assessment

Module-Linked Assessments

Level	Module	Instrument
1. B & C	Managing Change	Change Management Effectiveness Profile
2. B	Customer Focus	Customer Commitment Profile
3. A	Managing Oneself	Time Management Effectiveness Profile Personal Stress & Well-Being Assessment
4. A & B	Personal Development	Learning Styles Profile Goal Setting Effectiveness
5. A	Emotional Intelligence	Emotional Intelligence Profile
6. A, B & C	Effective Communication	Listening Effectiveness Profile Communication Effectiveness Profile
7. A	Effective Meetings	Meeting Effectiveness Inventory
8. B	Presenting to Groups	Presentation Style Assessment
9. A & B	Coaching & Getting the Best Out of Others	Coaching Effectiveness Profile
10. A	Handling Poor Performance	Influencing Style Clock
11. A	Working With Others	Assertiveness Profile Conflict Style Profile
12. B	Selection & Placement	Interviewing Style Assessment
13. B	Developing Individual Potential	Developing Others Profile
14. A, B & C	Developing Teams	Teambuilding Effectiveness Profile
15. B & C	Creativity & Innovation	Creativity & Innovation Effectiveness Profile
16. A	Recognising & Valuing Differences	Diversity & Cultural Awareness Profile
17. A	Win/Win Negotiation	Negotiating Skills Profile
18. A	Problem-Solving & Decision-Making	Problem Solving Effectiveness Profile
19. C	Continuous Improvement	Quality Effectiveness Profile
20. A, B & C	Effective Leadership	Generational Style Assessment Values Indicator
21. C	Creating a Productive Work Environment	Service Skills Profile

Note: LEP is linked to Effective Leadership Module at all 3 levels
 MEP + MSQ are linked to Managing in Context
 PTI is linked to Managing Oneself
 Situational Communication® is linked to Effective Communication (Level 3)

Level and Module Assessment Framework

Course Level (A, B or C) Competency/Behavioural Awareness and Application

Pre-course	In-course Progress	Post-course
Pre-screening written application via form	On-line progress tracking (quality and quantity)	Competency assessment (180 degree)
Self appraisal (competency) participation quality	Cohort communication/	Functional test
Self appraisal behavioural	Coaching tip access rate	Major end of course project
Pre-test (LMAT™)		

Level	Pre-assessment			Post-assessment		
	Pre-screening	Competency	Behavioural	Competency Assessment	Functional Test	Project
LEVEL A	Detailed application form short + test	MEP-Self	PTI	MEP 180	13 modules	2500 words
LEVEL B	Cost benefit proposal short + test	LEP-Self	MSQ	LEP 180	13+15 modules	5000 words
LEVEL C	Cost benefit proposal short + test	MEP 360	Sit Comm	Coaching 360	13+15+15 modules	10000 words
LEVEL D	Cost benefit proposal short + test	LEP 360	Sit lead	Developing Others 360	All 60 modules	30000 words
Weighting				25%	25%	50%

Module Level (8-14 Modules Depending on Level) Subject/Topic Awareness

Pre-course	In-course Progress	Post-course
Topic pre-questionnaire	<i>Face-to-face workshop attendance</i>	Mentor workbook review
Target behaviour reading	<i>Workshop activities participation</i>	Project (A) – 2 page format (500 words or equivalent)
	<i>Workshop booklet completion</i>	Project (B) – 3 page format (750 words or equivalent)
	Self paced workbook reading	Project (C) – free format
	Self paced workbook activities	Project (D) – free format
	Self paced on-line participation	
	Wider topic reading	

Graduate Certificate in Team Leading Programme Format Details

- Duration** Minimum of 96 guided learning hours, excluding assessment, to be completed, normally within 15 months.
- A diagnostic workshop and Induction lasting 8-10 hours resulting in a PDP, plus
 - Minimum 2 hours' tutorial guidance for assessments for the full award, or pro rata for single modules, plus
 - 10 modules of workshops/open learning
- Content** (excl. assessment) Managing Self
 Managing Information
 Managing People
 Managing Activities
 Managing Resources

Key Area 01	Key Area 03
<p>Managing Self Sessions (each session is 4 hours guided learning unless indicated otherwise) A Managing Oneself (Core) 8 hrs B Personal Development (Core) 8 hrs C Emotional Intelligence</p>	<p>Managing Information Sessions (each session is 4 hours guided learning unless indicated otherwise) A Effective Communication 1 (Core) 8 hrs C Working with Others (Core) C Effective Meetings D Coaching and Getting the Best Out of Others</p>
Key Area 02	Key Area 04 and 05
<p>Managing Others Sessions (each session is 4 hours guided learning unless indicated otherwise) A Developing Teams 1 (Core) 8 hrs B Handling Poor Performance (Core) 8 hrs</p>	<p>Managing Activities and Resources Sessions (each session is 4 hours guided learning unless indicated otherwise) A Effective Leadership 1 (Core) 8 hrs B Problem Solving and Decision-making (Core) C Win/Win Negotiating D Recognising and Valuing Differences</p>

Core Programme Structure

Month (guide only)	Date	Assessment	Workshops/Tutorials/Activity	Mini Projects & Reviews	Open Learning & Integrated Assignments	Self-paced Module
1	(tbc)	All	Pre-programme Briefing		Read User Guide	User Guide
	(tbc)				Read Competency Target Behaviour Booklet	
	(tbc)	Complete LMAT™				
2	(tbc)	Complete LEP and MEP				
		Complete PTI				
3	(tbc)	Complete Learning Styles	Personal Development Workshop		Multiple activities	Personal Development Workbook and on-line
4	(tbc)	Complete Time Mgt and Stress Profiles	Understanding and Managing Yourself Workshop		Multiple activities	Understanding and Managing yourself Workbook and on-line
5	(tbc)	Complete Time Mgt and Stress Profiles	Leadership Workshop		Multiple activities	Leadership Workbook and on-line program
6	(tbc)	Complete relevant assessment	Elective Workshop (from Meetings, EI, Negotiating, Diversity & Working with Others)		Multiple activities	Workbook and on-line program
7	(tbc)	Complete Problem Solving Profile	Problem Solving and Decision-making Workshop		Multiple activities	Prob Solving Workbook and on-line program
8	(tbc)	Complete relevant assessment	Elective Workshop		Multiple activities	Workbook and on-line program
9	(tbc)	Complete Coaching Profile	Effective Coaching Workshop		Multiple activities	Coaching Workbook and on-line program
10	(tbc)	Complete relevant assessment	Elective Workshop		Multiple activities	Workbook and on-line program
11	(tbc)	Complete Communication Profile	Effective Communication Workshop		Multiple activities	Communication Workbook and on-line program
12	(tbc)	Complete relevant assessment	Elective Workshop		Multiple activities	Workbook and on-line program
13	(tbc)	Complete Teambuilding Profile	Effective Teambuilding Workshop		Multiple activities	Teambuilding Workbook and on-line program
14	(tbc)	Complete relevant assessment	Elective Workshop		Multiple activities	Workbook and on-line program
15	(tbc)	Complete Influencing Profile	Handling Poor Performance Workshop		Multiple activities	Poor Performance Workbook and on-line program

Appendix 1: Equal Opportunities Policy

Worldwide Center for Organizational Development is committed to eliminating discrimination and promoting good relations and equal opportunities. The Company, in the provision of goods and services and employment of staff will seek to involve and assist people from all groups in the communities within which we work.

We will abide by all relevant Acts and laws relating to the Sex Discrimination, Disability Discrimination, Race Relations, Religious assembly and any other relevant statutes and implement the provision of the CRE Codes of Practice. In order to achieve this aim we have adopted an Equal Opportunities Policy, with the intention that:

1. Any person or group seeking services, employment or contracts with the Company will be treated exactly the same as any other person or group, whatever their race, colour, ethnic or national origin, and whatever their religion, creed, gender, sexual orientation, disability, appearance, age or marital status.
2. We will collect information and monitor records of those seeking work from the Company. We will ensure that the results, where necessary lead to a change in policy and procedures.
3. In hiring associated consultants, contractors and other agencies to work on behalf of the Company, we will be mindful of our commitment of equality of opportunity.
4. All forms of harassment, against or by an associated consultant, employee or contractor will be dealt with promptly, firmly and sensitively.
5. No action will be taken without first consulting the person being harassed. We will support and protect the victim. Where the perpetrator is known and is an associated consultant, employee or contractor, the Company will take appropriate action against the perpetrator. Where the perpetrator is not an associated consultant, employee or contractor and / or is known, we will take every reasonable practical step to ascertain who was involved in harassing the victim and will take appropriate action.
6. In terms of assessment services provided by this organisation and its associated consultants, employees and contractors we recognise that it is generally unlawful to discriminate in matters of employment and training either in favour of or against a particular group. This provision is reflected in the training, development and assessment processes offered by Worldwide Center for Organizational Development and its associates and Licensed Delivery Centres/Contractors.
7. It is our policy that all available development assessment opportunities are taken into active consideration when assessing the training development and assessment needs of clients. Only by examining all possible options, without prejudice or preconception, can we help our clients realise their true potential.
8. It is our policy that special training be given to our staff to overcome discrimination in the way we offer and conduct services. This includes ensuring that all staff are fully aware of their responsibilities towards the promotion of equal opportunity and racial and sexual and also that they are properly equipped to take account of the different special needs of particular groups and thus make provision for those needs.
9. We will make every effort to ensure that any materials or methods we use do not, by their nature unfairly discriminate against any individual or group of people.
10. In assessing training, development and assessment needs, individuals will not be denied access because of race, colour, ethnic or national origin, and whatever their religion, creed, gender, sexual orientation, disability, appearance, age or marital status.

Appendix 2: Mini Project Assessment Summary Template

All action-learning assessments will be submitted in a standard template to be found in the ILM Assessment Guide. However, the majority of assessments are carried out at the end of each module undertaken. The following template is to be utilised by program participants (submitted projects in typed form by electronic means).

Module name:		
Centre number:		Candidate name:
Organisation and location:		
Candidate reg. number:		Region/country:
Criteria	Project notes	Assessment comments
1. What is the problem or situation to which this learning is applied?		
2. What is the new approach or change that is being proposed?		
3. What resources are involved and what is the likely impact on people and systems in HSBC?		
What are the estimated costs of implementing this change/new approach?	What are the estimated benefits (hard and soft) of implementing this change/new approach?	What are the estimated financials benefit over a full 12 month period?
Assessment comments	Assessment comments	Assessment comments