Technical specifications for

ILM Level 3

Certificate in Principles of Leadership and Management (8601)

Version: 160812

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**Note:** This a qualification specific document and should always be read in conjunction with the Supporting Notes for ILM VRQs document available at [*www.i-l-m.com*](http://www.i-l-m.com)or from ILM Customer Services (*customer@i-l-m.com*)and the ILM Customer Handbook

**Qualification Purpose and Aim**

**Who are these qualifications for?**

This qualification is designed for new and aspiring junior managers and forms the technical certificate in the ILM Level 3 Advanced Apprenticeship in Management. Learners will pick up the core skills and understanding needed to deal with management responsibilities and develop as leaders, helping to start their career with confidence.

**Benefits for individuals**

* Get a solid grounding in what it takes to organise, manage and motivate your teams
* Be confident about your ability to perform in your role
* Learn tools and techniques to develop yourself as a leader
* A national qualification to recognise your abilities and experience.

**Benefits for employers**

* Confident and effective managers
* Better communication, increased productivity, more motivated teams
* A highly flexible qualification – close skills gaps, develop a well-rounded first-line management team.

The qualification starts with a single mandatory unit which focuses on getting and using information to make effective decisions and find solutions to problems. Learners then choose optional units from Levels 2, 3 and 4 according to their needs and skills to help their formal career development. **Progression Routes**

These qualifications will provide progression opportunities to a range of qualifications such as:

|  |
| --- |
| **Level 3 Certificate in Principles of Leadership and Management** |
| * ILM Level 3 Certificate in Leadership * ILM Level 3 Certificate in Coaching * ILM Level 3 Certificate in Mentoring * ILM Level 3 Certificate in Coaching and Mentoring * ILM Level 3 Certificate in Enterprise and Entrepreneurship * ILM Level 3 Diploma in Leadership and Management * ILM Level 3 Diploma in Facilities Management * ILM Level 4 Award in Leadership * ILM Level 4 Award in Leadership and Management * ILM Level 4 Certificate in Leadership and Management * ILM Level 4 Diploma in Leadership and Management |

**Qualification Specific Occupational Competency Requirements**

Centres must ensure they have competent and suitably qualified staff involved in teaching, learning and assessment of ILM qualifications.

Generic occupational competency requirements are listed in the *Supporting Notes for ILM VRQs* document which is downloadable from the ILM website [*www.i-l-m.com/centres*](http://www.i-l-m.com/centres)

**Qualification Structures and Details**

**ILM Level 3 Certificate in Principles of Leadership and Management**

|  |  |
| --- | --- |
| Qualification Accreditation No: | 600/5963/1 |
| Planned Operational Start Date: | 01/09/2012 |
| Registration End Date: | 31/08/2015 |
| Certification End Date: | 31/08/2018 |
| Credit Value: | minimum 13 and maximum 24 credits |
| Induction: | At least 2 hours |
| Tutorial Support: | Minimum 4 hours |
| Guided Learning Hours (GLH): | The overall guided learning hours for the programme depends on the specific units selected, combined with the additional induction and tutorial support cited above. |
| Duration: | To be completed in 3 years |
| Rules of Combination: | Learners must gain a minimum of 13 credits to achieve this qualification.  They must achieve 2 credits from group 1 (300) and a minimum of 4 credits from group 2 (301, 302, 308, 341). Learners must achieve a minimum of 1 credit from group 3 (303-307, 309-340) and can achieve a maximum of 6 credits from group 4 (200-230 and 400-408).  **Refer to the overview of units table.** |
| Assessments: | Criterion assessment applies to all units within this qualification (i.e. the learner must adequately evidence each assessment criterion). For further details see the ILM recommended Mark-Sheet for each unit. |

**Overview of Units**

**Group 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
| 8601-300 | Solving Problems and Making Decisions | 3 | 2 | 9 |

**Group 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
| 8601-301 | Understanding Innovation and Change in an Organisation | 3 | 2 | 9 |
| 8601-302 | Planning Change in the Workplace | 3 | 2 | 9 |
| 8601-308 | Understanding Leadership | 3 | 2 | 6 |
| 8601-341 | Leading and Motivating a Team Effectively | 3 | 2 | 7 |

**Group 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
| 8601-303 | Planning and Allocating Work | 3 | 2 | 9 |
| 8601-304 | Writing for Business | 3 | 1 | 4 |
| 8601-305 | Contributing to Innovation and Creativity in the Workplace | 3 | 2 | 9 |
| 8601-306 | Understanding Customer Service Standards and Requirements | 3 | 2 | 7 |
| 8601-307 | Giving Briefings and Making Presentations | 3 | 2 | 4 |
| 8601-309 | Understand How to Establish an Effective Team | 3 | 1 | 5 |
| 8601-310 | Understanding How to Motivate to Improve Performance | 3 | 2 | 9 |
| 8601-311 | Developing Yourself and Others | 3 | 2 | 9 |
| 8601-312 | Understanding Conflict Management in the Workplace | 3 | 1 | 4 |
| 8601-313 | Understanding Stress Management in the Workplace | 3 | 1 | 7 |
| 8601-314 | Understanding Discipline in the Workplace | 3 | 1 | 5 |
| 8601-315 | Understanding Recruitment and Selection of New Staff in the Workplace | 3 | 2 | 7 |
| 8601-316 | Understanding the Induction of New Staff in the Workplace | 3 | 1 | 3 |
| 8601-317 | Understanding Training and Coaching in the Workplace | 3 | 2 | 7 |
| 8601-318 | Understanding Quality Management in the Workplace | 3 | 2 | 6 |
| 8601-319 | Understanding Organising and Delegating in the Workplace | 3 | 1 | 4 |
| 8601-320 | Managing Workplace Projects | 3 | 2 | 7 |
| 8601-321 | Understanding Health and Safety in the Workplace | 3 | 2 | 7 |
| 8601-322 | Understand the Organisation and its Context | 3 | 2 | 7 |
| 8601-323 | Understanding Performance Management | 3 | 2 | 7 |
| 8601-324 | Understanding Costs and Budgets in an Organisation | 3 | 1 | 7 |
| 8601-325 | Understanding How to Manage the Efficient Use of Materials and Equipment | 3 | 2 | 7 |
| 8601-326 | Understanding the Communication Process in the Workplace | 3 | 2 | 7 |
| 8601-327 | Understanding Negotiation and Networking in the Workplace | 3 | 1 | 6 |
| 8601-328 | Understand How to Lead Effective Meetings | 3 | 2 | 4 |
| 8601-329 | Understanding Workplace Information Systems | 3 | 1 | 6 |
| 8601-330 | Understanding Marketing for Managers | 3 | 1 | 4 |
| 8601-331 | Understanding Support Services Operations in an Organisation | 3 | 3 | 7 |
| 8601-332 | Understanding Sustainability and Environmental Issues in a Organisation | 3 | 3 | 10 |
| 8601-333 | Understanding Procurement and Supplier Management in the Workplace | 3 | 2 | 7 |
| 8601-334 | Understanding and Developing Relationships in the Workplace | 3 | 2 | 8 |
| 8601-335 | Understand How to Manage Contracts and Contractors in the Workplace | 3 | 2 | 8 |
| 8601-336 | Understanding Incident Management and Disaster Recovery in the Workplace | 3 | 2 | 7 |
| 8601-337 | Understanding Security Measures in the Workplace | 3 | 2 | 7 |
| 8601-338 | Understanding How to Manage Remote Workers | 3 | 2 | 7 |
| 8601-339 | Understanding Good Practice in Workplace Coaching | 3 | 3 | 9 |
| 8601-340 | Understanding Good Practice in Workplace Mentoring | 3 | 3 | 9 |

**Group 4**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Level** | **CV\*** | **GLH\*\*** |
| 8601-200 | Developing Yourself as a Team Leader | 2 | 1 | 6 |
| 8601-201 | Improving Performance of the Work Team | 2 | 1 | 6 |
| 8601-202 | Planning and Monitoring Work | 2 | 2 | 8 |
| 8601-203 | Developing the Work Team | 2 | 1 | 6 |
| 8601-204 | Induction and Coaching in the Workplace | 2 | 2 | 8 |
| 8601-205 | Meeting Customer Needs | 2 | 2 | 6 |
| 8601-206 | Working Within Organisational and Legal Guidelines | 2 | 1 | 6 |
| 8601-207 | Providing Quality to Customers | 2 | 1 | 6 |
| 8601-208 | Using Information to Solve Problems | 2 | 1 | 5 |
| 8601-209 | Understanding Change in the Workplace | 2 | 2 | 8 |
| 8601-210 | Maintaining a Healthy and Safe Working Environment | 2 | 1 | 8 |
| 8601-211 | Diversity in the Workplace | 2 | 1 | 6 |
| 8601-212 | Using Resources Effectively and Efficiently in the Workplace | 2 | 1 | 7 |
| 8601-213 | Communicating with People Outside the Work Team | 2 | 1 | 6 |
| 8601-214 | Briefing the Work Team | 2 | 1 | 6 |
| 8601-215 | Workplace Communication | 2 | 1 | 5 |
| 8601-216 | Workplace Records and Information Systems | 2 | 1 | 5 |
| 8601-217 | Business Improvement Techniques | 2 | 2 | 10 |
| 8601-218 | Leading Your Work Team | 2 | 2 | 6 |
| 8601-219 | Managing Yourself | 2 | 1 | 4 |
| 8601-220 | Enterprise Awareness | 2 | 3 | 18 |
| 8601-221 | Working with Customers Legally | 2 | 1 | 5 |
| 8601-222 | Setting Team Objectives in the Workplace | 2 | 2 | 6 |
| 8601-223 | Gathering, Interpreting and Utilising Data in the Workplace | 2 | 1 | 3 |
| 8601-224 | Methods of Communicating in the Workplace | 2 | 1 | 3 |
| 8601-225 | Satisfying Customer Requirements | 2 | 1 | 3 |
| 8601-226 | Understanding Effective Team Working | 2 | 1 | 3 |
| 8601-227 | Building an Awareness of Waste Management | 2 | 2 | 9 |
| 8601-228 | Effectively Selling to Customers | 2 | 1 | 7 |
| 8601-229 | Understanding Sales in the Workplace | 2 | 2 | 7 |
| 8601-230 | Developing Yourself as an Effective Team Member | 2 | 3 | 9 |
| 8601-400 | Understanding the Management Role to Improve Management Performance | 4 | 4 | 15 |
| 8601-401 | Planning and Leading a Complex Team Activity | 4 | 4 | 6 |
| 8601-402 | Managing Equality and Diversity in Own Area | 4 | 4 | 12 |
| 8601-403 | Managing Risk in the Workplace | 4 | 3 | 6 |
| 8601-404 | Delegating Authority in the Workplace | 4 | 3 | 3 |
| 8601-405 | Developing People in the Workplace | 4 | 5 | 21 |
| 8601-406 | Developing Your Leadership Styles | 4 | 4 | 10 |
| 8601-407 | Understanding Financial Management | 4 | 3 | 12 |
| 8601-408 | Management Communication | 4 | 4 | 18 |

\*Credit Value

\*\* Guided Learning Hours

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Developing yourself as a team leader** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the role and responsibilities of the team leader. | | | 1.1  1.2  1.3  1.4 | Outline the role of the team leader  List the responsibilities of the team leader within the team  Outline the limits of the team leaders authority and their accountability  Give an example of a situation where they would need to refer to someone with senior authority |
| 1. Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement | | | 2.1  2.2  2.3 | Gather feedback on own performance from different sources  Interpret the feedback and list areas for improvement  Prepare an action plan to address weaknesses and improve performance |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To understand the role and responsibilities of a team leader and be able to improve personal performance | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: A1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.01Developing yourself as a team leader | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The various roles, functions and responsibilities of a team leader – depending on workplace * Limits of authority and accountability, and how these are defined | | | | |
| 2 | * Personal skills and abilities for effective team leading * Using reflective learning skills to improve performance * Areas of strength and possible improvement * Ways of obtaining feedback from others * Receiving and responding positively to feedback | | | | |

**Assignment Task for Unit: Developing yourself as a team leader**

**Development plan**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop yourself as a team leader  Effective Team Leaders understand their roles, functions and responsibilities; and the limits of their authority and accountability. They also know how to seek, accept and respond positively to feedback on personal performance to improve their workplace performance.  In order to complete this task you will need to create a personal development plan. You will need to identify current strengths and weaknesses and areas for improvement. A part of this will be outlining the role of a team leader and the impact they have on their team. Think about how you interact with your team, gathering feedback from your team on this, as well as your performance as a team leader in general. Once you have identified areas for improvement you will need to develop a plan to achieve this with clear criteria for measuring success.  You could include feedback from your line manager in addition to that of your colleagues. You may have other documentation you could use such as a Personal Development Review from your workplace.  Your plan should include:   * Stage 1. What needs to be developed * Stage 2. What actions/development needs to be done to achieve this * Stage 3. How success will be determined * Stage 4. Target date for completion   **NOTE:**  *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| Understand the role and responsibilities of the team leader. | | Outline the role of the team leader (12marks)  List the responsibilities of the team leader within the team (8marks)  Outline the limits of the team leaders authority and their accountability (12marks)  Give an example of a situation where they would need to refer to someone with senior authority (8 marks) |
| Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement | | Gather feedback on own performance from different sources (12 marks)  Interpret the feedback and list areas for improvement (20marks)  Prepare an action plan to address weaknesses and improve performance (28marks) |
|  | |  |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Developing yourself as a team leader**



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the role and responsibilities of the team leader [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Outline the role of the team leader | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * The role of the team leader is not mentioned * Team leadership is discussed in very general terms but not the role itself | | * The role of the team leader (probably including some of: the purpose, functions, main activities, overall responsibilities of the team leader) is correctly outlined although this may be brief and lack detail | | | * The role of the team leader is described as opposed to merely outlined. The description might include details on responsibilities, accountabilities, interactions with team members, peers and managers. * The different roles of different team leaders are described | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * List the responsibilities of the team leader within the team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Team leader responsibilities are not mentioned * The work and/or generic tasks of the team leader are listed but not the responsibilities or duties | | * In terms of what he/she needs to do and is answerable for, the team leader’s responsibilities are listed although their focus specifically within the team may be limited | | | * The responsibilities of the team leader within the team are clearly described, as opposed to being merely listed * Good level of detail in responsibilities, with a strong focus within the team and how these responsibilities are met | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3   * Outline the limits of the team leaders authority and their accountability | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Team leaders’ authority and/or accountability not mentioned * The authority and accountability of the team leader are discussed but no limits are identified * The limits of the team leaders authority is outlined but not the limits of accountability * The limits of the team leaders accountability is outlined but not the limits of authority | | * The limits of both the authority and the accountability of the team leader are outlined in terms of what they can and cannot do and what they are responsible and answerable for | | | * The limits of both the authority and the accountability of team leaders are described as opposed to merely outlined * The limits of authority and accountability are fully described in detail with an explanation of what, when and how matters would need to be referred to a higher authority | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4   * Give an example of a situation where they would need to refer to someone with senior authority | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No mention is made of any situation that would need to be referred * Referral to a senior authority is mentioned but the actual situation is unclear and/or it is not apparent why the situation would need to be referred | | * The context or the nature of the situation clarifies why the example given would need to be referred to a senior authority | | | * The example situation is described, perhaps with some detail, as opposed to being merely given * The reason is given as to why the example situation would be beyond the responsibility of a team leader and would therefore need to be referred to a senior authority * The process itself is given for referral to someone with senior authority | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement [60 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Gather feedback on own performance from different sources | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Little or no feedback is gathered or evidenced * Feedback is gathered but it is generic and little or nothing to do with own performance * Feedback is gathered but is from only one source | | * Feedback is gathered although it may be limited. It is from at least two sources and is focussed on own performance | | | * Gathered feedback is specific and fully evidenced * Comprehensive and/or detailed feedback on own performance is gathered * Feedback is gathered from a large number of sources and/or a wide variety of sources | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Interpret the feedback and list areas for improvement | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Little or no interpretation is carried out nor areas for improvement listed * Areas for improvement are listed but these are generic as opposed to areas for improvement in **own performance** * Although areas for improvement are listed there is no interpretation of feedback * The feedback is interpreted but there are no areas for improvement listed | | * Even if limited, there is some interpretation of the gathered feedback **and** areas where own work can be developed/improved are given although this may be brief and the link with the feedback may not be clear | | | * A full, detailed interpretation of the gathered feedback is conducted * There is an explicit link between the feedback and the identification of the areas for improvement, providing a clear reason for the latter * The areas for improvement are comprehensive and/or detailed and their potential for development is described | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Prepare an action plan to address weaknesses and improve performance | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * No recognisable action plan is provided * An action plan is prepared but it does not address the identified weaknesses nor improvement of performance | | * An action plan is prepared, complete with who, what, when, etc, that addresses the weaknesses and improvement of work performance | | | * There is an explicit linkage between the previous interpretation of feedback and the resulting action plan to address the identified weaknesses, providing a clear reason for the latter * The prepared action plan is comprehensive and detailed, complete with objectives, time scale, etc and additionally shows awareness of resource issues and review * The action plan addresses the weaknesses in a way that has the potential for a significant improvement in performance | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |



SHORT ANSWER QUESTIONS –DEVELOPING YOURSELF AS A TEAM LEADER

Learner name

Learner registration number

Understand the roles and responsibilities of the team leader

1. Outline the role of the team leader (12 marks)
2. List the responsibilities of the team leader within the team (8 marks)
3. Outline the limits of the team leaders authority and their accountability (12 marks)
4. Give an example of a situation that would need to be referred to someone with senior authority (8 marks)

Be able to seek FEEDBACK ON THEIR WORKPLACE PERFORMANCE TO IDENTIFY STRENGTHS, WEAKNESSES AND AREAS FOR IMPROVEMENT

1. Gather feedback from others on your own performance from different sources as a team leader/potential team leader, interpret and give a summary of feedback gathered and use this feedback to list areas for improvement

(32 marks)

1. Prepare an action plan to address areas needing improvement in own performance as a team leader/potential team leader

You should include:

* Stage 1. What needs to be developed
* Stage 2. What actions/development needs to be done to achieve this
* Stage 3. How success will be measured
* Stage 4. Target dates for completion of each action

A simple action plan style format should be used

(28 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1 - 4 combined

Learning outcome 2: Questions 5 and 6 combined

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Improving performance of the work team** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand the organisation’s requirements in relation to team performance | | | 1.1  1.2  1.3 | Outline the organisations requirements of the team in line with company policy  Outline the teams objectives in achieving organisational targets  Explain how the individual performance of team members affects the overall performance of the team |
| 2 Understand how to address underperformance | | | 2.1  2.2  2.3 | Identify indicators of underperformance in relation to own team  Explain the possible causes of underperformance  List actions that could be taken to rectify underperformance |
| 3 Understand the role of motivation in improving performance | | | 3.1  3.2 | Outline a recognised theory of motivation  Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of the organisational goals of the team and how to motivate team members to achieve these | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1, D5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | n/a | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 |  Organisational employment policies, eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour in relation to team member performance at work | | | | |
| 2 |  Ways to identify areas of concern or under-performance   Extent of team leader’s authority to address performance problems within organisation’s policies and procedures   Interpersonal behaviour and its impact | | | | |
| 3 |  Simple motivation models at work   Blending personal objectives with organisational objectives   Using rewards (behavioural) and positive feedback to optimise performance | | | | |

**Assignment Task for Unit: Improving performance of the work team**

**Presentation preparation**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this assignment is for you to develop an understanding of the organisational goals of the team and how to motivate team members to achieve these.  You will need to prepare materials (such as handouts, OHP (Power-point) slides) for giving a presentation to your team outlining what the organisation expects your team to do to achieve their performance targets. You will need to demonstrate how individual team members contribute to the team’s objectives and to suggest actions for improvement where underperformance may occur. These improvement activities would relate to a motivational theory to justify how you can encourage team members to achieve their objectives.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the organisation’s requirements in relation to team performance**  You will need to establish what the organisation expects from your team that meets their productivity performance levels and for you to determine how this can be achieved by providing clear (SMART) objectives for the team to achieve. | | * Outline the organisations requirements of the team in line with company policy (12 marks) * Outline the teams objectives in achieving organisational targets (12 marks) * Explain how individual performance of team members affects the overall performance of the team (16 marks) |
| **Understand how to address underperformance**  In instances where the team is not meeting its agreed performance levels, you will need to identify actions that could be taken to rectify this underachievement. | | * Identify indicators of underperformance in relation to own team (8 marks) * Explain the possible causes of underperformance (12 marks) * List actions that could be taken to rectify underperformance (8 marks) |
| **Understand the role of motivation in improving performance**  In your presentation materials you should be able to show how you could apply a motivational theory to ways for addressing under-performance. | | * Outline a recognised theory of motivation (12 marks) * Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation (20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Improving performance of the work team**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the organisation’s requirements in relation to team performance [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Outline the organisations requirements of the team in line with company policy | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * The organisation’s expectations in relation to the team are merely listed with no outline description * There is no reference to any company policy | | * The organisation’s requirements of the team are appropriately and briefly described although the link to relevant organisational policy (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude or behaviour) may not be clear | | | * As specified by company policy, the organisation’s requirements in relation to the team (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude or behaviour) are explained appropriately and in detail, and perhaps quantified, and not merely outlined * How the requirements of the team are linked to relevant organisational policy is clearly explained and good examples are provided | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Outline the team’s objectives in achieving organisational targets | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No team objectives or organisational targets are given * The team objectives and organisational targets are merely listed with no link made between the two | | * The team’s objectives are appropriately briefly described **and**, although limited, there is also some clarification of their contribution to organisational targets | | | * Team objectives and/or organisational targets are described in detail, as opposed to merely outlined * The way(s) in which the team’s objectives help to achieve organisational targets are explained with clearly described links between the two * Examples clearly support the explanation of these | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3   * Explain how the individual performance of team members affects the overall performance of the team | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * There is no mention of how individual team member performance affects the overall performance of the team or it is merely listed as opposed to explained * The explanation is incorrect, or there is description of individual team member performance but it is not linked to overall performance of the team | | * There is explanation of the ways in which the work of individual team members contributes to the overall performance of the team, although it may be limited and the link is not made explicit | | | * There is clear, detailed explanation of a variety of ways in which individual team members’ performance affects the overall performance of the team both positively and negatively * Good example(s) are provided | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to address underperformance [28 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Identify indicators of underperformance in relation to own team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No ways to identify performance concerns in relation to own team are identified * The provided indicators are inappropriate | | * Appropriate indicators of underperformance are identified. However they may be brief and lack any measure | | | * Appropriate measurable indicators of underperformance that relate to own team are described, perhaps in detail, as opposed to merely identified * The link to team underperformance is made explicit and the important features of the underperformance described * Good examples are provided | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2   * Explain the possible causes of underperformance | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No possible causes of underperformance are given * Possible causes are merely listed as opposed to described * Possible causes of underperformance are incorrect or inappropriate | | * A few possible causes of underperformance are identified; they are correct and appropriate and there is some explanation through descriptions of their important features | | | * Possible causes of underperformance are fully explained in detail and they are correct and appropriate * The important features of possible causes are described, perhaps with examples (e.g. Interpersonal behaviour and its impact), and the link between cause and effect of underperformance is made explicit | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * List actions that could be taken to rectify underperformance | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No actions to rectify the causes of underperformance are given * Actions given are incorrect or inappropriate for rectifying underperformance | | * Clear and appropriate actions to rectify the causes of underperformance are listed | | | * Clear and appropriate actions to rectify the causes of underperformance are detailed with additional explanation of implementation and supporting examples. The team leader’s authority to address performance problems is perhaps discussed * Clear and appropriate actions are detailed along with an explanation of how and why they would rectify underperformance | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the role of motivation in improving performance [32 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline a recognised theory of motivation | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * A recognised theory of motivation is not outlined * A theory is given but is merely stated with no description or the theory is described incorrectly | | * The key features of a recognised theory of motivation are correctly and briefly described | | | * The key features of a recognised theory of motivation are correctly described in detail * The theory of motivation is explained, as opposed to merely described, perhaps with examples given to illustrate | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * No actions are given, or only one action is given, to motivate own team to improve performance using a theory of motivation * Actions to motivate own team are merely identified with no description * The actions are inappropriate to motivate and improve performance * The actions are not linked to a motivational theory | | * Actions are given that would motivate own team and improve performance and their link to a theory of motivation is also given. Those actions are appropriately described, although the description may be limited to their key features and the link to theory may be more implicit than explicit | | | * Several appropriate actions to motivate own team (e.g. using rewards (behavioural) and positive feedback) to improve performance are fully described and how they are based on an identified theory of motivation is made explicit in some detail * Having identified the theory on which they are based, there is detailed explanation of how and why the actions relate to that theory and would motivate the team to improve performance (e blending personal objectives with organisational objectives) | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –IMPROVING PERFORMANCE OF THE WORK TEAM

Learner name

Learner registration number

UNDERSTAND THE ORGANISATION’S REQUIREMENTS IN RELATION TO TEAM PERFORMANCE

1. Outline the organisation’s requirements of the team in line with company policy

(12 marks)

1. Outline the team’s objectives in achieving organisational targets (12 marks)

3. Explain how the individual performance of team members affects the overall performance of the team (16 marks)

UNDERSTAND HOW TO ADDRESS UNDERPERFORMANCE

4. Identify indicators of underperformance in relation to own team and explain the possible causes of this under performance (20 marks)

5. List actions that could be taken to rectify the underperformance identified (8 marks)

UNDERSTAND THE ROLE OF MOTIVATION IN IMPROVING PERFORMANCE

6. Outline a recognised theory of motivation (12 marks)

7. Use a theory of motivation to describe actions that can be taken to motivate own team and improve performance (20 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

# ILM Disclaimer

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*Please note that these have been produced in Word, due to the popularity of this format. However, centres should be aware of the inherent instability of this format. There is a possibility that as a result, tables and/or the layout may be affected.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Planning and monitoring work** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 8 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to work within the organisational guidelines to achieve team goals | | | 1.1  1.2 | Identify an organisational policy that can have an effect on the planning and allocation of work  Give an example of a target or objective that a team is working to achieve |
| 1. Understand how to plan and allocate work | | | 2.1  2.2  2.3 | List the key stages when planning and allocating work  Describe how work is allocated to meet team objectives  Describe how to check that team members understand their allocated work |
| 1. Understand how to monitor a team’s performance against the plan | | | 3.1  3.2 | Outline a method to monitor the teams performance against the plan  Describe an action the team leader could take to rectify underachievement against the plan |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.03  Planning and monitoring work | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Role and purpose of objectives and targets * Setting SMART work targets to meet customer specifications and organisational requirements * Causes of conflict and incompatibility between targets/objectives in the workplace * Distinction between policies and procedures * Working according to organisation’s objectives, policies, procedures, and priorities | | | | |
| 2 | * The roles people play in a team * The importance of knowing individual team members’ strengths in their work roles * Simple techniques for scheduling work, eg rotas/shifts * Effective methods of communication to give instructions and achieve performance standards * Supervised practice or simulation to develop the ability to communicate instructions effectively | | | | |
| 3 | * Methods to monitor actual performance against production targets and time-scales, and identify variances * Ways to ensure team members understand monitoring systems * Recording outputs/variances/actions * Types of quality standards and their purpose * Quality checks/inspections vs standards * Taking remedial/corrective action * Progress chasing * Effective reporting back to manager | | | | |

**Assignment Task for Unit: Planning and monitoring work**

**Develop and Monitor a Project Plan**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of the effective planning and monitoring of work as required by a practising or potential team or cell leader  This task requires you to develop a project plan to achieve a team or departmental goal. You will need to show how you plan and allocate work for a team inline with organisational policies. You will need to give example(s) of policy(s) that could influence your approach to planning. The planning of work needs to be focused on the team/departments contribution to the achievement of the organisations’ goals so you will be required to illustrate this through demonstrating a clear understanding of the organisations’ objectives and targets by linking your team/departmental goal to the overarching organisational goal(s).  You will need to demonstrate an understanding of the key stages in planning and allocating work and explain how you will do this including how you will ensure team members understanding of the requirements.  You will also need to show how you will monitor achievement of tasks against the plan and how you will address any underperformance.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| Understand how to work within the organisational guidelines to achieve team goals | | Identify an organisational policy that can have an effect on the planning and allocation of work  (8 marks)  Give an example of a target or objective that a team is working to achieve (12 marks) |
| Understand how to plan and allocate work | | List the key stages when planning and allocating work (8 marks)  Describe how work is allocated to meet team objectives (20 marks)  Describe how to check that team members understand their allocated work (16 marks) |
| Understand how to monitor a team’s performance against the plan | | Outline a method to monitor the team’s performance against the plan  (16 marks)  Describe an action the team leader could take to rectify underachievement against the plan (20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Planning and monitoring work**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand how to work within the organisational guidelines to achieve team goals [20 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify an organisational policy that can have an effect on the planning and allocation of work | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * The organisational policy that has been identified as relevant to the planning of work is unclear or inappropriate * No link can be seen between the identified policy and the planning of work | | * An organisational policy is given and, although limited, some link is made between the policy and work planning and allocation and its effect on the planning of work is briefly and implicitly identified | | | * An appropriate organisational policy is described, perhaps in some detail, a clear relevance to work planning is identified and the way in which it affects the planning and allocation of work is clear and explicit * An explanation is given of how work is allocated in compliance with the organisational policy | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2   * Give an example of a target or objective that a team is working to achieve | **Referral [ca.3.12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * The example of a target or objective the team is working to achieve is not acceptable as a target or objective * The given target or objective is unclear or inappropriate * No link can be seen between the target or objective and the work of the team | | * The example of a target or objective the team is working to achieve is clear and appropriate although how this target or objective is measured may not be clear | | | * The example of a target or objective the team is working to achieve is clear and appropriate and measurement of the target or objective is made clear. * The example target or objective is SMART | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to plan and allocate work [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  List the key stages when planning and allocating work | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Planning and allocating work is not addressed * How work is planned and allocated is incorrect, incomplete or inappropriate * No stages are listed for the process of planning and allocating work | | * The method of planning and allocating work is correct and appropriate although the breaking down into stages may be limited and not totally clear | | | * The method of planning and allocating work is correct, complete and appropriate with clear and meaningful step-by-step key stages * An explanation is given of the method of planning and allocating work | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2  Describe how work is allocated to meet team objectives | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Little or nothing given on allocating work * The method for allocating work is incorrect, incomplete, or inappropriate * The planning or allocation of work is merely identified as opposed to being described * The description of allocation of work does not address team objectives | | * How work is allocated is correct, complete and appropriate, e.g. rotas/shifts, and it addresses team objectives although the description of how it will meet the objectives may be limited | | | * How work is allocated is correct, complete, and appropriate and is fully described in detail, the method clearly and explicitly addresses team objectives and a detailed explanation of how it will meet the team objectives is provided | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3   * Describe how to check that team members understand their allocated work | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * A way of checking that team members understand what work is required of them is not addressed * A way of checking the understanding of allocated work is given but is incorrect, incomplete, or inappropriate * A way of checking is merely identified as opposed to described | | * A way of checking that team members understand what work is required of them is given that is correct, complete and appropriate although the description of its key features may be limited | | | * A way of checking that team members understand their allocated work is correct, complete and appropriate and detailed descriptions of its key features are provided * The method of checking is broken down in detail stage by stage | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Learning Outcome / Section 3:** Understand how to monitor a team’s performance against the plan [36 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline a method to monitor the teams performance against the plan | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * A way to monitor the team’s work is not given * The way to monitor the team’s work is incorrect, incomplete or inappropriate | | * A way to monitor the team’s work is outlined (eg production targets, quality standards, timescales compared to team outputs and variances) is correct, complete and appropriate however the link to monitoring performance against the plan might be limited | | | * A detailed method to monitor the team’s performance against the plan is given * A method to monitor the team’s performance is described as opposed to merely outlined * The link between the monitoring of the team’s performance and their performance against the plan is clear, explicit and detailed | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Describe an action the team leader could take to rectify underachievement against the plan | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * An action the team leader could take to rectify performance is not provided * An action the team leader could take is merely stated with no description of the key features of the action * The action is incorrect, incomplete or inappropriate | | * A description is given of the key features of an action the team leader could take to rectify performance, the action is correct, complete and appropriate although the description of the action’s key features may be limited and/or the focus may only be on the short-term | | | * The key features of an action the team leader could take to rectify performance are described in detail and the action is correct, complete and appropriate * In the described action, consideration is given both to the short-term and to the long-term prevention of re-occurrence of the sub-standard performance | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |



SHORT ANSWER QUESTIONS - Planning and monitoring work

Learner name:

Learner registration number:

Understand how to work within the organisational guidelines to achieve team goals.

1. Identify an organisational policy that can have an effect on the planning and allocation of work (8 marks)
2. Give an example of a target or objective that a team is working to achieve (12 marks)

Understand how to plan and allocate work

1. List the key stages when planning and allocating work. (8 marks)
2. Describe how work is allocated to meet team objectives (20 marks)
3. Describe how to check that team members understand their allocated work

(16 marks)

Understand how to monitor a team’s PERFORMANCE AGAINST THE PLAN

#### Outline a method to monitor the team’s performance against the plan (16 marks)

1. Describe an action the team leader could take to rectify underachievement against the plan (20 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1and 2 combined

Learning outcome 2: Questions 3 - 5 combined

Learning outcome 3: Questions 6 and 7 combined

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Developing the work team** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the nature of teams | | | 1.1  1.2  1.3 | Explain how teams differ from groups in the workplace  Describe the behavioural characteristics of an effective team  Outline the stages of team development using a recognised model |
| 2 Understand the advantages and disadvantages of team working | | | 2.1  2.2  2.3 | Identify the responsibilities of team members  List the advantages of working in a team  List the disadvantages of working in a team |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of developing the team as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 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) | | |
| Equivalencies agreed for the unit (if required) | | | n/a | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Definition of a workplace team and how it differs from a group * Advantages and disadvantages of teams in the workplace * Examples of typical team structures * Tuckman’s model of team development – forming, storming, norming and performing * An outline of team roles and responsibilities and how to use this in leading the team * Belbin | | | | |
| 2 | * Impact of change upon the team * Basic training needs analysis for group and individuals * How to identify practical opportunities for training and resource requirements * Simple job instruction techniques | | | | |

**Assignment Task for Unit: Developing the work team**

**Short Report**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is for you to develop an understanding of how you could develop your team as required by a practising or potential team leader.  For this unit you will need to write a short report to you line manager advising him/her of what constitutes a team’s qualities and how teams are established to maximise productivity not only for your team but also for your team’s contribution to the organisation.  To support your answer you should include the results, and comment on a recognised method for identifying team roles and responsibilities of those within your team.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria / Questions |
| **Understand the nature of teams**  For this section you will need to explain the differences between a group and a team and how a productive team is established | | * Explain how teams differ from groups in the workplace (24) * Describe the behavioural characteristics of an effective team (20 marks) * Outline the stages of team development using a recognised model (16 marks) |
| **Understand the advantages and disadvantages of team working**  For this section you will need to show what qualities you need to acquire to become a responsible team leader and to be able to recognise the benefits of team activity | | * Identify the responsibilities of team members (16 marks) * List the advantages of working in a team (12 marks) * List the disadvantages of working in a team (12 marks) |
|  | |  |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – M2.04: Developing the work team**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the nature of teams [60 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Explain how teams differ from groups in the workplace | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * Nothing given for how teams differ from groups in the workplace * Teams and groups are merely listed with nothing on how they differ in the workplace * The explained difference between groups and teams is incorrect | | * Teams are distinguished from groups in the workplace by identifying their different characteristics although the explanation of the actual difference between the two may be limited | | | * A detailed explanation is given of how teams differ from groups in the workplace with the distinction made explicitly clear * The benefits of teams over groups are given and how this can/does impact upon the work of the team. * Good examples given from own workplace | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.2   * Describe the behavioural characteristics of an effective team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * No behaviours or characteristics of a team are given * Team behaviours are merely listed with no reference to how they can contribute to an effective team | | * Behavioural characteristics of an effective work team are described although there may be no description of how or why they contribute to team effectiveness | | | * Behavioural characteristics are clearly described in detail with good examples * Behavioural characteristics of an effective work team are described along with how those behaviours lead to team effectiveness * Behavioural characteristics of an effective work team are described along with benefits on the work of the team of, for example, shared goals, effective communication etc. * Descriptions are given of how behavioural characteristics link to typical team structures | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3  Outline the stages of team development using a recognised model | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Stages of team development are not given * Stages of team development are given but do not use a recognised model or are incorrect | | * Stages of team development are briefly described using a recognised model such as Tuckman’s forming, storming, norming and performing or other relevant model. | | | * Using a recognised model, the principal features of all the stages of team development are described, perhaps in detail, as opposed to merely outlined * Effects on the team’s work of their progress through the stages are described * Examples given from own work team | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the advantages and disadvantages of team working [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Identify the responsibilities of team members | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No responsibilities of team members are given * Responsibilities of team members are given but are given but are inappropriate or inaccurate | | * The responsibilities of members within a team are clearly and appropriately identified | | | * Different responsibilities of team members are described as opposed to merely identified * Understanding is demonstrated of the benefits to the team, its members and leader of having team members take on responsibilities. The positive impact is explained of giving responsibility to team members * Good examples given from own workplace | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * List the advantages of working in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No advantages of working in a team are given * Advantages are given but are incorrect | | * Correct and relevant advantages of working in a team are listed clarifying how teamwork is more effective than working in a group | | | * The advantages of working in a team are described as opposed to merely listed, describing the benefits to the organisation as well as the team’s effectiveness * Good examples from own workplace are provided | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  List the disadvantages of working in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No disadvantages of working in a team are given * Disadvantages are given but are incorrect | | * Correct and relevant disadvantages of working in a team are listed | | | * Disadvantages of working in a team are described, perhaps in detail * Reasons are given for the disadvantages * Explanation of when not working in a team might be the most appropriate option. | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –DEVELOPING THE WORK TEAM

Learner name

Learner registration number

UNDERSTAND THE NATURE OF TEAMS

1. Explain how teams differ from groups in the workplace (24 marks)

2. Describe the behavioural characteristics of an effective team (20 marks)

3. Outline the stages of team development using a recognised model (16 marks)

UNDERSTAND THE ADVANTAGES AND DISADVANTAGES OF TEAM WORKING

4. Identify the responsibilities of team members (16 marks)

5. List the advantages of working in a team (12 marks)

6. List the disadvantages of working in a team (12 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Induction and coaching in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 8 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand how to integrate new members in the team | | | 1.1  1.2  1.3 | Describe the benefits of induction  Outline the organisation’s procedure for induction  Outline ways that new members in the organisation could be supported |
| 2 Know how to coach individuals in the team | | | 2.1  2.2  2.3 | Explain a recognised coaching technique they could use to build confidence and performance in the workplace  Prepare an outline plan for a short coaching session in a task or activity in the workplace  Explain the importance of constructive feedback in the coaching relationship |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of induction and coaching as required by a practising or potential team or cell leader. | | |
| 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 MSC 2004 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.05 Induction and coaching in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Advantages of having new members in the team * The purpose of induction for effective integration and performance * Company procedures for induction * Support systems (eg mentoring/buddy system) and their effectiveness | | | | |
| 2 | * Differences between coaching and training and when each is appropriate * Coaching techniques to build confidence and performance in the workplace * Techniques for stretching individuals to fulfil their potential * Methods to avoid and overcome failure in coaching * Use of constructive feedback and techniques to promote positive attitudes * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | | |

Induction and Coaching in the workplace

Assignment Task – Induction Plan

|  |  |  |
| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  New employees need to be properly inducted into the organisation if they are to be able to work safely and effectively, as soon as possible after they start. What’s more, existing employees as well as new ones will benefit from coaching in the workplace to improve their skills and learn how to perform new tasks. This assignment task asks you to look at induction in your workplace and develop an induction plan that can be used to induct new members into the team and also coach existing team members to improve performance.  If you had a new team member starting and were responsible for ensuring that the induction was effective, you would need to ensure that he or she understood why the induction process existed, how it operated and what support was available for someone just starting with the organisation. Looking at your own organisation and thinking about how you would introduce a new team member to its induction process, consider:   * the benefits to the person and the organisation of the induction procedure; * what the procedure is for induction; and * examples of the support that is available to new employees.   You may also have to coach a new employee to enable him or her to perform different tasks with confidence.  NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
|  | | Assessment Criteria | |
| Understand how to integrate new members in the team  *Your assignment task should cover these criteria* | | Describe the benefits of induction  20 marks  Outline the organisation’s procedure for induction  12 marks  Outline ways that new members in the organisation could be supported  12 marks | |

|  |  |
| --- | --- |
| Know how to coach individuals in the team  *Your assignment task should cover these criteria* | Explain a recognised coaching technique they could use to build confidence and performance in the workplace  20 marks  Prepare an outline plan for a short coaching session in a task or activity in the workplace  16 marks  Explain the importance of constructive feedback in the coaching relationship  20 marks |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: Induction and coaching in the workplace**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | | |
| **Learning Outcome / Section 1:** Understand how to integrate new members in the team [44 Marks] | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 1.1  Describe the benefits of induction | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | | |
| * The benefits of induction are stated or listed as opposed to described * A description is given of the benefits of induction **but** the description is incorrect, inappropriate or minimal * Only one benefit of induction is described | | A description is given of at least two benefits of induction although the description may be limited | | | | * A thorough and detailed description is given of a range of benefits of induction | | | | |
| / 20  (min. of 10) | | | Pass or Referral | | |
| AC 1.2  Outline the organisation’s procedure for induction | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | | |
| * The organisation’s procedure for induction is merely stated as opposed to being briefly described * A brief description is given of the organisation’s procedure for induction **but** the is incorrect or inappropriate * A brief description is given of a procedure for induction **but** is notrecognisably related to an organisation | | * A brief description is given of the key stages of an organisation’s procedure for induction | | | | * A brief description is given of every stages of an organisation’s procedure for induction which may be accompanied by examples of the various documents involved | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | |
| AC 1.3  Outline ways that new members in the organisation could be supported | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | | |
| * Any two ways that new members in the organisation could be supported are merely stated as opposed to being briefly described * A brief description is given of any two ways that new members in the organisation could be supported **but** the description is incorrect or inappropriate * Only one way that new members in the organisation could be supported is briefly described | | A brief description is given of any two ways that new members in the organisation could be supported although the two ways described may be similar to each other | | | | * A brief description is given of any two substantially different ways that new members in the organisation could be supported | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to coach individuals in the team [56 Marks] | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 2.1  Explain a recognised coaching technique they could use to build confidence and performance in the workplace | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | | |
| One recognised coaching technique they could use to build confidence and performance in the workplace is merely stated as opposed to explained  The technique explained is not recognised as a coaching technique that could use to build confidence and performance in the workplace  An explanation is given of one recognised coaching technique they could use to build confidence and performance in the workplace **but** it is incorrect, inappropriate or minimal  The coaching technique explained only relates to how it could be used to build confidence **or** performance in the workplace **but not both** | | An explanation is given of one recognised coaching technique they could use to build both confidence and performance in the workplace although the explanation may be limited | | | | * A thorough and detailed explanation is given of one recognised coaching technique they could use to build both confidence and performance in the workplace | | | | |
| / 20  (min. of 10) | | | Pass or Referral | | |
| AC 2.2  Prepare an outline plan for a short coaching session in a task or activity in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | | |
| No plan is presented  An outline plan for a short coaching session in a task or activity in the workplace is prepared and presented **but** the plan is incorrect, inappropriate or minimal | | An outline plan for a short coaching session in a task or activity in the workplace is prepared and presentedalthough the outline plan may be limited | | | | * An outline plan including timescale and resource implications for a short coaching session in a task or activity in the workplace is prepared and presented. | | | | |
| / 16  (min. of 8) | | | Pass or Referral | | |
| AC 2.3  Explain the importance of constructive feedback in the coaching relationship | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | |
| The importance of constructive feedback in the coaching relationship is merely stated as opposed to explained  An explanation is given ofthe importance of constructive feedback in the coaching relationship **but** it is incorrect, inappropriate or minimal | | * An explanation is given ofthe importance of constructive feedback in the coaching relationshipalthough the explanation may be limited | | | | A thorough and detailed explanation is given ofthe importance of constructive feedback in the coaching relationship | | | | |
| / 20  (min. of 10) | | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | | **TOTALMARKS** | | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | | **Date of QA check:** | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | | | |

SHORT ANSWER QUESTIONS Induction and coaching in the workplace

Learner name:

Learner registration number:

**Understand how to integrate new members in the team**

1. Give reasons why it is important to integrate new members into a team effectively. (20 marks)

1. List pieces of information that should be covered in the induction programme for a new employee (12 marks)
2. Outline ways that new members in the organisation could be supported (12 marks)

Know how to coach individuals in the team

1. In coaching, what do the letters GROW stand for? (20 marks)
2. List three features of an effective plan for a workplace coaching activity

(16 marks)

1. Explain things that are essential when a team leader is giving feedback to an individual (20 marks)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | Meeting customer needs | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand customer care and the benefits of good customer care 28 | | | 1.1  1.2  1.3  1.4  1.5 | List basic principles associated with good customer care 4  Outline a company’s customer care policy 4  Explain the benefits of an organisation having customer service standards 8  Outline common barriers to good customer care 4  Describe examples of good practice in customer care 8 |
| 1. Know how to meet customer needs   36 | | | 2.1  2.2  2.3  2.4  2.5 | Describe the difference between internal and external customers 8  Identify the needs and expectations of a customer 4  Explain why it is important to meet or exceed customer expectations 12  Explain how to effectively deal with complaints in own area of responsibility  8  Describe how to deal with difficult customer(s) behaviour 4 |
| 1. Understand the importance of collecting, storing and interpreting customer feedback   36 | | | 3.1  3.2  3.3  3.4  3.5 | Explain the importance of customer feedback 8  Describe different methods of collecting formal and informal feedback from customers 8  Explain how to interpret feedback from customers 8  Describe how to improve customer satisfaction 8  Outline implications of the Data Protection Act for collecting, storing and using customer feedback 4 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of customer needs and how to effectively meet them. | | |
| Unit review date | | | 31/05/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2008 NOS: F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.07 Fulfilling customer requirements & M2.32 Managing Customer | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Own internal and external customers * How to recognise different types of customers, their expectations and needs * Nature and purpose of service standards * Awareness of service standards in own organisation * Simple performance indicators * Techniques for performance improvement to exceed customer expectations * Supervised practice or simulation to develop the ability to apply knowledge and skills in performance improvement | | | | |
| 2 | * Differentiation and definition of internal and external customer * Marketing benefits from meeting customer expectations * Complaint resolution techniques | | | | |
| 3 | * Simple ways of initiating and obtaining customer feedback * Separating facts and opinions * Tabulating and analysing information * Creating and using visual presentations to enhance understanding * Charts * Graphs * Pictograms * Types and forms for obtaining feedback from both internal and external customer or stakeholders (questionnaires, verbal and non-verbal surveys) * Methods for collating and evaluating questionnaire and survey responses * The Data Protection Act and its implications for collecting, storing and using customer feedback | | | | |

**Assignment Task for Unit Meeting Customer Needs**

**Work Based Assignment**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is to enable you to develop an understanding of customer needs and how to effectively meet them as required by a practising or potential team or cell leader.  Drawing upon your own experiences in meeting customer needs prepare a presentation or report which addresses each of the assessment criteria listed below. It is suggested that using these criteria as the basis for the structure of the report or presentation will ensure that none are overlooked. Whenever possible use specific examples to illustrate your answers.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 15 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 800 words: the suggested range is between 500 and 1200 words.*  *A presentation is likely to last between 8 to 15 minutes and to be accompanied by suitable notes and visual aids*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| Understand customer care and the benefits of good customer care  28    Know how to meet customer needs  36  Understand the importance of collecting, storing and interpreting customer feedback  36 | | List basic principles associated with good customer care 4  Outline a company’s customer care policy 4  Explain the benefits of an organisation having customer service standards 8  Outline common barriers to good customer care 4  Describe examples of good practice in customer care 8  Describe the difference between internal and external customers 8  Identify the needs and expectations of a customer 4  Explain why it is important to meet or exceed customer expectations 12  Explain how to effectively deal with complaints in own area of responsibility  8  Describe how to deal with difficult customer(s) behaviour 4  Explain the importance of customer feedback 8  Describe different methods of collecting formal and informal feedback from customers 8  Explain how to interpret feedback from customers 8  Describe how to improve customer satisfaction 8  Outline some implications of the Data Protection Act for collecting, storing and using customer feedback 4 |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –** Meeting Customer Needs

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1:** Understand customer care and the benefits of good customer care [28 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 1.1   * List basic principles associated with good customer care | **Referral [ca.7/28]** | | **Pass [14/28]** | | | | **Good Pass [ca.21/28]** | | | |  | | | | | |
| * Less than two basic principles associated with good customer care are listed * At least two basic principles associated with good customer care are listed but are inappropriate | | * At least two basic principles associated with good customer care are listed | | | | * Several basic principles associated with good customer care are listed in detail | | | |
| / 4  (min. of 2) | | | Pass or Referral | | |
| AC 1.2   * Outline a company’s customer care policy | * No recognisable company customer care policy is outlined * A customer care policy is outlined but is generic and does not focus on the workplace | | * A company's customer care policy is outlined although the outline may be brief | | | | * A detailed outline is given of a company’s customer care policy | | | |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | | |
| AC 1.3   * Explain the benefits of an organisation having customer service standards | * There is no explanation of the benefits of an organisation having customer service standards * An explanation of the benefits of an organisation having customer service standards but in is minimal or incorrect | | * An explanation of benefits of an organisation having customer service standards is given although is related implicitly rather than explicitly to the workplace | | | | * A detailed and explicit explanation is given of the benefits of an organisation having customer service standards * The explanation might also include the consequences of an organisation not having customer services standards | | | |  | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 1.4   * Outline common barriers to good customer care | * No recognisable common barriers to good customer care are outlined * Less than two common barriers to good customer care are outlined | | * Two or more common barriers to good customer care are outlined although the outlines may be brief | | | | * Several common barriers to good customer care are outlined in detail | | | |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | | |
| AC 1.5   * Describe examples of good practice in customer care | * Less than two examples of good practice in customer care are given * examples of good practice in customer care are merely listed or no descirption is given or, if described, are incorrect or inappropriate | | * Two or more examples of good practice in customer care are described although the description may be limited. | | | | * Several examples of good practice in customer care are fully described | | | |  | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to meet customer needs [36 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 2.1   * Describe the difference between internal and external customers | **Referral [ca.9/36]** | | **Pass [18/36]** | | | | **Good Pass [ca.27/36]** | | | |  | | | | | |
| The difference between internal and external customers are merely stated or listed as opposed to described   * A description is given of the difference between internal and external customers **but** the description is incorrect, inappropriate or minimal | | * The difference between internal and external customers is described although the description may be limited | | | | * A thorough and detailed description is given of the difference between internal and external customers * The differences described may be supported by relevant examples | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 2.2   * Identify the needs and expectations of a customer | * The needs and expectations of a customer is identified **but** is minimal or inappropriate * The needs and expectations of a customer are not identified | | * Identification of the needs and expectations of a customer is made although the identification may be limited | | | | * Detailed and thorough identification is made of the needs and expectations of a customer | | | |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | | |
| AC 2.3   * Explain why it is important to meet or exceed customer expectations | * No explanation is given of the importance of why it is important to meet or exceed customer expectations, or if given, explanation is incorrect or inaccurate * The importance of to meeting or exceeding customer expectations is merely stated or listed as opposed to explained | | * The importance of why it is important to meet or exceed customer expectations explained although he explanation may be limited | | | | * The importance of why it is important to meet or exceed customer expectations is explained in detail * Examples are given to enhance the explanation | | | |  | | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | |
| AC 2.4  Explain how to effectively deal with complaints in own area of responsibility | * No explanation is given of how to effectively deal with complaints in own area of responsibility, or if given is incorrect or inaccurate * An explanation is given of how to effectively deal with complaints but is not recognisably related to own area of responsibility | | * An explanation of how to effectively deal with complaints is given although is related implicitly rather than explicitly to own area of responsibility | | | | * A detailed and explicit explanation is given of how to effectively deal with complaints in own area of responsibility | | | |  | | | | | |
| / 8  (min. of 4) | | | | Pass or Referral |
| AC 2.5   * Describe how to deal with difficult customer(s) behaviour | * How to deal with difficult customer(s) behaviour is merely stated, as opposed to described * A description is given of how to deal with difficult customer(s) behaviour **but** it is incorrect or inappropriate | | * A description is given of how to deal with difficult customer(s) behaviour, although the description may be limited | | | | * A thorough and detailed description is given of how to deal with difficult customer(s) behaviour | | | |  | | | | | |
| / 4  (min. of 2) | | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the importance of collecting, storing and interpreting customer feedback [36 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 3.1  Explain the importance of customer feedback | **Referral [ca.9/36]** | | **Pass [18/36]** | | | | **Good Pass [ca.27/36]** | | | |  | | | | | |
| * No explanation is given of the importance of customer feedback * An explanation is given but is incorrect or inaccurate | | * The importance of customer feedback is explained although the explanation may be brief | | | | * A clear and detailed explanation is given of the importance of customer feedback | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 3.2  Describe different methods of collecting formal and informal feedback from customers | * Less than two methods of collecting formal and informal feedback from customers are described * Different methods of collecting formal and informal feedback from customers are merely stated or listed, as opposed to described | | * At least two different methods of collecting formal and informal feedback from customers are described although the description may be limited | | | | * A range of different methods of collecting formal and informal feedback from customers are described in detail * The various methods described may be enhanced with examples | | | |  | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 3.3  Explain how to interpret feedback from customers | * No explanation is given of how to interpret feedback from customers * An explanation is given but is incorrect or inaccurate | | * An explanation is given of how to interpret feedback from customers but is limited | | | | * A clear and detailed explanation is given of how to interpret feedback from customers | | | |  | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 3.4    Describe how to improve customer satisfaction | * Little or nothing is given on how to improve customer satisfaction * How to improve customer satisfaction is described but is inappropriate or minimal | | * How to improve customer satisfaction is described although the description may be limited | | | | * How to improve customer satisfaction thoroughly described in detail | | | |  | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | | |
| AC 3.5    Outline implications of the Data Protection Act for collecting, storing and using customer feedback | * The implications of the Data Protection Act are outlined but do not include the collection or storage or use of customer feedback * The implications of the Data Protection Act for collecting, storing and using customer feedback are outlined but is minimal or incorrect * Only one implication of the Data Protection Act for collecting, storing and using customer feedback is outlined | | * Two or more implications of the Data Protection Act for collecting, storing and using customer feedback are outlined although the outline may be brief | | | | * A detailed outline of several implications of the Data Protection Act for collecting, storing and using customer feedback is given | | | |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | | |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS

Unit Meeting customer needs

Learner name

Learner registration number

UNDERSTAND CUSTOMER CARE AND THE BENEFITS OF GOOD CUSTOMER CARE

1. List basic principles associated with good customer care (4 marks)
2. Outline an ~~company’s~~ customer care policy (4 marks)
3. Explain the benefits of an organisation having customer service standards (8 marks)
4. Outline some barriers to good customer care (4 marks)
5. Describe examples of good practice in customer care (8 marks)

KNOW HOW TO MEET CUSTOMER NEEDS

1. Describe the difference between internal and external customers (8 marks)
2. Identify the needs and expectations of a customer (4 marks)
3. Explain why it is important to meet or exceed customer expectations (12 marks)
4. Explain how to effectively deal with complaints in own area of responsibility (8 marks)
5. Describe how to deal with difficult customer behaviour (4 marks)

UNDERSTAND THE IMPORTANCE OF COLLECTING STORING AND INTERPRETING CUSTOMER FEEDBACK

1. Explain the importance of customer feedback (8 marks)
2. Describe different methods of collecting formal and informal feedback (8 marks)
3. Explain how to interpret feedback from customers (8 marks)
4. Describe how to improve customer satisfaction (8 marks)
5. Outline some implications of the Data Protection Act for collecting, storing and using customer feedback (4 marks)

Learners must achieve at least 50% of marks available for each assessment criteria. In some instances learning outcomes may be covered by more than one question.

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Working within organisational and legal guidelines** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand employees legal rights 52 | | | 1.1  1.2  1.3  1.4 | Outline an employee’s statutory rights under UK law 16  Outline parts of organisational policy that cover employee rights and responsibilities 12  Outline the purpose of a contract of employment. 12  Explain why a contract of employment is important 12 |
| 1. Understand organisational disciplinary and grievance procedure 48 | | | 2.1  2.2 | Outline the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy 28  Describe the employee grievance process as defined in an organisation’s policy. 20 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of leading the team lawfully as required by a practising or potential team or cell leader. | | |
| Unit review date | | | 31/05/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2008 NOS: B5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The necessity for a contract of employment * Current legislation relating to unfair discrimination in the workplace * Own organisation’s policies and procedures | | | | |
| 2 | * Disciplinary procedures (the four stages from initial warning to dismissal) * Organisational and statutory appeal procedures * Organisational grievance policy and procedure * Statutory employment tribunal function and procedures | | | | |

**Assignment Task for Working within organisational and legal guidelines**

**Work Based Assignment**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is to enable you to develop an understanding of leading the team lawfully as required by a practising or potential team or cell leader  For the first part of the task you will need to research some of the basic principles of employment legislation in order to demonstrate your understanding of the legal framework which underpins your organisation’s disciplinary and grievance policies and procedures. You need to provide answers that cover the assessment criteria in section one  For the second part of the task you need to research your own organisations’ employment policies in order to write a report on the legal guidelines of your own organisation. It is suggested that you identify an example of a situation that you have or might encounter such as persistent late arrival at work, and outline how you would follow your organisation’s disciplinary procedures in handling the situation. You also need identify both your own authority as a team leader and when other more senior or specialist managers would need to become involved.  As a team leader you may also encounter a situation where an employee feels they are being unfairly treated – you should identify examples of when this might occur – and outline the process that would need to be followed in handling the grievance including your responsibilities as a team leader if a member of your team raised such a grievance  **NOTE:**  *You may want to relate your report to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 4 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 800 words: the suggested range is between 500 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| Understand employees legal rights  52  Understand organisational disciplinary and grievance policy  48 | | Outline an employee’s statutory rights under UK law 16 (16 marks)  Outline parts of organisational policy that cover employee rights and responsibilities (12 marks)  Outline the purpose of a contract of employment (12 marks)  Explain why a contract of employment is important(12 marks)  Outline the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy(28 marks)  Describe the employee grievance process as defined in an organisation’s policy.(20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –** **Working within organisational and legal guidelines**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand employees legal rights [52 Marks] | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1   * Outline an employee’s statutory rights under UK law | **Referral [ca.13/52]** | | **Pass [26/52]** | | | | **Good Pass [ca.39/52]** | | | |  | | | | |
| * Less than two employee statutory rights under UK law are outlined * Two employee statutory rights under UK law are merely stated, as opposed to outlined * An outline is given of at least two employee statutory rights under UK law **but** they are incorrect or inappropriate | | * An appropriate outline is given of at least two employee statutory rights under UK law | | | | * A full range of employee statutory rights under UK law are outlined in detailed | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 1.2   * Outline parts of organisational policy that cover employee rights and responsibilities | * Less than two parts of organisational policy that cover employee rights and responsibilities are outlined * Two parts of organisational policy that cover employee rights and responsibilities are merely stated, as opposed to outlined * An outline is given of parts of organisational policy that cover employee rights and responsibilities **but** they are inappropriate | | * An appropriate outline is given of at least two parts of organisational policy that cover employee rights and responsibilities | | | | * Several parts of organisational policy that cover employee rights and responsibilities are outlined in detail | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.3   * Outline the purpose of a contract of employment. | * The purpose of a contract of employment is outlined **but**  is incorrect, incomplete or inappropriate | | * A correct outline is given of the purpose of a contract of employment although the outline may be limited | | | | * The purpose of a contract of employment. Is correctly and appropriately outlined in detail | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.4   * Explain why a contract of employment is important | * Why a contract of employment is important is merely outlined or described, as opposed to explained * Why a contract of employment is important is explained **but** the explanation is incorrect or minimal | | * Why a contract of employment is important is correctly explained although the explanation may be limited | | | | * Why a contract of employment is important is correctly explained in detail * An example may be given to enhance the explanation | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand organisational disciplinary and grievance procedure [48 Marks] | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1  Outline the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy | **Referral [ca12//48]** | | **Pass [24/48]** | | | | **Good Pass [ca.36/48]** | | | |  | | | | |
| * The team leader’s responsibilities under the organisation’s dismissal and disciplinary policy is outlined **but**  is incorrect, incomplete or inappropriate | | * A correct outline is given of the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy although the outline may be limited | | | | The purpose of the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy Is correctly and appropriately outlined in detail | | | |
| /28  (min. of 14) | | | Pass or Referral |
| AC 2.2   * Describe the employee grievance process as defined in an organisation’s policy | * The employee grievance process is described but is not recognisably as defined in an organisation’s policy * The employee grievance process as defined in an organisation’s policy is described but is inappropriate or minimal | | * The employee grievance process as defined in an organisation’s policy is described although the description may be limited | | | | * The employee grievance process as defined in an organisation’s policy is thoroughly described in detail | | | |  | | | | |
| / 20  (min. of 10) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | **Date of QA check:** | | | | |

SHORT ANSWER QUESTIONS

Unit Working within organisational and legal guidelines

Learner name

Learner registration number

UNDERSTAND EMPLOYEES LEGAL RESPONSIBILITIES

1. Outstanding an employee’s statutory rights under UK law 16 (16 marks)
2. Outline parts of organisational policy that cover employee rights and responsibilities (12 marks)
3. Outline the purpose of a contract of employment (12 marks)
4. Explain why a contract of employment is important (12 marks)

UNDERSTAND ORGANISATIONAL DISCIPLINARY AND GRIEVANCE PROCEDURE

1. Outline the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy (28 marks)
2. Describe the employee grievance process as defined in an organisation’s policy (20 marks)

Learners must achieve at least 50% of marks available for each assessment criteria. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Providing quality to customers** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand the importance of quality within the organisation | | | 1.1  1.2  1.3 | Explain the importance of quality to the customer  Explain the difference between quality assurance and quality control  Outline a quality system relevant to the  organisation |
| 2 Know how to deliver quality within the organisation | | | 2.1  2.2  2.3 | Outline a method of monitoring the quality of the team’s work  Outline things the team could do to improve quality  Describe a way that the team could measure an improvement in quality |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of providing quality to customers as required by a practising or potential team or cell leader. | | |
| 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 MSC 2004 NOS: F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.08 Providing quality to customers | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Quality and its importance to customers; difference between quality assurance and quality control * Simple quality systems relevant to own organisation * The use of quality standards * The costs of quality (prevention, inspection and failure) * Total Quality Management * Practical steps to quality – team approaches | | | | |
| 2 | * Practical steps to quality – team approaches * Simple tools for quality relevant to the organisation * Records for maintaining quality | | | | |

PROVIDING QUALITY TO CUSTOMERS Assignment Task – Service Level Agreement

|  |  |  |
| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  One of the key roles for effective Team Leaders is to support the delivery of quality products and services to customers. This task requires you to demonstrate your understanding of your organisation’s quality systems and the need to improve quality. You will be required to develop and produce a service level agreement statement for your team/department guaranteeing the level of quality your team will provide for both internal and external customers  NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
|  | | Assessment Criteria | |
| Understand the importance of quality within the organisation  *Your assignment task should cover these criteria* | | Explain the importance of quality to the customer  20 marks  Explain the difference between quality assurance and quality control  20 marks  Outline a quality system relevant to the  organisation  12 marks | |
| Know how to deliver quality within the organisation  *Your assignment task should cover these criteria* | | Outline a method of monitoring the quality of the team’s work  12 marks  Outline things the team could do to improve quality  12 marks  Describe a way that the team could measure an improvement in quality  24 marks | |
| By submitting I confirm that this assessment is my own work | |  | |

**MARK SHEET – Providing quality to customers**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of quality within the organisation [52 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1  Explain the importance of quality to the customer | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | |
| * The importance of quality to the customer is merely stated as opposed to being explained * An explanation of the importance of quality to the customer **but** is incorrect, inappropriate or minimal | | * An explanation is given of the importance of quality to the customer although the explanation may be limited | | | | * A thorough and detailed explanation is given of the importance of quality to the customer | | | | |
| / 20  (min. of 10) | | | Pass or Referral |
| AC 1.2  Explain the difference between quality assurance and quality control | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | |
| No explanation is given of the difference between quality assurance and quality control  An explanation is given of the difference between quality assurance and quality control **but** the explanation is incorrect, inappropriate or minimal  Quality assurance and quality control are explained but the difference between them is not made clear | | The difference between quality assurance and quality control is explained although the differences may be limited | | | | Several differences between quality assurance and quality control are explained in detail | | | | |
| / 20  (min. of 10) | | | Pass or Referral |
| AC 1.3  Outline a quality system relevant to the organisation | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * One quality system relevant to the organisation is merely stated as opposed to being briefly described * A brief description is given ofone quality system relevant to the organisation **but** the description is inappropriate, minimal or is not recognisably related to the organisation | | A brief description is given of one quality system relevant to the organisation | | | | * A brief description is given of one quality system relevant to the organisation which may be accompanied by examples or illustrations | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to deliver quality within the organisation [48 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1  Outline a method of monitoring the quality of the team’s work | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| One method of monitoring the quality of the team’s work is merely stated as opposed to being briefly described  A brief description is given ofone method of monitoring the quality of the team’s work **but** the description is inappropriate, minimal | | A brief description is given of one method of monitoring the quality of the team’s work | | | | A brief description is given of one method of monitoring the quality of the team’s work which may be accompanied by illustrations drawn from the workplace | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 2.2  Outline things the team could do to improve quality | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * Two things the team could do to improve quality are merely stated as opposed to being briefly described * A brief description is given oftwo things the team could do to improve quality **but** the description is inappropriate, minimal or is | | A brief description is given of two things the team could do to improve quality | | | | * A brief description is given of two things the team could do to improve quality which may be accompanied by examples or illustrations drawn from the workplace | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 2.3  Describe a way that the team could measure an improvement in quality | **Referral [ca.6/24]** | | **Pass [12/24]** | | | | **Good Pass [ca.18/24]** | | | | |  | | | | |
| One way that the team could measure an improvement in quality is merely stated as opposed to described  A description is given of one way that the team could measure an improvement in quality **but** the description is incorrect inappropriate or minimal | | * A description is given of one way that the team could measure an improvement in quality although the description may be limited | | | | * A thorough and detailed description is given of one way that the team could measure an improvement in quality | | | | |
| / 24  (min. of 12) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | | **Date of QA check:** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | | |

## SHORT ANSWER QUESTIONS - PROVIDING QUALITY TO CUSTOMERS

Learner name:

Learner registration number:

## The importance of quality within the organisation

1. Explain why quality is important to customers (20 marks)
2. Read the two statements below:

* The organisation devises systems to ensure quality is achieved and the quality manager periodically reviews them
* One of the team members periodically selects a sample of items being produced and checks them against quality standards

Which of the above is quality control and which is quality assurance? (20 marks)

1. Outline a quality system relevant to an organisation (12 marks)

Delivering quality within the organisation

1. Tony’s team produces plastic mouldings. Every half hour a team member collects ten mouldings and inspects them, grading each one and recording the details. Once a week the team meet and look at a bar chart showing the number of defects and, if there are consistent problems use a cause and effect diagram and brainstorm ideas to help the team find ways to resolve them. Use the case study to explain how Tony’s team:

* Monitors quality
* Identifies the reasons for problems with quality
* Comes up with solutions to these problems
* Measures that the improvement is having the desired effect

(48 marks)

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Using information to solve problems** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 5 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Be able to use information to solve problems | | | 1.1  1.2  1.3  1.4  1.5 | Identify a problem in the team or elsewhere in the organisation  Identify appropriate success criteria for resolving the problem  Use different methods to gather and/or retrieve information involving the team to help solve the problem  Apply a recognised technique to solve the problem  Check the problem solution against the success criteria |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of using information to solve problems as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.09  Using information to solve problems | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Methods of information gathering, and retrieval from information systems * How to identify information needs for a variety of purposes, such as problem solving and decision making * Use of information to solve problems, make decisions, take corrective action, support or argue a case, or report to internal or external bodies * Basic techniques for problem recognition and resolution * Deciding and using success criteria * The importance of involving team members in problem resolution * To develop an understanding of using information to solve problems as required by a practising or potential team or cell leader | | | | |

**Assignment Task for Unit: Using information to solve problems**

**Case Study**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop skills in using information to solve problems as required by a practising or potential team or cell leader.  This task will require you provide a case study where you have identified a work related problem and used information to solve it using a recognised problem solving technique. Examples could include; Poor team performance, complaints or waste issues. You should demonstrate what you hoped to achieve as a result of solving the problem, the final objective and the quantitative measures of success used.  You will need to demonstrate the methods used to gather, interrogate and analyse data in order to solve the identified problem.  You will also need to demonstrate how you implemented your chosen solution and the success of your solution was measured against your success criteria.  You may produce a written description of the process you followed with examples or present your findings orally with support material and visual aids  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| Be able to use information to solve problems  *Your written description or presentation should cover these criteria* | | Identify a problem in the team or elsewhere in the organisation  ( 12 marks)  Identify appropriate success criteria for resolving the problem  (12 marks)  Use different methods to gather and/or retrieve information involving the team to help solve the problem  (28 marks)  Apply a recognised technique to solve the problem  (28 marks)  Check the problem solution against the success criteria  (20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Using information to solve problems**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Be able to use information to solve problems [100 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify a problem in the team or elsewhere in the organisation | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * A problem is not identified or is not appropriate for the level of the qualification * The identified problem is not in the team or elsewhere in the organisation * The boundaries of the problem (i.e. who and what the problem affects) are unclear | | * A problem in the team or elsewhere in the organisation is identified that is appropriate for the level of the qualification. However the problem may not be quantified and its boundaries may not be completely clear | | | * A problem in the team or elsewhere in the organisation that is appropriate for the level of the qualification is identified and quantified and the boundaries of the problem are complete * A problem in the team or elsewhere in the organisation that is appropriate for the level of the qualification is described, perhaps in some detail, as opposed to merely identified | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Identify appropriate success criteria for resolving the problem | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * The purpose of the problem solving is not identified * Success criteria are not identified | | * Success criteria are identified but may not be quantified | | | * Success criteria are both identified and quantified * Success criteria are described, perhaps in some detail, as opposed to merely identified | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3   * Use different methods to gather and/or retrieve information involving the team to help solve the problem | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * There is no implicit or explicit evidence that information has been either gathered or retrieved * Only one method of gathering or retrieving information is used * Information is gathered and/or retrieved but has no apparent relevance to the problem * The team has had no involvement | | * There is implicit or explicit evidence that at least two different methods to gather and/or retrieve information have been used with the team having some involvement, even if peripheral; however the information may be limited in scope in comparison to the complexity of the problem | | | * There is explicit and detailed evidence that different methods to gather and/or retrieve information have been used, the information gathered and/or retrieved is detailed and proportional to the complexity of the problem and the team has been fully engaged in the process of gathering and/or retrieval | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 1.4   * Apply a recognised technique to solve the problem | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * There is no implicit or explicit evidence that a recognised problem-solving technique has been used * The problem-solving technique is incorrectly used or is inappropriate. (Examples of problem-solving techniques include brainstorming, lateral thinking, Ishikawa diagram.) * A problem solution has not been identified, or the solution is not based on the problem-solving technique used | | * There is implicit or explicit evidence that a recognised problem-solving technique has been used correctly to identify alternative solutions and a solution based on that problem-solving technique is identified | | | * There is explicit and/or detailed evidence that a recognised problem-solving technique has been used correctly to identify alternative solutions, a range of alternative solutions are identified in detail and a solution based on a problem-solving technique is described in detail and quantified in detail | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 1.5   * Check the problem solution against the success criteria | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * The problem solution has not been checked against success criteria * The problem solution is incorrect or inappropriate and does not meet, or partially meet, the success criteria | | * The solution has been checked against success criteria and the solution is correct and appropriate and meets, or partially meets, the success criteria | | | * The solution has been checked in detail against success criteria and the solution is correct and appropriate and fully and explicitly meets the success criteria | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

Short answer questions –USING INFORMATION TO SOLVE PROBLEMS

Learner name:

Learner registration number:

BE ABLE TO USE INFORMATION TO SOLVE PROBLEMS

*Note: The questions below should be used to show how the problem identified in question 1 can be solved*

1. Identify a problem in the team or elsewhere in the organisation (12 marks)
2. Identify appropriate success criteria for resolving the problem (12 marks)
3. Use different methods to gather and/or retrieve information involving the team to help solve the problem.

*Briefly list the sources of information used and summarise your findings* (28 marks)

1. Apply a recognised technique to solve the problem

*Briefly describe the technique you have chosen and present you findings in a summary or illustration* (28 marks)

1. Check the problem solution against the success criteria (20 marks)

*Summarise you findings below*

This unit has only one learning outcome

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Understanding Change in the Workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 8 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand change in the workplace | | | 1.1  1.2  1.3  1.4 | Give potential internal or external reasons or factors for change in the workplace  Explain team members’ possible attitudes and responses to change at work  Identify potential barriers to change in the workplace and state how they can be overcome  Identify potential benefits of change in the workplace |
| 1. Know how to support the implementation of change in the workplace | | | 2.1  2.2  2.3 | Explain how a team leader can implement change in the workplace  Explain how a team leader can support change in the team  Explain how to develop and maintain cohesion within a team during change |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of dealing effectively with change as required by a practising or potential team or cell leader. | | |
| Unit review date | | | 31/05/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: C1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.10  Dealing with change in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Potential reasons for change – internal and external to the organisation * • People’s attitudes and responses to change at work   • Barriers to change and how to overcome them | | | | |
| 2 | * Team leader’s role in supporting and implementing change * • Developing and maintaining group cohesion * • Group identity and culture, value systems, individual personalities   • Congruence of change with organisation’s culture, values and goals | | | | |

**Assignment Task for Unit: Understanding change in the workplace**

**Presentation**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of dealing effectively with change as required by a practising or potential team or cell leader.  In order to complete this task you will need to create and deliver a presentation on change within the workplace. Discussing the benefits and drivers for change, such as technology advances. You will need to demonstrate your understanding of why change can occur, giving examples of change and the possible reactions of staff to the said change(s). You will also need to show how staff and teams can be supported through the implementation of change and how negative reactions to change can be proactively managed.  You could choose a specific change that you and your team have experienced or are currently experiencing, or a potential forthcoming change, and explain how you would support your team through that change.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| **Understand change in the workplace** | | Give potential internal or external reasons or factors for change in the workplace  12  Explain team members’ possible attitudes and responses to change at work  16  Identify potential barriers to change in the workplace and state how they can be overcome  12  Identify potential benefits of change in the workplace  12 |
| **Know how to support the implementation of change in the workplace** | | Explain how a team leader can implement change in the workplace  16  Explain how a team leader can support change in the team  16  Explain how to develop and maintain cohesion within a team during change  16 |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Understanding change in the workplace**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1:** Understand change in the workplace [52 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1   * Give potential internal or external reasons or factors for change in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * No internal or external reasons or factors for change are given * Potential internal or external reasons or factors are given but no link shown with any change in the workplace | | * Valid potential internal or external reasons or factors for change are given | | | | * Both internal and external reasons and factors for change are explained, as opposed to merely given * The source and/or recognition of benefits of change to the organisation are acknowledged and examples given | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.2   * Explain team members’ possible attitudes and responses to change at work | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * Little or nothing is given on team members’ possible attitudes and responses to change at work * Team members’ possible attitudes and responses are given but are inappropriate or irrelevant or are not explained * There is some explanation of attitudes and responses to work but this is generic and not related to either the team members and to work | | * Team members’ possible attitudes and responses to change at work are briefly explained although the explanation (what, why and how) may be limited | | | | * Team members’ possible different attitudes and responses to change at work are explained in some detail, making fully clear what the attitudes/responses might be; how and why they come about; and how they could affect the team members, the team and/or the change * Different attitudes and responses are explained and compared, the impact of both positive and negative attitudes on change at work are explained, good examples from workplace are given to enhance the explanation | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 1.3   * Identify potential barriers to change in the workplace and state how they can be overcome | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * No barriers to change are identified or are given but are incorrect or inappropriate * Ways to overcome potential barriers are not identified or are incorrect or inappropriate | | * Potential barriers to change in the workplace are appropriately identified, including practical and human barriers, and, although they may be limited, ways of overcoming these barriers are given | | | | * Practical and human barriers, potential or actual, are appropriately described, as opposed to merely stated, and methods for overcoming these barriers are explained, perhaps in some detail * The identified methods indicate levels of difficulty in overcoming the different types of barriers, with good examples given to enhance the explanation | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.4   * Identify potential benefits of change in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * No potential benefits of change in the workplace are identified or, if identified, are inappropriate * Potential benefits are identified but their connection with any change is not clear | | * Potential benefits of change in the workplace are appropriately identified. The changes could include major and minor changes, practical changes and personnel changes | | | | * A variety of potential benefits of change in the workplace are described, perhaps in some detail, as opposed to merely identified, including major and minor changes, practical changes and personnel changes * Immediate, short term and longer term benefits are described, as opposed to merely identified, including identification of who/what benefits from the change with examples given to enhance the description | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to support the implementation of change in the workplace [48 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1   * Explain how a team leader can implement change in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * Nothing on how a team leader can carry out change in the workplace is given or, if given, is merely stated as opposed to explained * An explanation is given but is inappropriate or does not focus on the team leader’s role in implementing change | | * How a team leader can implement change in the workplace is explained, focusing on the team leader’s role in the change | | | | * Step-by-step detailed explanation is given of what is typically involved in the team leader managing self and team to effectively implement change in the workplace with the practical and communication necessities recognised * Explanation of how to ensure change is in line with organisation’s culture, values and goals | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 2.2   * Explain how a team leader can support change in the team | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * Nothing given on how a team leader can support change in the team or is merely stated as opposed to explained * How a team leader can support change in the team is given but is incorrect or inappropriate | | * The ways in which a team leader can support change in the team are explained. This explanation may take into account the function of the team and the different roles, skills and experience of its members | | | | * Detailed explanation is given of a range of ways in which a team leader can support change in the team taking into account the function of the team and the different roles, skills and experience of its members * Relevance of individual personalities and skillsets are recognised and the need to identify and address individual and team development needs | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 2.3   * Explain how to develop and maintain cohesion within a team during change | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * There is nothing on teamwork or cohesion within a team during change * The way(s) to develop and maintain cohesion within a team during change is not explained, the explanation is incorrect or inappropriate or a lack of understanding of team cohesion is evident | | * How to develop and maintain cohesion within a team during change is explained. To do this, there is initially some explanation of the key characteristics and drivers of team cohesion | | | | * + A range of ways in which cohesion within a team can be retained and enhanced during change are clearly explained, taking into account some of: group identity and culture; value systems; the individual personalities within the team; nature of the change and the way the team culture impacts upon the success of the change * Ways of improving positive team identity and culture through teambuilding are recognised. Likely impact of poor cohesion is recognised | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | | **Date of QA check:** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | | |

##### SHORT ANSWER QUESTIONS - UNDERSTANDING CHANGE IN THE WORKPLACE

Learner name:

Learner registration number:

Understanding change in the workplace

1. Give potential internal or external reasons or factors for change in the workplace

(12 marks)

1. Explain team members possible attitudes and responses to change at work (16 marks)
2. Identify potential barriers to change in the work place and state how they could be overcome (12 marks)
3. Identify potential benefits of change in the workplace (12 marks)

Know how to support the implementation of change in the workplace

1. Explain how a team leader can implement change in the workplace (16 marks)
2. Explain how a team leader can support change in the team (16 marks)
3. Explain how to develop and maintain cohesion within a team during change (16 marks)

Learners must achieve at least 50% of marks available within each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1-4 combined

Learning outcome 2: Questions 5 -8 combined

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Maintaining a healthy and safe working environment** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 8 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand responsibilities for health and safety   44 | | | 1.1  1.2  1.3  1.4  1.5 | Identify specific legislation relating to health, safety and welfare in the workplace  8  Outline the organisation’s health and safety policies, practices and systems  8  Give an example of good practice in relation to health and safety  8  State the process for reporting and recording accidents in the organisation  8  Explain how to communicate health and safety requirements to the team  12 |
| 1. Know how to conduct a risk assessment of the team’s work environment   56 | | | 2.1  2.2  2.3  2.4 | Explain the difference between a risk and a hazard  12  Use a simple recognised technique to assess risk and hazards in the workplace  16  Use the information obtained from the risk and hazard assessment, and describe how to reduce the risk(s) and/or hazard(s) identified  16  Explain the value of team involvement in risk assessment  **12** |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of helping to maintain a healthy and safe work environment as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: E5, D5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.11 Maintaining a healthy and safe work environment | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Principal health and safety and environmental legislation and the responsibilities of different parties * Own organisation’s health and safety and waste management policies, practices and systems * Potentially harmful working practices within own work area * How to set a good example in relation to health, safety and environmental matters * Accident and near miss reporting * First aid provision | | | | |
| 2 | * Significant differences between risks and hazards * Major categories of hazards that lead to accidents * Simple techniques for risk and hazard assessment * Ways to identify and reduce risk and hazards at work * Value of team involvement in risk assessment | | | | |

**Assignment Task – Risk Assessment - Maintaining a healthy and safe working environment**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of helping to maintain a healthy and safe work environment as required by a practising or potential team or cell leader.  In order to complete this task you will need to complete a risk and hazard assessment of a team working environment and use that assessment to describe the actions that should be taken to reduce those risk(s) and or hazards(s). You should involve your team in the process.  As part of this task you also need to identify and explain the context for the risk and hazard assessment by identifying the specific legislation that relates to your workplace and outlining the organisation’s health and safety policies including the process for reporting and recording accidents. You also need to demonstrate your understanding of good practice in relation to health and safety by giving an example and explaining how you communicate health and safety requirements and good practice to your team  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| **Understand responsibilities for health and safety** | | Identify specific legislation relating to health, safety and welfare in the workplace  (8 marks)  Outline the organisation’s health and safety policies, practices and systems  (8 marks)  Give an example of good practice in relation to health and safety  (8 marks)  State the process for reporting and recording accidents in the organisation  (8 marks)  Explain how to communicate health and safety requirements to the team  (12 marks) |
| **Know how to conduct a risk assessment of the team’s work environment** | | Explain the difference between a risk and a hazard  (12 marks)  Use a simple recognised technique to assess risk and hazards in the workplace  (16 marks)  Use the information obtained from the risk and hazard assessment, and describe how to reduce the risk(s) and/or hazard(s) identified  (16 marks)  Explain the value of team involvement in risk assessment  (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Maintaining a healthy and safe working environment**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand responsibilities for health and safety [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify specific legislation relating to health, safety and welfare in the workplace | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No legislation identified * Identified legislation does not relate to health, safety and welfare | | * Legislation is identified that relates to health, safety and welfare in the workplace although that relevance may not have been explicitly made clear | | | * A range of legislation that relates to health, safety and welfare in the workplace is identified * Relevant legislation is described, perhaps in detail, as opposed to merely identified * The relation is explicitly made clear between the legislation and health, safety and welfare in the workplace | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2   * Outline the organisation’s health and safety policies, practices and systems | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * There is little or no outlining of organisational health and safety policies, practices and systems | | * Part of the organisation’s policies, practices and systems (e.g. only the policies) for health, safety and welfare are outlined but not necessarily all; however the others are at least listed | | | * The organisation’s health and safety policies, practices and systems are described, perhaps in detail, as opposed to merely outlined * The organisation’s health and safety policies, practices and systems are outlined along with the responsibilities of various parties | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3   * Give an example of good practice in relation to health and safety | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No example is given of good practice in relation to health and safety * The provided example does not relate to health and safety * The provided example is not appropriate to good practice in relation to health and safety | | * The provided example is appropriate to good practice in health and safety | | | * The provided example is described * The relevance of the example to good practice in health and safety is made explicitly clear * The provided example fully exemplifies best practice in health and safety | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.4   * State the process for reporting and recording accidents in the organisation | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No mention is made of accidents in the organisation * No process is given for reporting and recording accidents in the organisation | | * The process is stated for reporting and recording accidents although this may be brief and limited | | | * The process for reporting and recording accidents and near misses in the organisation is described as opposed to merely stated * The effectiveness of the process is evaluated | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.5   * Explain how to communicate health and safety requirements to the team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Little or nothing is given on communicating health and safety requirements * The communication is merely described as opposed to an explanation of how to do it | | * An explanation of how to generically communicate health and safety requirements is given although not explicitly to the team | | | * A thorough explanation is given of how to communicate detailed health and safety requirements specifically to the team * An explanation is given of how to communicate health and safety requirements to the team which includes checking their understanding | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to conduct a risk assessment of the team’s work environment [56 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Explain the difference between a risk and a hazard | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Neither risks nor hazards are explained * Risks and hazards are separately identified but the difference between them is not explained | | * Risks and hazards are identified and the difference between them is explained | | | * Risks and hazards are fully explained and the difference between them is explained in detail * The implications are explained of risks and hazards and how they are used in health along safety along with major categories of risks that lead to accidents | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * Use a simple recognised technique to assess risk and hazards in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No technique, or no recognised technique, is used to assess risks and hazards in the workplace * A technique for assessing risk and hazards is given but not used | | * A recognised technique is used to assess risk and hazards | | | * A detailed technique is used for assessing risks and hazards specifically in the workplace. Potentially harmful working practices are identified * Hazards and risks in the workplace are thoroughly assessed and recommendations produced | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.3   * Use the information obtained from the risk and hazard assessment, and describe how to reduce the risk(s) and/or hazard(s) identified | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No information is produced from the assessment of risk and hazards and/or how to reduce the risk(s) and/or hazard(s) is not described * The description of how to reduce the risk(s) and hazard(s) is not associated with the information based from the assessment * The described method is incorrect or inappropriate for reducing risk(s) or hazard(s) | | * The way to reduce the risk(s) and/or hazard(s) is described and is largely based implicitly on the information from the assessment | | | * An appropriate and valid way to reduce the risk(s) and/or hazard(s) is described and is clearly and explicitly based on the information from the assessment * A thorough and detailed description is given of an appropriate and valid method for reducing the risk(s) and/or hazard(s) | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4   * Explain the value of team involvement in risk assessment | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * There is nothing on involving the team in risk assessment * The involvement of team involvement in risk assessment is described but there is nothing on its value | | * The involvement of the team in risk assessment is explained although its value may be implied instead of being explained | | | * The value of involving the team in risk assessment is fully explained, perhaps in detail * Team involvement in risk assessment explicitly and clearly explains its value in detail | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

Short answer questions - MAINTAINING A HEALTHY AND SAFE WORKing ENVIRONMENT



Learner name:

Learner registration number:

Understand responsibilities for health and safety

1. Identify specific legislation relating to health, safety and welfare in the workplace (8 marks)
2. **Outline the organisation’s health and safety policies, practices and systems**

(8 marks)

1. **Give an example of good practice in relation to health and safety** (8 marks)

4. State the process for reporting and recording accidents in the organisation (8 marks)

5 .Explain how to communicate health and safety requirements to the team

(12marks)

Know how to conduct a risk assessment of the teams work environment

6. Explain the difference between a ‘hazard’ and a ‘risk’ (12 marks)

7. Use a simple recognised technique to assess risk and hazards in the workplace *Attach your risk assessment to this answer sheet*

8. Use the risk assessment completed in question 7 to describe how to

reduce the risk(s) and/or hazard(s) identified (16 marks)

9. Explain the value of team involvement in risk assessment (12 marks)

Learners must achieve at least 50% of marks available within each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1-5 combined

Learning outcome 2: Questions 6 - 9 combined

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Diversity in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to contribute to a positive workplace environment   64 | | | 1.1  1.2  1.3  1.4 | Outline the organisational policy on Equality and Diversity in the workplace  12  Explain how a team leader can promote equality and diversity in the team  20  Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed  16  State the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority  16 |
| 1. Understand how to deal with difficulties arising from diverse individual and/or organisational values   36 | | | 2.1  2.2 | Give an example of a situation where an individuals’ views may clash with organisational expectations  16  Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations  20 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of managing diversity and acting ethically in the workplace as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.12  Diversity in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Basics of legislation relating to diversity * Types of diversity; e.g. culture, ethnicity, disability, age, sexual orientation, gender * Concepts of values, ethics and diversity and their relevant to the Team Leader role * The range of cultures, beliefs and value systems * Ways to communicate the organisation’s expectations values * Importance of respecting differences * Tolerance and inclusiveness; ways to prevent harassment and bullying | | | | |
| 2 | * Individual values and organisational expectations * Personal ethics vs business ethics – potential for both conflict and synergy * How internal “politics” arise within organisations, and their effects * Whistle blowing legislation | | | | |

**Assignment Task for Unit: Diversity in the workplace**

**Short Report**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is to enable you to develop an understanding of managing diversity and acting ethically in the workplace as required by a practising or potential team leader.  This task is for you to outline the organisations Equality and Diversity (E&D) policy and to undertake a simple survey of colleagues within the organisation to gather their views relating to equality and diversity. From this survey you will need to determine whether or not your findings meet the organisation’s E&D policy and to explain how you would deal with a situation where there is a clash between an individual’s values and the organisation’s expectations.  You will need to write a short summary of your survey findings to provide feedback to colleagues and to demonstrate how you would promote equality and diversity in the workplace.  Where inappropriate behaviour is identified, or might occur, that is outside your remit of responsibility you should provide a brief statement to show how you would use the organisation’s referral process.    *Hint: Ideas for questions for your survey could be gleaned from the organisation’s E&D policy*  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand how to contribute to a positive workplace environment**  For this section you will need to gather information about your organisations E&D policy in order to find out about individuals values and to put in place practices that address inappropriate behaviour. | | * Outline the organisational policy on Equality and Diversity in the workplace (12 marks) * Explain how a team leader can promote equality and diversity in the team (20 marks) * Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed (16 marks) * State the organisations referral process for dealing with inappropriate behaviour that is beyond the team leaders authority (16 marks) |
| **Understand how to deal with difficulties arising from diverse individual and/or organisational values**  Where difficulties are identified, or may occur, you will need to provide an example, with its implications, as to how you will address the difficulty through using the organisations referral procedure. | | * Give an example of a situation where an individuals’ views may clash with organisational expectations (16 marks) * Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations (20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Diversity in the workplace**

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| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1**: Understand how to contribute to a positive workplace environment [64 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1   * Outline the organisational policy on Equality and Diversity in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca.9/12]** | | | | |  | | | | |
| * Nothing given for organisational policy on equality and diversity or is merely identified as opposed to outlined * States there is no such policy * Copies and pastes the policy of the organisation verbatim without any description | | * The organisational policy on equality and diversity is outlined, identifying key points or features | | | | * The organisational policy on equality and diversity is described, identifying key points, and is then reviewed * A description is given of how this policy is communicated within the organisation * The effectiveness of the organisational policy is evaluated | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.2   * Explain how a team leader can promote equality and diversity in the team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | |
| * No explanation is given of how a team leader can promote equality and diversity in a team * Explanation is given but is incorrect or inaccurate | | * Ways in which a team leader can promote equality and diversity in a team are explained although the distinction between the two may not be fully clear | | | | * Clear and detailed explanation is given of how a team leader can promote equality and diversity in a team, including most of: recognising the ‘protected characteristics’; advocating and practising equality; promoting good practice; and monitoring and dealing appropriately with any violations of the legislation | | | | |
| / 20  (min. of 10) | | | Pass or Referral |
| AC 1.3  Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * No example given of inappropriate behaviour in relation to equality and diversity in the workplace * Nothing given on how inappropriate behaviour should be addressed or, if given, is incorrect or inappropriate | | * An example is given of inappropriate behaviour in relation to equality and diversity in the workplace **and** an example is given of appropriate and legal actions to deal with such inappropriate behaviour | | | | * A good example is described of inappropriate behaviour the workplace in relation to equality and diversity **and** a step-by-step explanation given, perhaps in detail, for how to deal with such inappropriate behaviour correctly and legally and in line with own level of authority and organisation’s policies and procedures * Accurately identifies own authority or lack of authority to deal with the example given. Good example(s) given. | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 1.4  State the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * Does not state the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority * Does not recognise what is/is not beyond the team leaders authority | | * Clearly states the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority | | | | * In some detail describes the organisations referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority * Gives good examples of what constitutes inappropriate behaviour and of what is beyond the team leader’s authority | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to deal with difficulties arising from diverse individual and/or organisational values [36 Marks] | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1  Give an example of a situation where an individuals’ views may clash with organisational expectations | **Referral [ca.4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca.12/16]** | | | | |  | | | | |
| * No example is given of a situation where an individual’s views may clash with organisational expectations * An example is given but the situation does not have a recognisable relevance to a clash between an individual’s views and the organisational expectations | | * An example is given of a situation where an individual’s views may clash with organisational expectations although the reason for the clash is not clearly identified | | | | * An example is given of a situation where an individual’s views may clash with organisational expectations; the reason for and the circumstances of the clash are clearly identified | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 2.2   * Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations | **Referral [ca.5/20]** | | **Pass [10/20]** | | | | **Good Pass [ca.15/20]** | | | | |  | | | | |
| * No explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations * Implications given are incorrect or do not make the link between individual values and organisational expectations | | * An explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations although the nature of the clash **or** the implications may not be clear | | | | * A clear and detailed explanation is given of the possible implications for a team leader in dealing with a clash between individual values and organisational expectations * Ways to communicate the organisation’s expectations and the importance of respecting differences are included * Examples are given of types of differences and specific example(s) of clash between the two and how the team leader may consider addressing the implications | | | | |
| / 20  (min. of 10) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | | **Date of QA check:** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | | |

SHORT ANSWER QUESTIONS –DIVERSITY IN THE WORKPLACE

Learner name

Learner registration number

UNDERSTAND HOW TO CONTRIBUTE TO A POSITIVE WORKPLACE ENVIRONMENT

1. Outline the organisational policy on Equality and Diversity in the workplace (12 marks)

2. Explain how a team leader can promote equality and diversity in the team (20 marks)

3. Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed (16 marks)

4. State the organisations referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority (16 marks)

UNDERSTAND HOW TO DEAL WITH DIFFICULTIES ARISING FROM DIVERSE INDIVIDUAL AND/OR ORGANISATIONAL VALUES

5. Give an example of a situation where an individuals’ views may clash with organisational expectations (16 marks)

5. Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations (20 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

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| Title: | | **Using resources effectively and efficiently in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 7 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of using resources effectively and efficiently in the workplace   100 | | | 1.1  1.2  1.3  1.4  1.5 | Give examples for each of the physical, human and financial resources found in the workplace  16  Explain why it is important to have sufficient levels of materials and labour in the workplace  20  Outline how to monitor the use of resources to determine efficiency and effectiveness  24  Outline why it is important to ensure resources are used efficiently  12  Explain how to ensure the safe and effective use of resources within the team  28 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of the efficient and effective use of resources as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.13 Using resources efficiently in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Different types of resources used in the workplace * Importance of sufficient resources, and the implications of shortfalls * Methods to plan and procedures for obtaining the necessary resources * Methods of resolving problems/shortfalls in supply * Simple measures to ensure the safe and efficient use of resources within the team * Concepts of capital, consumable, fixed and variable costs as indicators of where team leader can make a difference * Compliance with organisational, legal and regulatory standards | | | | |

**Assignment Task Audit - for Unit: Using resources effectively and efficiently in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of the efficient and effective use of resources as required by a practising or potential team or cell leader.  This task requires you to complete an audit of how efficiently and effectively resources are used in your area of responsibility. To complete the audit you should give details of the main physical, human and financial resources required and outline how the use of these resources is monitored in your work area, indicating strengths and weaknesses you find. You will need to identify any shortfall in resources you have, or could potentially have, and explain why it is important to have sufficient levels. You also need to identify in any areas where resources are, or potentially could be, wasted and outline how their usage could be improved for better efficiency. Finally you need to explain how you will ensure such changes in the use of resources will still comply with health and safety requirements  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 4 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| **Understand the importance of using resources effectively and efficiently in the workplace** | | Give examples for each of the physical, human and financial resources found in the workplace  (16 marks)  Explain why it is important to have sufficient levels of materials and labour in the workplace  (20 marks)  Outline how to monitor the use of resources to determine efficiency and effectiveness  (24 marks)  Outline why it is important to ensure resources are used efficiently  (12 marks)  Explain how to ensure the safe and effective use of resources within the team (28 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Using resources effectively and efficiently in the workplace**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of using resources effectively and efficiently in the workplace [100 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Give examples for each of the physical, human and financial resources found in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No recognisable examples provided or, if given, there are less than two examples each of physical, human and financial resources * Physical, human and financial resources are merely discussed with no examples, or less than two examples of each type of resource, given | | * At least two correct and appropriate examples are given for each of the physical, human and financial resources (at least six examples in total)found in the workplace | | | * Several correct and appropriate examples are given for each of the physical, human and financial resources found in the workplace * Physical, human and financial resources found in the workplace are described or explained, perhaps in some detail, **and** a range of examples of each type given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Explain why it is important to have sufficient levels of materials and labour in the workplace | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * No recognisable explanation given for why it is important to have sufficient levels of materials and labour in the workplace or, if give, the explanation is minimal or incorrect * The importance of materials is discussed but there is no recognisable explanation of the importance of having sufficient levels of materials | | * Why it is important to have sufficient levels of materials and labour in the workplace is explained although the explanation may be limited or narrow | | | * Full explanation is given of the importance of having sufficient levels of materials and labour in the workplace * A range of reasons for needing sufficient levels of materials and labour in the workplace are fully explained in detail * The implications of resource shortfalls are outlined and/or methods for obtaining the necessary resources | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3   * Outline how to monitor the use of resources to determine efficiency and effectiveness | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * No recognisable outline is given of how to monitor the use of resources to determine efficiency and effectiveness or, if given, is incorrect or inappropriate * An outline is given of resources monitoring but does not address efficiency and/or effectiveness in their use | | * How to monitor the use of resources to determine efficiency and effectiveness is outlined although it may describe efficiency without effectiveness or vice versa | | | * A way to monitor the use of resources to determine both efficiency and effectiveness is described, perhaps in detail * Several methods are explained for monitoring resources for both efficiency and effectiveness in usage * Ways of resolving resource problems/shortfalls in supply are described along with obtaining necessary resources | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.4   * Outline why it is important to ensure resources are used efficiently | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No outline is given of why it is important to ensure resources are used efficiently or, if given, is incorrect or inappropriate * The importance of resources is outlined but there is nothing on using them efficiently | | * Why it is important to ensure resources are used efficiently is outlined | | | * Several reasons are provided for why it is important to ensure that resources are used efficiently * An full explanation is given, perhaps in some detail, along with measures to ensure the safe and efficient use of resources within the team, perhaps including capital, consumable, fixed and variable costs as indicators | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.5   * Explain how to ensure the safe and effective use of resources within the team | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * How to ensure the effective use of resources within the team is explained but not their safe use, or vice versa * The safe and effective use of resources within the team is merely outlined, as opposed to explaining how to ensure it | | * How to ensure **both** the safe **and also** the effective use of resources within the team is explained although the explanation may be limited | | | * A full explanation, perhaps in detail, is given of how to ensure **both** the safe **and also** the effective use of resources within the team * Several step-by-step methods are explained in detail for ensuring the safe and effective use of resources within the team, perhaps with an outline of the implications and possible impact of their unsafe and/or ineffective use | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS - USING RESOURCES EFFECTIVELY AND EFFICIENTLY IN THE WORKPLACE

**Learner name:**

**Learner registration number:**

Understand the importance of using resources effectively AND EFFICIENTLY IN THE WORPLACE

1. **Give examples for each of the physical, human and financial resources found in the workplace** (16marks)
2. Explain why it is important to have sufficient levels of material and labour in the workplace (20 marks)

1. Outline how to monitor the use of resources to determine efficiency and effectiveness (24 marks)

1. Outline why it is important to ensure resources are used efficiently (12 marks)
2. **Explain how to ensure the safe and effective use of resources within the team** (28marks)

**This unit consists of only one learning outcome**

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| Title: | | **Communicating with people outside the work team** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of effective communication with people outside the team   32 | | | 1.1  1.2  1.3 | Explain why effective communication with those outside the team is important  16  Give examples of the methods of communicating with those outside of team  8  List the advantages and disadvantages of each method  8 |
| 1. Understand how to present a positive impression to those outside the team   68 | | | 2.1  2.2  2.3  2. | Outline why it is important to give a positive impression to internal and external customers  12  Explain why product/service knowledge is important in presenting a positive impression to those outside the team  20  Explain why it is important to observe legal, organisational and ethical rules when providing information to customers  20  Outline communication skills that could improve the relationship with customers  16 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of communicating with people outside the team as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.14 Communicating with people outside the work team | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Building and maintaining effective working relationships with those outside the team | | | | |
| 2 | * When to refer outside the team * How to create a positive impression * Promoting positive relationships with customers * Importance of product/service knowledge * Communication skills, including:   + Questioning   + Active listening   + Informing   + Negotiating * Importance of observing legal, organisational and ethical rules on providing information to customers | | | | |

**Integrated Assignment Task for Unit: Communicating with people outside the work team**

**Work Based Assignment**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is for you to develop an understanding of communicating with people outside the team as required by a practising or potential team or cell leader.  You will need to identify the range of communication methods used when dealing with internal or external customers and/or suppliers and together with an explanation of the advantages and disadvantages that this provides. You will also identify where difficulties and/or barriers in communication can occur that lead to problems that conflict with legal requirements as well as the organisations quality and guarantee policies. You can then explain the benefits of good communication and why good communication is necessary in dealing with customers and suppliers.  *In order to demonstrate your knowledge of this you need to respond to ALL of the questions listed below.*  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1250 words: the suggested range is between 1000 and 1750 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the importance of effective communication with people outside the team**  This section is for you to identify different methods of communication and why each has a preference when used in different or specific situations  32 | | * Explain why effective communication with those outside the team is important (16 marks) * Give examples of the methods of communicating with those outside of team (8 marks) * List the advantages and disadvantages of each method   (8 marks) |
| **Understand how to present a positive impression to those outside the team**  Good business practice relies on how the organisation represents itself to customers and suppliers (internal and external) and how to avoid difficulties should negative communications be identified  This section is for you to show how misunderstandings can occur if the communication method is unclear or inappropriate.  68 | | * Outline why it is important to give a positive impression to internal and external customers (12 marks) * Explain why product/service knowledge is important in presenting a positive impression to those outside the team (20 marks) * Explain why it is important to observe legal, organisational and ethical rules when providing information to customers (20 marks) * Outline communication skills that could improve the relationship with customers (16 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Communicating with people outside the work team**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of effective communication with people outside the team [32 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain why effective communication with those outside the team is important | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No explanation is given as to why communication with those outside the team is important * The importance of communication with those outside the team is merely mentioned, as opposed to explained * Explanation given is incorrect or is generic and does not focus on communication with those outside the team | | * Explanation is given as to why effective communication with those outside the team is important | | | * Detailed explanation is given as to why effective communication with those outside the team is important and the importance is highlighted * Those outside the team are clearly identified and the type of communication that is appropriate for them * The impact of ineffective communication with those outside the team is explained and example(s) given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Give examples of the methods of communicating with those outside of team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Little or nothing is given for examples of methods of communicating with those outside the team or the methods are inappropriate | | * Examples of appropriate methods of communicating with those outside the team (e.g. questioning, active listening, Informing, negotiating) are given | | | * Examples of a variety of appropriate methods of communicating with those outside the team are given . * The suitability of different methods for communicating with different people/groups/categories is explained | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3   * List the advantages and disadvantages of each method | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Only advantages without any disadvantages, or vice-versa, or neither, are given | | * B**oth** advantages and disadvantages of each method are clearly listed, although **either** advantages **or** disadvantages may be limited | | | * Both the advantages and disadvantages of each method are explained. | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to present a positive impression to those outside the team [68 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Outline why it is important to give a positive impression to internal and external customers | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Nothing is given on why it is important to give a positive impression to internal and external customers * Description does not provide reason why this is important or it is incorrect or inaccurate. | | * Why it is important to give a positive impression to internal and external customers is briefly described although the description of the reason may be limited | | | * The importance of giving a positive impression to internal and external customers is explained in some detail, as opposed to merely outlined, and reasons given which differentiate between the internal and external customer, showing common reasons of importance across both * The potential impact of not giving a good impression to customers is briefly explained and examples given | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * Explain why product/service knowledge is important in presenting a positive impression to those outside the team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Why product/service knowledge is important in presenting a positive image to those outside the team is not explained * Explanation given is minimal or is incorrect or does not relate to those outside the team | | * Why product/service knowledge is important in presenting a positive image to those outside the team is clearly explained although the explanation may be limited | | | * Why product/service knowledge is important in presenting a positive image to those outside the team is explained clearly and in detail, highlighting what makes it important and who are the people outside the team that product/service knowledge is given to * The impact of poor product/service knowledge given and example(s) given to enhance the explanation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3   * Explain why it is important to observe legal, organisational and ethical rules when providing information to customers | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Nothing given on why it is important to observe legal, organisational and ethical rules when providing information to customers or is merely mentioned as opposed to explained * Explanation given is minimal or is incorrect or does not cover all three categories of rules | | * Why it is important to observe legal rules, organisational rules and ethical rules when providing information to customers is clearly explained although the explanation may be limited | | | * Why it is important to observe each of the three categories of rules; legal, organisational and ethical, when providing information to customers is clearly explained in some detail, highlighting the differences between the three categories * Example(s) of each are given to enhance explanation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.4   * Outline communication skills that could improve the relationship with customers | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Nothing given on communication skills that could improve the relationship with customers * Communication skills are outlined but not related at all to customers * Improving communications with customers is outlined but does not address improving customer relationships or what is given is incorrect or inaccurate | | * Communication skills that could improve the relationship with customers are briefly described | | | * Communication skills that could improve the relationship with customers are described in some detail * Examples of different methods of communication are given with explanation of how each can improve the relationship with different customers * Different methods of communication are given with the benefits of those outlined | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –COMMUNICATING WITH PEOPLE OUTSIDE THE WORK TEAM

Learner name

Learner registration number

UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION WITH PEOPLE OUTSIDE THE TEAM

1. Explain why effective communication with those outside the team is important

(16 marks)

2. Give examples of the methods of communicating with those outside of team ( 8marks)

3. List the advantages and disadvantages of each method (8 marks)

UNDERSTAND HOW TO PRESENT A POSITIVE IMPRESSION TO THOSE OUTSIDE THE TEAM

4. Outline why it is important to give a positive impression to internal and external customers (12 marks)

5. Explain why product/service knowledge is important in presenting a positive impression to those outside the team (20 marks)

6. Explain why it is important to observe legal, organisational and ethical rules when providing information to customers (20 marks)

7. Outline communication skills that could improve the relationship with customers

(16 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Briefing the work team** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to plan for a team briefing   28 | | | 1.1  1.2  1.3 | State the aim(s) of the team briefing  8  Anticipate the needs/expectations of the team prior to the briefing  8  Define the objectives of the team briefing its structure and content  12 |
| 1. Be able to deliver a team briefing   60 | | | 2.1  2.2  2.3  2.4 | Prepare the location for the team brief ensuring relevant equipment is sourced  12  Communicate the location and any relevant information to the team prior to the briefing  12  Conduct a team briefing effectively responding to any enquiries during/after the team briefing  24  Outline how to ensure the team’s understanding of the team brief  12 |
| 1. Be able to report back on a team briefing   12 | | | 3.1 | State how outcomes of the briefing can be reported back to management  12 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of briefing the team as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.15  Briefing the work team | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Size, knowledge, needs and expectations of audiences * Purpose of the briefing/presentation – tell, sell, impel, entertain * SMART objectives * Selecting relevant information * Logical structure of the briefing | | | | |
| 2 | * Planning and preparation for briefings * Presentation skills * Venue considerations * Visual aids * Barriers to the communication * Overcoming nerves * Summarising * Promoting and handling questions | | | | |
| 3 | * Checking understanding * Reporting back to management | | | | |

Assignment: BRIEFING THE WORK TEAM



|  |  |  |
| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  The purpose of this unit is to enable you to develop your skills in giving team briefing.  To complete this task you need to prepare and present a briefing to your team. The topic of the briefing should relate to a work issue that you and your team will be required to participate in – e.g. reviewing production figures with the aim of improving production or a forthcoming team building event. The briefing is likely to take between 5 - 10 minutes to deliver.  *Note: Alternatively you can prepare a briefing on a work related topic and present this to an independent group not necessarily from the workplace.*  NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 4 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 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 | |
| Understand how to plan for a team briefing  *In order to complete this part of the task you will need to prepare a short summary which states why you are holding the briefing and what you hope to achieve. You need also to include details of who will be attending the briefing and what their needs or expectations from the briefing will be.*  *You will also need to prepare a short agenda or list of the topics you intend to cover and the order in which you will present them. You may also want to prepare some visual aids to support your briefing. When doing this consider the amount of time you have available for the briefing.*  Be able to deliver a team briefing  *Prior to delivering your briefing you will need to check the venue and resources available and notify those attending of the briefing of the topic, time and location.*  *Conduct your*  *briefing including answering any questions that may arise as a result.*  *Note: Your assessor may be observing or recording the briefing if not you should prepare a summary of the content of your briefing and queries handled and submit this with the planning notes.*  *When you have completed your briefing you will need to prepare a summary of how you intend to ensure that the team has understood the briefing.*  Be able to report back on team briefing  *The final part of this task also requires you to prepare a summary that states how the outcomes of the briefing can be reported back to management.* | | * State the aim(s) of the team briefing (8 marks) * Anticipate the needs/ expectations of the team prior to the briefing (8 marks) * Define the objectives of the team briefing its structure and content (12 marks) * Prepare the location for the team brief ensuring relevant equipment is sourced (12 marks) * Communicate the location and any relevant information to the team prior to the briefing (12 marks) * Conduct a team briefing effectively responding to any enquiries during/after the team briefing (24 marks) * Outline how to ensure the team’s understanding of the team brief (12 marks) * State how outcomes of the briefing can be reported back to management (12 marks) | |

**MARK SHEET – Briefing the work team**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand how to plan for a team briefing [28 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * State the aim(s) of the team briefing | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * The aim(s) of the team briefing are not stated * The aim(s) of the team briefing are stated but are incorrect, imprecise, or inappropriate | | * The aim(s) of the team briefing are stated (possibly including one of: tell, sell, impel, entertain) **and** the aims are appropriate although they could be expressed more precisely | | | * The aim(s) of the team briefing are stated, are correct, appropriate and are precisely and unambiguously expressed * As opposed to being merely stated, the aim(s) of the team briefing are described or explained, perhaps in some detail with examples given to enhance | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Anticipate the needs/ expectations of the team prior to the briefing | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * There is no evidence of anticipation of the needs/expectations of the team prior to the briefing | | * The needs/expectations of the team are anticipated prior to the briefing although the evidence may be limited or more implicit than explicit | | | * There is detailed explicit evidence that the needs/expectations of the team are anticipated prior to the briefing possibly including, but not restricted to: knowledge and needs of audience * The method of anticipating the team’s needs/expectation is outlined, perhaps in some detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3   * Define the objectives of the team briefing its structure and content | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No evidence of briefing objectives and/or structure and content of the briefing * The briefing objectives are given but are imprecise or inappropriate * The structure and content of the briefing is defined but is imprecise, inappropriate or do not address the defined aims and objectives of the team briefing | | * The briefing objectives are defined and are appropriate, although they could be expressed more precisely, **and** there is evidence of the structure and content of the briefing, with some selection of relevant information and logical structure, although the definition may be limited and/or the relevance of the information may be more implicit than explicit and/or the structure may not always ‘flow’ in a logical manner | | | * SMART objectives are defined for the briefing and are correct, appropriate and are precisely and unambiguously expressed * There is detailed evidence that the structure and content of the briefing is defined * The structure and content explicitly address the aims and objectives of the team briefing in a logical manner, possibly taking into account, but not restricted to: size, knowledge, needs and expectations of the audience | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to deliver a team briefing [60 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Prepare the location for the team brief ensuring relevant equipment is sourced | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable evidence of preparation of the location prior to the briefing and/or nothing on sourcing equipment * Preparation of the location and/or the sourcing of equipment is inappropriate | | * There is evidence that the briefing location has been prepared and is appropriate, although the evidence may be more implicit than explicit and/or minor adjustments to the location may have to be made before commencing the briefing, **and** there is also some evidence the sourcing of equipment, although the evidence may be limited and its relevance to the team brief may be more implicit than explicit | | | * There is detailed evidence of the sourcing of equipment and its relevance to the team brief is explicitly explained | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * Communicate the location and any relevant information to the team prior to the briefing | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * There is no recognisable evidence given of conducting a team briefing or, if given, the briefing is not conducted appropriately * There is no recognisable evidence given of handling queries during/after the team briefing or, if given, responses are ineffective or inappropriate | | * There is evidence of appropriately conducting a team briefing **and** there is evidence of effectively handling queries during/after the team briefing | | | * Detailed and comprehensive evidence of appropriately conducting a team briefing and/or detailed and comprehensive evidence of effectively handling queries during/after the team briefing * An explanation, perhaps in some detail, is provided of conducting the team briefing, covering presentation skills * An explanation, perhaps in some detail, is provided of responding to enquiries | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Conduct a team briefing effectively responding to any enquiries during/after the team briefing | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * There is no recognisable evidence given of conducting a team briefing or, if given, the briefing is not conducted appropriately * There is no recognisable evidence given of handling queries during/after the team briefing or, if given, responses are ineffective or inappropriate | | * There is evidence of appropriately conducting a team briefing **and** there is evidence of effectively handling queries during/after the team briefing | | | * Detailed and comprehensive evidence of appropriately conducting a team briefing and/or detailed and comprehensive evidence of effectively handling queries during/after the team briefing * An explanation, perhaps in some detail, is provided of conducting the team briefing, covering presentation skills * An explanation, perhaps in some detail, is provided of responding to enquiries | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 2.4   * Outline how to ensure the team’s understanding of the team brief | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Nothing given on how the team’s understanding of the team brief will be checked or, if given, the way(s) is/are merely stated or listed, as opposed to outlined * An outline is given of how to make sure the team understand but the method(s) of checking is/are inappropriate | | * An outline is given of an appropriate and effective way to ensure the team understand the team brief | | | * Appropriate methods of checking understanding are explained, perhaps in some detail, as opposed to merely outlined * Reasons are given for choosing the particular methods or why they are appropriate is outlined | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Be able to report back on a team briefing [12 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  State how outcomes of the briefing can be reported back to management | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable way of reporting the outcomes of the briefing to management is stated or, if given, is inappropriate * A reporting method is stated but relates only to the briefing itself and not to its outcomes | | * How the outcomes of the briefing can be reported to management is stated and the method(s) is/are appropriate | | | * Several appropriate methods for reporting the outcomes of the briefing to management are described or explained, perhaps in some detail, as opposed to merely stated * Reasons are given for choosing the particular methods or why they are appropriate is outlined | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Workplace Communication** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 5 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of effective communication   44 | | | 1.1  1.2  1.3 | Explain why clear and effective communication is essential in the workplace  16  Outline the key stages in the communication process  12  List potential barriers to communication and outline how these could be overcome  16 |
| 2 Understand methods of communication  16 | | | 2.1 | Explain methods and their best use when communicating with the team  16 |
| 3 Understand the importance of maintaining accurate records of communication  40 | | | 3.1  3.2  3.3 | Explain why it is important to have a record of communication  16  Outline the importance of keeping a record of oral communication  8  Describe methods of maintaining accurate records of electronic and oral communication 16 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of communication as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, C1, D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.16 Workplace Communication | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Stages in the communication process * Consideration of the recipient’s needs * Barriers to communication and how to overcome them | | | | |
| 2 | * A range of direct communication methods relevant to the team and their relative advantages and disadvantages * A range of direct communication methods relevant to people outside own area of responsibility, including written, telephone, e-mail and face-to-face discussions * Aspects of face-to-face communication, including appearance, impact, body language | | | | |
| 3 | * The importance of succinct and accurate records of one-to-one oral communication * Reasons for maintaining records of one-to-one communication (eg potential disciplinary or legal issues) | | | | |

**Assignment Task WBA for Unit: Workplace communication**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of communication as required by a practising or potential team or cell leader.  This task requires you to consider the methods you use to communicate with your team and to explain how to choose the correct method in order to be an effective communicator.  You need to start the task by explaining why effective communication in the workplace is essential and then to outline the stages in the communication process. Next you need to take two examples of methods of communication you regularly use e.g. team briefing, e-mail etc., and referring to the communication process list barriers that could occur when using this method and how you can overcome these also explaining when you think these methods are best used and why.  The final part of the task requires you to focus on the importance of maintaining accurate records of communication. You need to explain why this is important and to illustrate your answers with workplace examples. Place particular emphasis on records of oral communication that must be kept in your organisation and the consequences of failing to do so. Methods you use for maintaining records of communication – both oral and electronic - should be described with an emphasis on good practice.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 4 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| **Understand the importance of effective communication** | | Explain why clear and effective communication is essential in the workplace  (16 marks)  Outline the key stages in the communication process  (12marks)  List potential barriers to communication and outline how these could be overcome  (16 marks) |
| **Understand methods of communication** | | Explain methods and their best use when communicating with the team  (16marks) |
| **Understand the importance of maintaining accurate records of communication** | | Explain why it is important to have a record of communication  (16 marks)  Outline the importance of keeping a record of oral communication  (8 marks)  Describe methods of maintaining accurate records of electronic and oral communication (16 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Workplace communication**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of effective communication [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain why clear and effective communication is essential in the workplace | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * There is no explanation of why clear and effective communication is essential in the workplace * Explanation is minimal or incorrect | | * An explanation of why clear and effective communication is generically essential is given although it is related implicitly rather than explicitly to the workplace and/or it is not explained what might be the result if communication is not clear and/or effective | | | * Gives a detailed explanation of why clear and effective communication is essential with its importance to the workplace made explicit * Explains what constitutes clear and effective communication and how to ensure clarity and effectiveness * Explains what might be the result if communication is not clear and/or effective | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Outline the key stages in the communication process | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable communication process given * Stages of the communication process are not given or are given incorrectly | | * Key stages in the communication process are briefly described including some, but not necessarily all of; sender, message, encoding, channel, receiver, decoding, feedback | | | * Clear and thorough explanation given of key stages in the communication process including: sender, message, encoding, channel, receiver, decoding, feedback. Consideration of the recipient’s needs may also be addressed. These terms are explained and example(s) given to enhance explanation | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3   * List potential barriers to communication and explain how these could be overcome | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Potential barriers to communication are not given * Barriers are given but ways of overcoming them are not * Ways of overcoming barriers are incorrect or inappropriate | | * At least two potential barriers to communication are briefly given (which may include some of; language differences, inattention, information overload, distractions, noise, emotions or other appropriate barriers) and it is briefly explained how at least some of these barriers could be overcome | | | * Several potential barriers to communication are described (which may include most of: language differences, inattention, information overload, distractions, noise, emotions or other appropriate barriers), as opposed to merely listed, andsome methods are explained in detail as to how each given barrier could be overcome | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand methods of communication [16 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Explain methods and their best use when communicating with the team | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Ways of communicating are not explained * Some communication methods are listed but not their best use when communicating with the team | | * At least two methods of communicating are explained (such as written, telephone, e-mail, face-to-face discussions, team briefings, appraisals, toolbox talks or other appropriate ways) and how to use each method when communicating with the team is given although this explanation may be limited | | | * A range of communication methods are explained in detail and their best use when communicating with the team is made explicitly clear in detail * The advantages/disadvantages of communication methods are identified | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the importance of maintaining accurate records of communication [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Explain why it is important to have a record of communication | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Nothing is given on keeping records of communication and/or its importance * Records of communication are discussed but there is no explanation of their importance | | * Reasons are given as to why it is important to have a record of communication. Reasons may include, but not be restricted to: as a reminder of what took place or was agreed and by whom; to be able to refer back to; proof that something happened and/or was carried out legally or ethically; potential disciplinary issues; to conform to individuals’ rights for information; Data Protection Act may be linked | | | * Clear and valid reasons, perhaps with examples, are explained in detail as to why it is necessary to have a record of communication and the importance of this is made explicitly clear * An explanation is given of what might be the result if records of communication are not kept | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Outline the importance of keeping a record of oral communication | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Nothing is given on the importance of keeping a record of oral communication * Records of oral communication are discussed in general but there is no mention of their importance | | * A brief description is given of why it is important to keep a record of oral communication. This may include, but not be restricted to: openness and transparency of interactions; as a factual reminder of what took place or was agreed; as proof that something did take place and/or was carried out legally or ethically; potential disciplinary issues; to conform to individuals’ rights for information; Data Protection Act may be linked | | | * Perhaps with examples, clear and valid reasons are explained, as opposed to merely outlined, as to why it is necessary to have a record of oral communication and the importance of this is made explicitly clear * Outlines what might be the result if records of communication are not kept | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3  Describe methods of maintaining accurate records of electronic and oral communication | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No ways of maintaining accurate records of electronic and oral communication are given * Ways of maintaining accurate records of electronic and oral communication are merely listed and no descirption is given or, ifdescribed, are incorrect or inappropriate for maintaining accurate records | | * At least two ways of maintaining accurate records of electronic and oral communication are given although the description may be limited. The methods should enable some monitoring of accuracy of records | | | * A variety of methods of maintaining accurate records of electronic and oral communication are fully described and perhaps explained. Some of the methods may be documented or paper based whilst others are electronic. Examples of each may be given. | | | | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS - WORKPLACE COMMUNICATION



Learner name:

Learner registration number:

UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION

1. Explain why clear and effective communication is essential in the workplace (16marks)

1. Outline the key stages in the communication process (12marks)
2. List potential barriers to communication and outline how these could be overcome (16marks)

Understand methods of communication

1. Explain methods of communication and their best use when communicating with the team (16 marks)

Understand THE IMPORTANCE OF MAINTAINING ACCURATE RECORDS OF COMMUNICATION

1. Explain why it is important to have a record of communication (16 marks)
2. Outline the importance of keeping a record of oral communication (8 marks)
3. Describe methods of maintaining accurate records of electronic and oral communication (16marks)

Learners must achieve at least 50% of marks available within each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1 - 3 combined

Learning outcome 2: Questions 4

Learning outcome 3: Question 5 -7 combined

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Workplace records and information systems** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 5 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the reasons for keeping records within an organisation   24 | | | 1.1  1.2 | Explain why organisations need to keep records 16  Outline the benefits of record keeping 8 |
| 1. Understand how data and information is stored, indexed and retrieved   36 | | | 2.1  2.2  2.3 | Outline the purpose of spread sheets and databases in the workplace 8  Describe how information relevant to the team is stored and indexed for future retrieval 16  Give reasons for regular and secure backup of data 12 |
| 1. Understand the importance of ensuring the confidentiality and security of records   40 | | | 3.1  3.2  3.2 | Outline the main requirements of data storage under the Data Protection Act  12  Describe why a team leader should ensure that information is retained securely and confidentially 16  Outline what the team leader could do to ensure confidentiality/security of manual/electronic records in line with organisational practice 12 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of information systems as required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.17 Workplace information systems | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The purpose of record-keeping for the organisation | | | | |
| 2 | * Storage, indexing and information retrieval systems (manual and electronic, as appropriate) to meet team and organisation’s procedures * How and where spreadsheets and databases can be used | | | | |
| 3 | * Confidentiality/security of records (levels of access, backup, virus protection, legal aspects) * Data Protection Act * Methods of storage to maintain security and confidentiality | | | | |

**Assignment Task for Unit: Workplace records and information systems**

**Presentation**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this task is for you to develop an understanding of information systems as required by a practising or potential team or cell leader.  For this task you are required to prepare materials that outline the main requirements for data storage under the Data Protection Act and how your team should comply with this legislation. You will need to outline in what format the organisation’s information and data is kept (such as hard-copy, spreadsheets and data-bases), why this is required and where your team’s activities fit within these systems. You will then need to explain where, why and how this information is stored, indexed and retrieved in order to be used by other departments whilst maintaining confidentiality.  Appropriate handouts and presentation materials (such as Power-point/hand-outs, OHP acetates and flip-charts) should be provided to support your presentation.  *Your presentation could follow the following stages:*  *Stage 1. An overview of the organisation and needs and benefits for keeping records.*  *Stage 2. How the range of information and data is stored, indexed and retrieved.*  *Stage 2. An outline of the Data Protection Act and compliance by the organisation.*  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1250 words*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the reasons for keeping records within an organisation**  24 | | * Explain why organisations need to keep records (12 marks) * Outline the benefits of record keeping (12 marks) |
| **Understand how data and information is stored, indexed and retrieved**  36 | | * Outline the purpose of spreadsheets and databases in the workplace (12 marks) * Describe how information relevant to the team is stored and indexed for future retrieval (12 marks) * Give reasons for regular and secure backup of data (12 marks) |
| **Understand the importance of ensuring the confidentiality and security of records**  40 | | * Outline the main requirements of data storage under the Data Protection Act (16 marks) * Describe why a team leader should ensure that information is retained securely and confidentially (12 marks) * Outline what the team leader could do to ensure confidentiality/ security of manual/ electronic records in line with organisational practice (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Workplace records and information systems**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the reasons for keeping records within an organisation [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain why organisations need to keep records | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Organisational record keeping is discussed in general **but** no reason or purpose is given * Why organisations need to keep records is explained **but** the explanation is incorrect or inappropriate | | * An correct and appropriate explanation is given of why organisations need to keep records although the explanation may be limited | | | * Why organisations need to keep records is fully explained, perhaps in some detail * A range of organisational record keeping methods is discussed with different reasons for each fully explained in detail * The implications and impact of not keeping records are identified | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Outline the benefits of record keeping | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * The importance of record keeping is discussed in general **but** there is no description of the benefits * Less than two benefits of keeping records are outlined * At least two benefits of record keeping are outlined but are incorrect or minimal | | * At least two correct and appropriate benefits of record keeping are outlined | | | * Several benefits of record keeping are described * A wide range of benefits of keeping records is thoroughly described in detail with some explanation of how different benefits are derived from different record keeping methods | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how data and information is stored, indexed and retrieved [ 36 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Outline the purpose of spreadsheets and databases in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * There is little or nothing recognisable on the purpose for using spreadsheets and databases in the workplace * The purpose of spreadsheets and databases in general is discussed **but** not their application in the workplace * The purpose is outlined of spreadsheets in the workplace **but** not databases or vice versa * With no explanation, the purpose of spreadsheets and databases in the workplace is stated, as opposed to outlined | | * A correct and appropriate purpose of spreadsheets **and** databases in the workplace is outlined | | | * The purposes of spreadsheets anddatabases in the workplace are described, perhaps in some detail * A variety of purposes of spreadsheets anddatabases in the workplace are described in detail along with how and where spreadsheets and databases can be used, outlining the different purpose of each | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * Describe how information relevant to the team is stored and indexed for future retrieval | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * How information relevant to the team is stored and indexed for future retrieval is/are merely stated, as opposed to described * There is some description of how general information is stored and indexed for future retrieval **but** the information has no recognisable relevance to the team | | * How information relevant to the team is stored and indexed (manual and/or electronic, as appropriate) for future retrieval is appropriately described, although the relevance to the team may be implicit and/or the description may be limited | | | * Methods are fully described in some detail of storing and indexing information relevant to the team for future retrieval with the relevance to the team made explicitly clear * A variety of techniques for storing and indexing information relevant to the team for future retrieval is thoroughly explained along with a detailed description of the basis for indexing and the retrieval methods to be used | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Give reasons for regular and secure backup of data | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Regular and secure backup of data is discussed in general **but** no reasons are given * Less than two reasons for regular and secure backup of data are given * At least two reasons are given but are incorrect or inappropriate | | * At least two correct and appropriate reasons for regular and secure backup of data are given | | | * Several correct and appropriate reasons for regular and secure backup of data are provided in some detail * A thorough and detailed explanation is given providing a range of correct and appropriate reasons for regular and secure backup | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the importance of ensuring the confidentiality and security of records [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline the main requirements of data storage under the Data Protection Act | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * The main requirements of data storage under the Data Protection Act are not outlined * An outline of the main requirements of data storage are given but do not recognisably relate to the Data Protection Act | | * An outline of the main requirements of data storage are given that relates to the Data Protection Act although the link may be more implicit than explicit | | | * A detailed and thorough outline of the main requirements of data storage are given that explicitly relates to the Data Protection Act | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Describe why a team leader should ensure that information is retained securely and confidentially | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable reason is given for why a team leader should ensure that information is retained securely and confidentially or, if a reason is given, it is incorrect or inappropriate * Why a team leader should ensure that information is retained securely and confidentially is merely stated, as opposed to described | | * Why a team leader should ensure that information is retained securely and confidentially is described, although the description may be limited **or** the reason(s) more implicit than explicit | | | * A detailed explanation is given including several reasons for why a team leader should ensure that information is retained securely and confidentially is described * Methods are outlined for ensuring the security and confidentiality of information | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.3  Outline what the team leader could do to ensure confidentiality/ security of manual/electronic records in line with organisational practice | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable approach to ensuring confidentiality/security of manual/electronic records is given or, if given, is incorrect or inappropriate * A way in which the team leader could ensure confidentiality/ security of manual/electronic records is outlined **but** with no reference to organisational practice * A way in which the team leader could ensure confidentiality/ security of manual/electronic records is merely stated with no description, as opposed to outlined | | * What the team leader could do to ensure confidentiality/ security of manual/electronic records in line with organisational practice is outlined although only one way need be given | | | * With alignment with organisation practice made clear and explicit, there is detailed description of what the team leader could do to ensure confidentiality/ security of manual/electronic records, possibly including, but not restricted to: levels of access, backup, virus protection, legal aspects, Data Protection Act * Several detailed methods are thoroughly explained for the team leader to ensure confidentiality/ security in line with organisational practice along with a description of organisation practice in this area | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS – WORKPLACE RECORDS AND INFORMATION SYSTEMS

Learner name

Learner registration number

UNDERSTAND THE REASONS FOR KEEPING RECORDS WITHIN AN ORGANISATION

1. Explain why organisations need to keep records (12 marks)

2. Outline the benefits of record keeping (12 marks)

UNDERSTAND HOW DATA AND INFORMATION IS STORED, INDEXED AND RETRIEVED

3. Outline the purpose of spreadsheets and databases in the workplace (12 marks)

4. Describe how information relevant to the team is stored and indexed for future retrieval

(12 marks)

5. Give reasons for regular and secure backup of data (12 marks)

UNDERSTAND THE IMPORTANCE OF ENSURING THE CONFIDENTIALITY AND SECURITY OF RECORDS

6. Outline the main requirements of data storage under the Data Protection Act (16 marks)

7. Describe why a team leader should ensure that information is retained securely and confidentially (12 marks)

8. Outline what the team leader could do to ensure confidentiality/security of manual/electronic records in line with organisational practice (12 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Business improvement techniques** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 10 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of continuous quality and performance improvement within the workplace   32 | | | 1.1  1.2 | Explain why continuous quality and performance improvement are important for an organisation  16  Explain how the team could be encouraged to adopt continuous improvement techniques  16 |
| 2 Know how to use business improvement tools and techniques to continuously improve the workplace  44 | | | 2.1  2.2  2.3  2.4 | Identify a problem within the team or own area of the organisation  8  Explain two possible causes of the problem  8  Explain how to address the problem using a recognised business improvement technique and/or tool  16  Outline one method they could use to measure the effectiveness of the proposed improvement tool or technique  12 |
| 3 Know how to communicate the benefits of the identified improvement for implementation  24 | | | 3.1  3.2 | Outline the reason(s) for selecting an identified improvement  12  Describe how the benefits of the identified improvement could be reported 12 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop a basic knowledge of business improvement techniques required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.18 Business improvement techniques | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The importance of quality and continuous improvement at work * Awareness of product/service standards * Suggestion schemes/role models * Ways of building commitment and loyalty to organisation | | | | |
| 2 | * Range of techniques available (at least **two** from Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving) * Use of tools for improvement (at least **two** from: Cause and Effect/Fishbone Diagrams, Pareto Charts, Process Flow Charts, Scatter Graphs, Control/Run Charts) * Promotion of creative ideas and innovative solutions to problems * Methods to evaluate effectiveness of quality measures * How to evaluate effectiveness of quality measures * What other factors need to be considered in making decisions about a proposed improvement | | | | |
| 3 | * How to assess the financial costs and benefits of a proposed improvement * What other factors need to be considered in making decisions about a proposed improvement | | | | |

**Assignment Task for Unit: Business improvement techniques**

**Short Report**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task requires you to write a short report for your line manager outlining the benefits and importance of implementing continual quality and performance improvements. You will need to identify a quality and/or performance problem and how you and your team would resolve the problem as well as adopting similar techniques for ongoing improvement. You will need to show that you have looked at more than one recognised continuous performance improvement technique (such as Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, or Problem Solving) together with more than one improvement tool (such as Cause and Effect/Fishbone Diagrams, Pareto Charts, Process Flow Charts, Scatter Graphs, Control/Run Charts). From this you should be able to compare tools and techniques for improving future performance giving reasons for your choices.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the importance of continuous quality and performance improvement within the workplace**  32 | | * Explain why continuous quality and performance improvement are important for an organisation (16 marks) * Explain how the team could be encouraged to adopt continuous improvement techniques * (16 marks) |
| **Know how to use business improvement tools and techniques to continuously improve the workplace**  44 | | * Identify a problem within the team or own area of the organisation (8 marks) * Explain two possible causes of the problem   (8 marks)   * Explain how to address the problem using a recognised business improvement technique and/or tool (16 marks) * Outline one method they could use to measure the effectiveness of the proposed improvement tool or technique (12 marks) |
| **Know how to communicate the benefits of the identified improvement for implementation**  24 | | * Outline the reason(s) for selecting an identified improvement (12 marks) * Describe how the benefits of the identified improvement could be reported (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Business improvement techniques**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of continuous quality and performance improvement within the workplace [32 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain why continuous quality and performance improvement are important for an organisation | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Continuous quality and performance improvement are discussed generically but with no reference to their importance * The importance of continuous quality and performance improvement for an organisation is merely described, as opposed to explained or, if explained, it is incorrect | | * Explanation is given as to why continuous quality and performance improvement are important for an organisation although the explanation may be limited and restricted to **either** quality **or** performance improvement | | | * Detailed explanation is given of why **both** continuous quality **and** performance improvement are important for an organisation * May include the impact of organisations failing to improve performance and quality and examples | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Explain how the team could be encouraged to adopt continuous improvement techniques | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Continuous improvement techniques are explained but nothing on their adoption by the team * The adoption by the team of continuous improvement techniques is discussed in general terms but there is no explanation of how they could be encouraged to do so | | * Explain how the team could be encouraged (e.g. through involvement, training, incentives, suggestion schemes, positive role models, etc) to adopt continuous improvement techniques | | | * Explain how the team could be encouraged (e.g. through involvement, training, incentives, suggestion schemes, positive role models, etc) to adopt continuous improvement techniques * Examples given to enhance explanation | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to use business improvement tools and techniques to continuously improve the workplace [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Identify a problem within the team or own area of the organisation | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No problem within the team or own area of the organisation is identified or what is identified is not a problem but a routine occurrence * The problem is diffuse or not clearly identified, or is a group of problems | | * A problem (i.e. a deviance from plan or from the norm) within the team or own area of the organisation is clearly identified that is a situation or matter that presents difficulty | | | * A problem (i.e. a deviance from plan or from the norm) within the team or own area of the organisation is identified and the borders/parameters of the problem are given * A tool such as Cause and Effect/Fishbone Diagram, Pareto Chart, Process Flow Chart, Scatter Graph or a Control/Run Chart is used for problem identification | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2   * Explain two possible causes of the problem | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Either no possible causes or only one possible cause of the problem are explained * Actual causes are not given only a discussion of the problem, its history, its symptoms, etc. * Causes are merely described with no explanation of how the cause leads to the problem | | * Two possible causes of the problem are explained although the explanation may be limited and the link between the cause and the problem may be implicit and not totally clear | | | * Two possible causes of the problem are explained in detail * The connections between the causes and the problem effects are made explicit and totally clear | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3   * Explain how to address the problem using a recognised business improvement technique and/or tool | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No explanation is given of how to address the problem using a recognised business improvement technique and/or tool or an explanation is given that does not use a recognised business improvement technique and/or tool | | * Although it may be limited in explaining how it addresses the problem, the use of a recognised business improvement technique and/or tool (e.g. Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving or similar) is explained | | | * A full and accurate explanation is given of how to address the problem using a recognised business improvement technique and/or tool such as Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving or similar * Creative ideas and innovative solutions to problems are given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4   * Outline one method they could use to measure the effectiveness of the proposed improvement tool or technique | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No method is outlined that could be used to measure the effectiveness of the proposed improvement tool or technique or if outlined is done so incorrectly or inaccurately * A monitoring method is outlined as opposed to a method to measure the effectiveness | | * One method is outlined that could be used to measure the effectiveness of the proposed improvement tool or technique | | | * One method is described in some detail that could be used to measure the effectiveness of the proposed improvement tool or technique including e.g. success criteria and evaluation measures | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to communicate the benefits of the identified improvement for implementation [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline the reason(s) for selecting an identified improvement | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No reason(s) are outlined for selecting an identified improvement * A reason is outlined but is inappropriate or incorrect | | * Reason(s) are outlined for selecting an identified improvement including **either** financial costs and benefits **or** non-financial benefits | | | * Reason(s) are outlined for choosing an identified improvement and the selection criteria for the decision identified * The factors that need to be considered in making decisions about a proposed improvement are outlined * Reasons include **both** financial costs and benefits **and** non-financial benefits | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Describe how the benefits of the identified improvement could be reported | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No description is given of how the benefits of the identified improvement could be reported * The improvements and their benefits are described but not how they could be reported | | * A description is given of how the benefits of the identified improvement could be reported although the description may be limited | | | * A detailed description is given of how the benefits of the identified improvement could be reported * Different methods of reporting to different audiences are given with examples to enhance the explanation * The described benefits include **both** financial **and** non-financial benefits | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –BUSINESS IMPROVEMENT TECHNIQUES

Learner name

Learner registration number

UNDERSTAND THE IMPORTANCE OF CONTINUOUS QUALITY AND PERFORMANCE IMPROVEMENT WITHIN THE WORKPLACE

1. Explain why continuous quality and performance improvement are important for an organisation (16 marks)

2. Explain how the team could be encouraged to adopt continuous improvement techniques

(16 marks)

KNOW HOW TO USE BUSINESS IMPROVEMENT TOOLS AND TECHNIQUES TO CONTINUOUSLY IMPROVE THE WORKPLACE

3. Identify a problem within the team or own area of the organisation and explain two possible causes of the problem (16 marks)

4. Explain how to address the problem using a recognised business improvement technique and/or tool (16 marks)

5. Outline one method that could be used to measure the effectiveness of the proposed improvement tool or technique (12 marks)

KNOW HOW TO COMMUNICATE THE BENEFITS OF THE IDENTIFIED IMPROVEMENT FOR IMPLEMENTATION

6. Outline the reason(s) for selecting an identified improvement (12 marks)

7. Describe how the benefits of the identified improvement could be reported (12 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Leading your work team** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the difference between leadership and management | | | 1.1  1.2 | Explain the difference between leadership and management  Explain why leadership is important within own team |
| 1. Understand a range of leadership styles, their benefits and potential impact on individuals and performance | | | 2.1  2.2  2.3  2.4 | Describe a range of different leadership styles  16  Identify the most commonly used leadership style(s) within an organisation  Explain the likely effect this leadership style(s) has on a team’s performance  Identify own leadership style and its potential impact on a team |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of leading your team required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.19 Leading your work team | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Difference between leadership and management, and the need for each of them * Characteristics of a leader, and how these are developed | | | | |
| 2 | * Range of leadership styles – their uses, associated behaviours and potential impacts on individuals and outputs/performance * Identification, development and appropriate use of personal leadership styles * Supervised practice or simulation to develop the ability to apply knowledge and skills of leadership styles | | | | |

**Assignment Task for Unit: Leading your work team**

**Short Report**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this task is for you to develop an understanding of how you should lead your team from adopting accepted theories and models in order to achieve good leadership performance.  For this task you are required to set out in a short report with an introduction explaining the differences between and importance of both leadership and management. The body of the report will focus on two aspects. The first will show results from a survey of team leaders and/or managers within your organisation that classify the range of leadership styles they use. You will need to administer a leadership style questionnaire for this. The second aspect will focus on how team members are influenced by their manager’s style of leadership. You will need to develop a simple questionnaire for this. In conclusion you will need to determine your own leadership style(s) and to describe how you best use this understanding of styles to influence team members.  *Your report should follow the following suggested format:*   1. *Introduction – Leadership and Management differences and importance of each* 2. *Team Leader / Manager leadership styles* 3. *Team member reactions to styles of leadership* 4. *Conclusion – Own style(s) and how they impact on your team.*   In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1250 words: the suggested range is between 1000 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the difference between leadership and management**  40 | | * Explain the difference between leadership and management (20 marks) * Explain why leadership is important within own team (20 marks) |
| **Understand a range of leadership styles, their benefits and potential impact on individuals and performance**  60 | | * Describe a range of different leadership styles (16 marks) * Identify the most commonly used leadership style(s) within an organisation (12 marks) * Explain the likely effect this leadership style(s) has on a team’s performance (20 marks) * Identify own leadership style and its potential impact on a team (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Leading your work team**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the difference between leadership and management[40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain the difference between leadership and management | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Little or nothing given on the difference between leadership and management * Leadership and management are discussed but the difference is not explained * Some explanation of the difference between leadership and management is given but it is minimal or incorrect | | * The difference between leadership and management is explained with the difference made clear and is correct and appropriate although it may be limited | | | * Leadership and management are each correctly and appropriately explained with the difference(s) made explicitly clear in detail * A thorough and detailed explanation is given of a range of differences between leadership and management and also their strengths and weaknesses are discussed | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2   * Explain why leadership is important within own team | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * The importance of leadership within own team is merely stated or described, as opposed to explained * The importance of leadership within own team is explained **but** is incorrect and/or inappropriate and/or minimal * The importance of leadership is explained **but** it is merely generic and not related to own team | | * The importance of leadership within own team is correctly and appropriately explained | | | * The importance of leadership within own team is thoroughly explained in detail and the implications and/or impact of ineffective or inappropriate leadership is explained * The role of leadership in the development and/or cohesion of the team is explained with reference to models such as Adair, Tuckman, Belbin, etc. and examples given to enhance the explanation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand a range of leadership styles, their benefits and potential impact on individuals and performance [60 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Describe a range of different leadership styles | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Less than three leadership styles are described * At least three leadership styles are given **but** they are merely stated or listed, as opposed to described | | * A range of at least three recognisably different leadership styles is described although the description may be limited | | | * A range of over three recognisably different leadership styles is described in detail * A range of over three different leadership styles is described in detail along with their uses, associated behaviours and potential impacts on individuals and outputs/performance and the description is enhanced with examples | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Identify the most commonly used leadership style(s) within an organisation | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No leadership styles are identified * Leadership style(s) are identified **but** is/are incorrect or inappropriate | | * At least one leadership style is identified that is most commonly used within an organisation **and** the way of identifying the commonest style is briefly given | | | * The leadership style(s) most commonly used within **own** organisation are described, as opposed to merely identified * A range of most commonly used leadership styles is explained, as opposed to merely identified or described, with the explanation enhanced with examples * The method of identifying those styles most commonly used within own organisation is given | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Explain the likely effect this leadership style(s) has on a team’s performance | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * The likely effect on a team’s performance of one or more generic leadership style(s) is explained **but** is not the style(s) identified for the last AC * A non-specific likely effect of the leadership style(s) identified for the last AC is explained **but** this effectis not related to a team or it is related to a team in general **but** not their performance * The likely effect this leadership style(s) has on a team’s performance is merely stated, as opposed to explained | | * The likely effect on a team’s performance of the leadership style(s) identified for the last AC is explained | | | * The likely effect(s) on **own** team’s performance of the leadership style(s) identified for the last AC is explained, with the cause and effect link between the style and the team performance made clear and enhanced with examples * The appropriate use of personal leadership styles is explained, followed by a thorough and detailed explanation of the identified leadership style’s various effects on **own** team’s performance along with a description of how they affect the team and its effectiveness | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.4   * Identify own leadership style and its potential impact on a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Own leadership style is identified **but** no potential impact on a team is given * The potential impact of a non-specific leadership style on a team is identified **but** it is not identified as **own** style | | * Own leadership style is identified along with its potential impact on a team | | | * A method/tool for identifying leadership style is used, leading to identification of own leadership style along with its potential impact on **own** team * Different personal leadership styles that are adopted in different circumstances are identified and explained along with their potential effect(s) on **own** team * An explanation is given of the various ways in which the identified leadership style(s) could affect the team | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS – LEADING YOUR WORK TEAM

Learner name

Learner registration number

UNDERSTAND THE DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

1. Explain the difference between leadership and management (20 marks)

2. Explain why leadership is important within own team (20 marks)

UNDERSTAND A RANGE OF LEADERSHIP STYLES, THEIR BENEFITS AND POTENTIAL IMPACT ON INDIVIDUALS AND PERFORMANCE

3. Describe a range of different leadership styles (16 marks)

4. Identify the most commonly used leadership style(s) within an organisation and explain the likely effect this leadership style(s) has on a team’s performance (32 marks)

5. Identify own leadership style and its potential impact on a team (12 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Managing yourself** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 4 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to use effective personal time management to achieve team goals   56 | | | 1.1  1.2  1.3  1.4 | Explain the importance of effective time management  12  Identify your strengths and weaknesses in time management  12  Set and prioritise personal SMART objectives to achieve team goals  20  Describe a simple time management technique for achieving objectives  12 |
| 1. Know how to manage own stress   44 | | | 2.1  2.2  2.3  2.4 | Identify causes of stress and state their impact on the workplace  12  List symptoms of stress in the workplace  8  Describe a simple stress management technique that could help to reduce stress or its effects  16  Identify sources of support available in the workplace or elsewhere for stress management  8 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of managing yourself required by a practising or potential team or cell leader. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: A1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.20 Managing yourself | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Setting SMART objectives and using them to prioritise own actions * Simple time management techniques * Awareness of own skills and abilities * Personal objectives in relation to team objectives * Developing flexibility, responding to changing circumstances at a daily level | | | | |
| 2 | * Causes and impacts of stress at work * Symptoms of stress in self * Implications of stress for workplace and non-work activities/relationships * Simple stress management techniques * Available sources of support * Action planning and review techniques | | | | |

**Assignment Task for Unit: Managing yourself**

**Short report**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this task is for you to develop an understanding of best ways to managing yourself as a practising or potential team or cell leader.  This task will require you to produce a questionnaire to ask colleagues and team members as to the importance of time management and its relationship to causes and symptoms of stress. From this survey, using both time and stress management techniques, you should determine those activities that create most stress and how they effect the teams production / productivity objectives and working relationships. In conclusion your report will show in an action plan how to obtain support for helping to minimise your own stress through improvements in time management or through other appropriate actions.  *Your short report may follow the following suggested format:*   1. *Introduction – The relationship between time and stress management* 2. *Strengths and weaknesses of time management* 3. *Causes and symptoms of stress* 4. *Objective setting and achievement of team goals* 5. *Conclusion - action planning for stress management*   In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to use effective personal time management to achieve team goals**  56 | | * Explain the importance of effective time management (12 marks) * Identify your strengths and weaknesses in time management (12 marks) * Set and prioritise personal SMART objectives to achieve team goals (20 marks) * Describe a simple time management technique for achieving objectives (12 marks) |
| **Know how to manage own stress**  44 | | * Identify causes of stress and state their impact on the workplace (12 marks) * List symptoms of stress in the workplace (8 marks) * Describe a simple stress management technique that could help to reduce stress or its effects (16 marks) * Identify sources of support available in the workplace or elsewhere for stress management (8 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Managing yourself**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Know how to use effective personal time management to achieve team goals [56 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain the importance of effective time management | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Time management is explained generically but not its importance * The importance of time management is discussed, as opposed to explaining **why** it is important, or is explained incorrectly | | * The importance of effective time management is explained including why it is important | | | * The importance of effective time management is clearly explained in detail including why, for whom, when and how it is important * What constitutes effectiveness in time management is defined with example(s) given to enhance explanation * What is poor time management may also be included | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Identify your strengths and weaknesses in time management | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * There are no strengths and/or weaknesses identified * Strengths/weaknesses are identified but do not relate to time management | | * Strengths and weaknesses in time management are identified | | | * Strengths and weaknesses in time management are identified including an explanation of the principal features and example(s) of both strengths and weaknesses * Clarification is given of what constitutes excellent time management and its effectiveness and ineffectiveness | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3   * Set and prioritise personal SMART objectives to achieve team goals | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * No personal SMART objectives are given or, if objectives are given, they are not recognisably SMART * SMART objectives are given but there is no prioritisation and/or they are not linked to achieving tem objectives | | * At least two personal SMART objectives to achieve team goals are appropriately set. Although it may be implicit, there is some linking between the SMART objectives and the team goals and there is some prioritisation of the objectives although it may be limited | | | * Several personal SMART objectives to achieve team goals are set and are clearly and fully prioritised * Explicit links are made between the SMART objectives and the team goals and the links between team and organisational goals are also identified | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.4   * Describe a simple time management technique for achieving objectives | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No recognisable time management technique is given * A simple time management technique for achieving objectives is merely stated, as opposed to described * A simple time management technique is described but it is incorrect or inappropriate or there is no link with achieving objectives | | * A simple time management technique for achieving objectives is described that is correct and appropriate. The principal features of the technique are identified, although the link with achieving objectives may be limited and/or implicit | | | * A time management technique for achieving objectives is described in detail and is appropriate * A clear and correct explanation is provided of the principal features of the time management technique with good example(s) given * The way in which the technique helps to achieve objectives is made explicit | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to manage own stress [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Identify causes of stress and state their impact on the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Causes of stress are not identified, or only one cause of stress is identified or causes are identified but are incorrect or inappropriate * No impact on workplace is stated or the impacts are incorrect or inappropriate | | * Correct and appropriate causes of stress are identified and the impact on the workplace is stated, although consideration of the impact may be limited or narrow | | | * Correct and appropriate causes of stress are clearly described, perhaps in detail, as opposed to merely identified * The impact on the workplace of each cause of stress is stated, and consideration of the impact takes a wide view and is not limited to the immediate situation | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * List symptoms of stress in the workplace | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Symptoms of stress in the workplace are not listed or only one symptom of stress in the workplace is provided * The symptoms are incorrect or inappropriate | | * At least two correct symptoms of stress in the workplace are listed which might include, but not be limited to: anxiety, irritability, loss of self confidence, mood changes, lack of attention, depression, tiredness, poor performance, etc. | | | * Several correct symptoms of stress in the workplace are described or explained, perhaps in some detail, as opposed to merely being listed and which might include but not be limited to: anxiety, irritability, loss of self confidence, mood changes, lack of attention, depression, tiredness, poor performance, etc. | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3   * Describe a simple stress management technique that could help to reduce stress or its effects | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * A simple stress management technique is merely stated as opposed to described * A stress management technique is described but is incorrect or inappropriate | | * The principal features of an appropriate simple stress management technique are described and are correct, although this may be limited and the description of how it could help to reduce stress or its effects may be implicit | | | * The principal features of an appropriate simple stress management technique are described in detail and are correct * A clear explanation is given of how this could help to reduce stress or the effects of stress | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4   * Identify sources of support available in the workplace or elsewhere for stress management | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No sources of support for stress are identified * Sources of support are given but are incorrect or inappropriate | | * At least two correct and appropriate sources of support for stress management are identified either in the workplace or elsewhere | | | * Several different types of correct and appropriate sources of support for stress management are described, as opposed to merely identified, either in the workplace or elsewhere * Sources of support are described both the workplace and elsewhere | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS – MANAGING YOURSELF

Learner name

Learner registration number

KNOW HOW TO USE EFFECTIVE PERSONAL TIME MANAGEMENT TO ACHIEVE TEAM GOALS

1. Explain the importance of effective time management (12 marks)

2. Identify your strengths and weaknesses in time management (12 marks)

3. Set and prioritise personal SMART objectives to achieve team goals (20 marks)

4. Describe a simple time management technique for achieving objectives (12 marks)

KNOW HOW TO MANAGE OWN STRESS

5. Identify causes of stress and state their impact on the workplace (12 marks)

6. List symptoms of stress in the workplace (8 marks)

7. Describe a simple stress management technique that could help to reduce stress or its effects (16 marks)

8. Identify sources of stress management support available in the workplace or elsewhere (8 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Enterprise awareness** | | | |
| Level: | | 2 | | | |
| Credit value: | | 3 | | | |
| Unit guided learning hours | | 18 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the enterprise environment   16 | | | 1.1  1.2 | Identify and describe the type of organisation, its size and what it does  8  Outline the external influences (such as competitive and legal factors) on their chosen enterprise 8 |
| 1. Understand finance and enterprise   36 | | | 2.1  2.2  2.3  2.4 | Explain why finance is important for enterprises  8  Identify the different sources of finance available to enterprises  8  Explain what is meant by cash flow  12  Outline why it is important for their chosen enterprise to control its cash flow  8 |
| 1. Understand resources within enterprise   28 | | | 3.1  3.2  3.3 | Outline why resources are important to enterprises  8  Identify a physical resource and human resource essential to their chosen enterprise  12  Outline why it is important for their chosen enterprise to manage the use of these resources effectively  8 |
| 1. Understand customer focus   20 | | | 4.1  4.2  4.3  4.4 | Identify the main product/service of their chosen enterprise  4  State the main customer or market for this service/product  4  Identify the main competitor in the market place  4  Describe how the organisation promotes its products and services  8 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To provide practising or potential team or cell leaders with the opportunity to demonstrate their awareness of the world of enterprise. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to SFEDI 2006 NOS: UE3/7, LG1, MN1/4, BS1/2, BD2, LG3/4, OP3, WB1/2/3/4/10 | | |
| 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)  SFEDI (Business Enterprise) | | |
| Equivalencies agreed for the unit (if required) | | | M2.21 Enterprise Awareness | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * An outline of enterprise structures including franchises and those in the public and voluntary sectors * Stakeholders * Operational functions and structures such as marketing, finance, production, etc * Simple outline of the impact of competitors and the law on enterprise * Support services for enterprise (such as business links, local council and regional development agency) | | | | |
| 2 | * Difference between income and expenditure * Significance of cash and credit * Simple treatment of the concepts of cash flow and cash flow forecasting * The importance of controlling credit and creditors to ensure the survival of the organisation * The importance of keeping financial and other records (and monitoring the financial status) | | | | |
| 3 | * Acquisition, maintenance and protection of premises, tools and equipment * Effective use and control of materials and energy within an enterprise * Legal responsibilities of enterprise to employees (including health and safety, and diversity) * Pestle | | | | |
| 4 | * Customer as the focus for enterprise and the importance of meeting customer requirements * Basic outline of market research, customer service, quality management * Basic concepts of sales and promotion * Cost calculation and price determination | | | | |

**Assignment Task for Unit: Enterprise awareness**

**Work Based Assignment**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this assignment is for you to provide the opportunity to demonstrate your awareness of the world of business / enterprise  For this task you are required to construct a diagram (such as a mind-map or spider-graph) to show how the different departments / business activities in your organisation relate to each other. From this diagram you will need to identify the organisation’s main product/service and the important activities relating to finance, human and physical resources and competitors. This will then enable you to explain or outline how they contribute to the organisations’ overall products, services and profitability.  The use of recognised tools and techniques (such as PESTEL analysis) to support your answer is to be encouraged.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 1500 words together with appropriate charts and diagrams.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the enterprise environment**  16 | | * Identify and describe the type of organisation, its size and what it does (8 marks) * Outline the external influences (such as competitive and legal factors) on their chosen enterprise (8 marks) |
| **Understand finance and enterprise**  36 | | * Explain why finance is important for enterprises (8 marks) * Identify the different sources of finance available to enterprises (8 marks) * Explain what is meant by cash flow (12 marks) * Outline why it is important for their chosen enterprise to control its cash flow (8 marks) |
| **Understand resources within enterprise**  28 | | * Outline why resources are important to enterprises (8 marks) * Identify a physical resource and human resource essential to their chosen enterprise   (12 marks)   * Outline why it is important for their chosen enterprise to manage the use of these resources effectively (8 marks) |
| **Understand customer focus**  20 | | * Identify the main product/service of their chosen enterprise (4 marks) * State the main customer or market for this service/product (4 marks) * Identify the main competitor in the market place (4 marks) * Describe how the organisation promotes its products and services (8 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Enterprise awareness**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the enterprise environment[16 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify and describe the type of organisation, its size and what it does | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * The type of organisation and/or its size and/or what it does is not identified or, if identified, is not described | | * The type of organisation is appropriately identified and described along with its size and what it does, although the description may be limited | | | * The type of organisation (e.g. private company, plc., public sector, voluntary/third sector organisation, charity, etc.) is identified and described along with its size (e.g. no. of employees, sales, net worth, geographical spread, no. of sites, etc.) and what it does (e.g. manufacturing, retail, services, financial, etc.) * **Own** organisation is appropriately identified and thoroughly described in detail for type, size and what it does | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2   * Outline the external influences (such as competitive and legal factors) on their chosen enterprise | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Less than two of the external influences on chosen enterprise are outlined * Two of the external influences on chosen enterprise are merely stated, as opposed to outlined * An outline is given of at least two of the external influences on chosen enterprise **but** they are inappropriate | | * An appropriate outline is given of at least two of the external influences on chosen enterprise | | | * Several of the external influences on chosen enterprise are appropriately described * A range of different external influences is described in detail along with how they influence the enterprise and examples given to enhance the explanation * A PESTLE analysis in carried out to identify the external influences which are then described in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand finance and enterprise [36 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Explain why finance is important for enterprises | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * The importance of finance for enterprises is merely stated, as opposed to explained * The importance of finance in general is explained **but** is incorrect and/or is not related to enterprises | | * The importance of finance for enterprises is correctly explained although the explanation may be limited | | | * The importance of finance for enterprises is explained thoroughly and in detail * The importance of finance for enterprises is explained, with examples to enhance the explanation, along with how finance is used within enterprises | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2   * Identify the different sources of finance available to enterprises | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Less than two of the different sources of finance available to enterprises are identified * Different sources of finance are identified **but** these are incorrect or inappropriate and/or are not related to enterprise financing | | * At least two of the different sources of finance available to enterprises are correctly and appropriately identified | | | * A range of the different sources of finance available to enterprises are identified along with the strengths and weaknesses of each | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3   * Explain what is meant by cash flow | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Cash flow is merely outlined or described, as opposed to explained * Cash flow is explained **but** the explanation is incorrect or minimal | | * Cash flow is correctly explained although the explanation may be limited | | | * Cash flow is correctly explained in detail * Cash flow is correctly explained thoroughly and in detail and a simple cash flow forecast is given as an example to enhance the explanation | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.4   * Outline why it is important for their chosen enterprise to control its cash flow | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Cash flow control is discussed in general **but**  not its importance for chosen organisation * The importance for chosen enterprise of controlling cash flow is outlined **but**  is incorrect or inappropriate | | * A correct and appropriate outline is given of the importance for chosen enterprise of controlling cash flow | | | * The importance for chosen organisation of controlling cash flow is correctly and appropriately described in some detail, as opposed to merely outlined, with an outline of how this is achieved | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand resources within enterprise [28 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline why resources are important to enterprises | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Resources are discussed in general **but** their importance to enterprises is not outlined * Why resources are important to enterprises is outlined **but** is incorrect and/or inappropriate and/or minimal | | * A correct and appropriate outline is given of why resources are important to enterprises | | | * A thorough and detailed explanation, as opposed to a mere outline, is given of why resources are important to enterprises with examples to enhance the explanation | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.2  Identify a physical resource and a human resource essential to their chosen enterprise | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No resources are identified or either just a physical resource or a human one * A physical resource and a human resource essential to the chosen enterprise are identified **but**  are incorrect or inappropriate and/or are not related to chosen enterprise and/or there is no recognisable importance identified | | * A physical resource and a human resource essential to the chosen enterprise are identified | | | * Several physical and human resources essential to the chosen enterprise are identified along with the nature of their importance | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.3  Outline why it is important for their chosen enterprise to manage the use of these resources effectively | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * The management of resources is discussed in general **but** its importance and/or its effectiveness is not outlined and/or it is not related to the chosen enterprise * An outline is given as to why it is important for the chosen enterprise to manage the use of these resources effectively **but** it is incorrect or inappropriate | | * A correct and appropriate outline is given as to why it is important for the chosen enterprise to manage the use of these resources effectively although the outline of the effectiveness may be limited | | | * Why it is important for the chosen enterprise to manage the use of these resources effectively is described in some detail along with an outline of how effectiveness of use is ensured with examples given to enhance the explanation | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 4:** Understand customer focus [20 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 4.1  Identify the main product/service of their chosen enterprise | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | | |
| * The main product/service of the chosen enterprise is identified **but** is incorrect or inappropriate | | * The main product/service of the chosen enterprise is identified | | | * The main products/services of the chosen enterprise are identified along with how they benefit the enterprise | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 4.2  State the main customer or market for this service/product | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | | |
| * The main customer or market for this service/product is not stated * The main customer or market for this service/product is stated **but**  is incorrect or inappropriate | | * The main customer or market for this service/product is stated | | | * The main customer or market for this service/product is described, as opposed to merely stated, with a quantification of the take-up of the product/service | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 4.3  Identify the main competitor in the market place | **Referral [ca.1/4]** | | **Pass [2/4]** | | | **Good Pass [ca.3/4]** | | | | |  | | | |
| * The main competitor in the market place is not identified * The main competitor in the market place is identified **but** is inappropriate | | * The main competitor in the market place is identified | | | * A few main competitors in the market place are outlined along with a market assessment and a simple competitor analysis | | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 4.4  Describe how the organisation promotes its products and services | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Little or nothing is given on promotion by the organisation * How the organisation promotes its products and services is described but is inappropriate or minimal | | * How the organisation promotes its products and services is described although the description may be limited | | | * The various promotional channels and methods used by the organisation are thoroughly described in detail along with a simple analysis of their effectiveness with the main customer and the main competitor stated previously | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –ENTERPRISE AWARENESS

Learner name

Learner registration number

UNDERSTAND THE ENTERPRISE ENVIRONMENT

1. Identify and describe the type of organisation in which you work or are familiar with, its size and what it does (8 marks)

*The organisation may be either industrial or commercial in the private, public or voluntary sector.*

*The size of organisation relates to the number of employees engaged.*

2. Outline the external influences (such as competitive and legal factors) on their chosen enterprise (8 marks)

UNDERSTAND FINANCE AND ENTERPRISE

3. Explain why finance is important for enterprises (8 marks)

4. Identify the different sources of finance available to enterprises (8 marks)

5. Explain what is meant by cash flow and outline why it is important for the chosen enterprise to control its cash flow (20 marks)

UNDERSTAND RESOURCES WITHIN ENTERPRISE

6. Outline why resources are important to enterprises (8 marks)

7. Identify one physical resource and one human resource essential to the chosen enterprise

(12 marks)

8. Outline why it is important for their chosen enterprise to manage the use of these resources effectively (8 marks)

UNDERSTAND CUSTOMER FOCUS

9. Identify the main product/service of their chosen enterprise (4 marks)

10. State the main customer or market for this service/product (4 marks)

11. Identify the main competitor in the market place (4 marks)

12. Describe how the organisation promotes its products and services (8 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | **Working with customers legally** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 5 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the customer’s rights in line with current UK legislation   28 | | | 1.1  1.2 | Explain the purpose of consumer rights  16  Give examples of the rights of a customer in a contract with a supplier  12 |
| 2 Understand the responsibilities of the team in line with organisational policy  48 | | | 2.1  2.2  2.3 | Describe the organisational responsibilities when collecting and storing customer data  16  Outline why it is important to maintain confidentiality  12  Explain why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation  20 |
| 3 Understand the organisation’s complaints procedure  24 | | | 3.1  3.2 | Outline the organisation’s procedure for dealing with complaints or problems  16  Give one example of a customer complaint/problem that would need to be referred to a higher authority  8 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To provide practising or potential team or cell leaders with the ability to deal with customers lawfully. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.22 Dealing with customers lawfully | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Customer rights arising from the law relating to contracts for the sale of goods and services * Warranties and codes of practice | | | | |
| 2 | * Data Protection Act * Importance of maintaining confidentiality | | | | |
| 3 | * Own organisation’s procedures for dealing with complaints or problems * Limits of own authority and when to refer | | | | |

**Assignment Task for Unit: Working with customers legally**

**Team Briefing**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this task is for you to demonstrate your understanding of the need for your actions to be lawful and that you are able to convey these needs to members of your team.  Your manager has received a complaint from a customer that the quality of product/service from your team was not to an acceptable standard. You have discussed the problem with your manager who has asked you to prepare a briefing for your team to explain the legal aspects that the organisation expects you and your team to comply with. This is to ensure that they fully understand the consequences of unacceptable standards and the procedures to follow should a complaint be made in the future.  In order to demonstrate your knowledge of this you need to respond to all the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1250 words: the suggested range is between 1000 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the customer’s rights in line with current UK legislation**  28 | | * Explain the purpose of consumer rights (16 marks) * Give examples of the rights of a customer in a contract with a supplier (12 marks) |
| **Understand the responsibilities of the team in line with organisational policy**  48 | | * Describe the organisational responsibilities when collecting and storing customer data (16 marks) * Outline why it is important to maintain confidentiality (12 marks) * Explain why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation (20 marks) |
| **Understand the organisation’s complaints procedure**  24 | | * Outline the organisation’s procedure for dealing with complaints or problems (16 marks) * Give one example of a customer complaint/problem they would need to refer to a higher authority (8 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Working with customers legally**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the customer’s rights in line with current UK legislation [28 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain the purpose of consumer rights | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * The purpose of consumer rights is not mentioned * The purpose is merely described, as opposed to explained or, if explained, it is incorrect | | * The purpose of consumer rights is accurately explained although the reason(s) given may be limited | | | * The purpose of consumer rights is explained clearly, accurately and in detail with the reason(s) made explicit * Examples are given to enhance explanation | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2   * Give examples of the rights of a customer in a contract with a supplier | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No examples of the rights of a customer in a contract with a supplier are given or, if given, are incorrect * Examples are given of generic customer rights but do not relate to a contractual relationship | | * At least two examples of the rights of a customer in a contract with a supplier are given. These may include, but not be limited to: rights arising from the law relating to the sale of goods and services, e.g. the right for the service or product to be of satisfactory quality, fit for purpose and as described | | | * Several detailed examples of the rights of a customer in a contract with a supplier are given. These may include, but not be limited to: rights arising from the law relating to the sale of goods and services, e.g. the right for the service or product to be of satisfactory quality, fit for purpose and as described and additionally may give the right for repair, replacement or refund in the event that any of the above are absent. | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the responsibilities of the team in line with organisational policy [48 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Describe the organisational responsibilities when collecting and storing customer data | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No description given of the organisational responsibilities when collecting and storing customer data or, if given, description is inaccurate or incorrect * The organisational responsibilities are merely listed or identified, as opposed to described | | * Accurate description is given of the organisational responsibilities when collecting and storing customer data although the description may be narrow or otherwise limited | | | * Clear, detailed and accurate description is given of the organisational responsibilities when collecting and storing customer data * Explains application of Data Protection Act and organisational warranties and codes of practice | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Outline why it is important to maintain confidentiality | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * No outline of why it is important to maintain confidentiality is given or, if given, is incorrect * The reason(s) for confidentiality are merely stated, as opposed to outlined | | * An outline is given of why it is important to maintain confidentiality | | | * Explains in some detail, as opposed to merely outlining, why it is important to maintain confidentiality * The explanation is enhanced with examples and a link is made to the Data Protection Act, contractual obligations, legal liability, etc * Explains the implications of not maintaining confidentiality | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Explain why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Nothing is given on why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation * It is merely stated, as opposed to explained, why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation or, if explained, it is incorrect | | * It is explained why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation. However the explanation may be limited and only one appropriate reason provided | | | * A range of different reasons, that are clear and detailed are explained as to why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation * Some of the reasons are related to consumer legislation * The explanation clarifies typical standards and expectations * The explanation may also give potential implications of non-compliance with examples to enhance the explanation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the organisation’s complaints procedure [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline the organisation’s procedure for dealing with complaints or problems | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * No recognisable way is given for how the organisation deals with complaints or problems * The outlined procedure for dealing with complaints or problems is inappropriate | | * An outline is given of the organisation’s procedure for how to deal with complaints or problems | | | * A detailed explanation is given, as opposed to a mere outline, of the organisation’s approach to complaints or problems and a step-by-step procedure is described for dealing with them * Examples are given to enhance the explanation | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Give one example of a customer complaint / problem that would need to be referred to a higher authority | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No example is given of a customer complaint or problem that would need to be referred to a higher authority * An example is given but it is inappropriate | | * An example is given of a customer complaint or problem that would need to be referred to a higher authority | | | * An example is described in detail of a customer complaint or problem that would need to be referred to a higher authority and an explanation is given of why and how it should be referred * The limits of own authority are made clear by distinguishing between those matters than can be dealt with first hand and those that would need referral | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS –WORKING WITH CUSTOMERS LEGALLY

Learner name

Learner registration number

UNDERSTAND THE CUSTOMER’S RIGHTS IN LINE WITH CURRENT UK LEGISLATION

1. Explain the purpose of consumer rights (16 marks)

2. Give examples of the rights of a customer in a contract with a supplier (12 marks)

UNDERSTAND THE RESPONSIBILITIES OF THE TEAM IN LINE WITH ORGANISATIONAL POLICY

3. Describe the organisational responsibilities when collecting and storing customer data and outline why it is important to maintain confidentiality (28 marks)

4. Explain why it is important that the product and/or service complies with agreed standards and specifications as stipulated by the organisation (20 marks)

UNDERSTAND THE ORGANISATIONS COMPLAINTS PROCEDURE

5. Outline the organisation’s procedure for dealing with complaints or problems (16 marks)

6. Give one example of a customer complaint/problem that would need to be referred to a higher authority (8 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Title: | | Setting team objectives in the workplace | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 6 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand methods of time management 2. 28 | | | 1.1  1.2  1.3 | Explain the need for effective time management 12  List time management techniques and practices 8  Describe a time management technique that can be used to achieve a personal/team objective 8 |
| 1. Be able to set, prioritise and monitor SMART objectives for the team   36 | | | 2.1  2.2  2.3 | Explain the importance of workplace team objectives 8  Set SMART objectives to achieve team objective 16  Outline ways of monitoring progress against objectives 12 |
| Be able to assess achievement of workplace objectives 36 | | | 3.1  3.2  3.3 | Review achievement of SMART objectives against success criteria 12  Gather feedback on team performance 12  Identify areas for Team development and improvement for achieving workplace objectives 12 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of and be able to set monitor and review achievement of objectives against success criteria. | | |
| Unit review date | | | 31/05/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2008 NOS: A1, B5, F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | n/a | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Time management techniques * SMART objectives, and how to set them (personal and organisational) * Setting priorities to achieve personal and workplace team objectives | | | | |
| 2 | * Setting and describing SMART objectives for development and application * Planning and charting goals, targets and objectives over time * Monitoring techniques to ensure plans are achieved in time (and within budget) | | | | |
| 3 | * Developing flexibility, responding to changing circumstances at a daily level * Ways to measure achievement of objectives * Feedback gathering and analysis for identifying future improvement | | | | |

**Assignment Task for Unit: Setting team objectives in the workplace**

**Work Based Assignment**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  **MINI PROJECT**  This task is for you to develop an understanding of how clear, precise and unambiguous requests or instructions enable team members or colleagues to effectively respond as required by a practising or potential team leader.  For this unit you will need to apply SMART objectives to a time management issue and to identify an appropriate technique that enables you to become more effective in your role. From identifying a time related SMART target objective (aim or goal) you will need to break this down into individual activities for your team members to achieve. These individual activities will each be shown as a SMART objective.  These activities will then be shown in order of importance and represented in a format (plan) for you to be able to monitor their achievement and progress toward the target objective (aim or goal).  Following this planning and monitoring you will need to measure the effectiveness of the teams effectiveness in achieving theirs and the target objective. To do this you will need to gather feedback from your team members (and perhaps your line manager) and from analysing this information identify improvements for team development.  In order to demonstrate your knowledge of this you need to show how your project planning and management has addressed all the criteria listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1250 words: the suggested range is between 1000 and 1750 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria / Questions |
| 1. **Understand methods of time management**   28 marks | | * Explain the need for effective time management (12 marks) * List time management techniques and practices (8 marks) * Describe a time management technique that can be used to achieve a personal/team objective (8 marks) |
| **2 Be able to set, prioritise and monitor SMART objectives for the team**  36 marks | | * Explain the importance of workplace team objectives (8 marks) * Set SMART objectives to achieve team objective (16 marks) * Outline ways of monitoring progress against objectives (12 marks) |
| **3. Be able to assess achievement of workplace objectives**  36 marks | | * Review achievement of SMART objectives against success criteria (12 marks) * Gather feedback on team performance (12 marks) * Identify areas for Team development and improvement for achieving workplace objectives (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –** Setting team objectives in the workplace

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| **Centre Number :** | |  | | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| 1. **Learning Outcome / Section 1:** Understand methods of time management [28 Marks] | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1   * Explain the need for effective time management | **Referral [ca.7/28]** | | **Pass [14/28]** | | | | **Good Pass [ca.21/28]** | | | |  | | | | |
| * The need for effective time management is merely described, as opposed to explained or, if explained, is incorrect | | * The need for effective time management is explained although the explanation may be limited | | | | * The need for effective time management is clearly explained in detail | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 1.2   * List time management techniques and practices | * Less than two recognisable time management techniques and practices are listed * Two or more time management techniques or practices are listed but inappropriate or incorrect | | * Two or more recognisable time management techniques and practices are listed | | | | * Several recognisable time management techniques and practices are listed | | | |  | | | | |
| / 8  (min. of 4) | | | Pass or Referral |
| AC 1.3   * Describe a time management technique that can be used to achieve a personal/team objective | * A time management technique that can be used to achieve a personal/team objective is merely stated, as opposed to described * There is some description of a time management technique **but** has no recognisable relevance to a personal/team objective | | * A time management technique that can be used to achieve a personal/team objective is appropriately described, although the relevance to the personal/team objective may be implicit and/or the description may be limited | | | | * A time management technique that can be used to achieve a personal/team objective is appropriately described in detail, the relevance to the personal/team objective being explicit | | | |  | | | | |
| / 8  (min. of 4) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to set, prioritise and monitor SMART objectives for the team [36 Marks] | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1   * Explain the importance of workplace team objectives | **Referral [ca.9/36]** | | **Pass [18/36]** | | | | **Good Pass [ca.27/36]** | | | |  | | | | |
| * The importance of workplace team objectives is merely listed as opposed to being explained * The importance of workplace team objectives is explained **but** the explanation is incorrect or inappropriate | | * An correct and appropriate explanation is given of The importance of workplace team objectives although the explanation may be limited | | | | * The importance of workplace team objectives is fully explained in detail | | | |
| / 8  (min. of 4) | | | Pass or Referral |
| AC 2.2   * Set SMART objectives to achieve team objective | * Objectives to achieve team objective are formed as or do not use all the SMART format * Less than two SMART objectives to achieve team objective are given * Two or more SMART objectives are given but do not relate to the achievement of team objectives | | * Two or more SMART objectives to achieve team objective are given although the relationship of the SMART objectives to team objectives may be more implicit than explicit | | | | * Several SMART objectives to achieve team objective are given, the relationship of the SMART objectives to team objectives being clearly explicit | | | |  | | | | |
| / 16  (min. of 8) | | | Pass or Referral |
| AC 2.3   * Outline ways of monitoring progress against objectives | * Less than two ways of monitoring progress against objectives are outlined * At least two ways of monitoring progress against objectives are outlined but are incorrect or minimal | | * At least two correct and appropriate ways of monitoring progress against objectives are outlined | | | | * Several ways of monitoring progress against objectives are clearly outlined | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Be able to assess achievement of workplace objectives [36 Marks] | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 3.1  Review achievement of SMART objectives against success criteria | **Referral [ca.9/36]** | | **Pass [18/38]** | | | | **Good Pass [ca.27/36]** | | | |  | | | | |
| * Achievement of SMART objectives against success criteria are merely described or stated as opposed to being reviewed * Achievement of SMART objectives are reviewed but are not judged against stated or recognisable success criteria * Achievement of SMART objectives against success criteria are reviewed but are incomplete or are inappropriate | | * Achievement of SMART objectives are reviewed against success criteria although the criteria may be implicit | | | | * Achievement of SMART objectives are reviewed in detail against explicitly stated success criteria | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 3.2  Gather feedback on team performance | Feedback on team performance is not gathered or if gathered is inappropriate or minimal | | * Feedback on team performance is gathered and although may be limited is fit for purpose | | | | * Detailed and relevant feedback on team performance is gathered | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| AC 3.3  Identify areas for Team development and improvement for achieving workplace objectives | No areas for Team development and improvement for achieving workplace objectives are identified or, if identified, are inappropriate  Less than two areas are identified for team development and improvement for achieving workplace objectives   * Areas are identified for team development and improvement are identified but are not recognisably related to the achievement of team objectives | | * Two or more areas are identified for team development and improvement are identified although the relationship to team objectives may be implicit | | | | Several appropriate areas are identified in detail for team development and improvement for achieving explicitly stated workplace objectives | | | |  | | | | |
| / 12  (min. of 6) | | | Pass or Referral |
| **Assessment comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | | | **Date of QA check:** | | | | |

SHORT ANSWER QUESTIONS – SETTING TEAM OBJECTIVES IN THE WORKPLACE

Learner name:

Learner registration number:

UNDERSTAND METHODS OF TIME MANAGEMENT

1. Explain the need for effective time management (12 marks)

2. List some time management techniques and practices (8 marks)

3. Describe a workplace time management technique that can be used to achieve a personal and/or team objective (8 marks)

BE ABLE TO SET, PRIORITISE AND MONITOR SMART OBJECTIVES FOR THE TEAM

4. Explain the importance of workplace team objectives (8 marks)

5. Set SMART objectives to achieve team objective (16 marks)

6. Outline ways of monitoring progress against objectives (12 marks)

*(It might be useful to incorporate a diagrammatic plan or table to show the objectives in order of priority)*

BE ABLE TO ASSESS ACHIEVEMENT OF WORKPLACE OBJECTIVES

7. Review achievement of SMART objectives against success criteria (12 marks)

8. Gather feedback on team performance (*provide a tabulated summary of the findings that you have collated*.) (12 marks)

9. Identify areas for Team development and improvement for achieving workplace objectives (12 marks)

Learners must achieve at least 50% of marks available for each assessment criteria. In some instances learning outcomes may be covered by more than one question.

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| Title: | | **Gathering, interpreting and utilising data in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 3 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to gather and interpret data for action   48 | | | 1.1  1.2 | Describe how to obtain the required workplace information using a suitable method  24  Interpret data to address an identified purpose in the workplace  24 |
| 2 Know how to select and use data for a specific purpose  52 | | | 2.1  2.2 | Explain how to select the appropriate data for the identified purpose  20  Describe how to use the data effectively for the identified purpose  32 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of gathering, selecting and using information for a selected purpose. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D1, F5 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.24 Using information for action in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Methods of information gathering, and retrieval from information systems | | | | |
| 2 | * How to identify information needs for a variety of purposes, such as problem solving and decision-making * Use of information to solve problems, make decisions, take corrective action, support or argue a case, or report to internal or external bodies | | | | |

**Assignment Task for Unit: Gathering, interpreting and utilising data in the workplace**

**Mini project**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this task is for you to develop an understanding of gathering, selecting and using information for an identified requirement.  For this task you will need identify a workplace activity and to use appropriate company pro-forma (such as time-sheets, inventory / production control sheets, quality / test data forms, satisfaction survey information / data) to gather specified information. This information must then be interpreted to enable specific information to be selected for identified action(s).  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| 1. Know how to gather and interpret data for action   48 | | * Describe how to obtain the required workplace information using a suitable method (24 marks) * Interpret data to address an identified purpose in the workplace (24 marks) |
| 2 Know how to select and use data for a specific purpose  52 | | * Explain how to select the appropriate data for the identified purpose (20 marks) * Describe how to use the data effectively for the identified purpose (32 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Gathering, interpreting and utilising data in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Know how to gather and interpret data for action[48 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Describe how to obtain the required workplace information using a suitable method | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * No description is given of how to obtain the required workplace information using a suitable method | | * A description is given of how to obtain the required workplace information using a suitable method although the description may be limited | | | * The purpose and method of information collection is described, perhaps with reference to retrieval systems, along with a clarification of the kind of information. The collected information itself is given | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.2  Interpret data to address a identified purpose in the workplace | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * Data is given **but** there is no recognisable interpretation of it * An interpretation of data is given **but** the interpretation is incorrect or inappropriate and/ or does not recognisably address an identified purpose in the workplace | | * Data is given along with an interpretation of it in order to address a identified purpose in the workplace | | | * A range of different data is given along with a detailed interpretation of it in order to address a identified purpose in the workplace * The workplace problem is outlined along with how the interpreted data can address it | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to select and use data for a specific purpose [52 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Select the appropriate information for the identified purpose | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
|  | | * The appropriate information for the identified purpose is selected | | |  | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2   * Describe how to use information effectively for the identified purpose | **Referral [ca.8/32]** | | **Pass [16/32]** | | | **Good Pass [ca.24/32]** | | | | |  | | | |
| * How to use information effectively for the identified purpose is merely stated, as opposed to described * A description is given of how to use information **but** it not address the effectiveness of its use and/or it does not address the identified purpose * A description is given of how to use information for the identified purpose **but** it is incorrect or inappropriate | | * A description is given of how to use information effectively for the purpose identified for the previous AC, although the description may be limited | | | * A thorough and detailed description is given of how to use information effectively for the purpose identified for the previous AC * An outline is given of the way in which the information will be effective for the identified purpose | | | | |
| / 32  (min. of 16) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS: GATHERING, INTERPRETING AND UTILISING DATA IN THE WORKPLACE

Learner name:

Learner registration number:

Know how to gather and interpret data for action

1. Describe how to obtain the required workplace information using a suitable method

(24 marks)

1. Interpret data to address an identified purpose in the workplace (24marks)

Know how to select and use data for a specific purpose

1. Explain how to select the appropriate data for the identified purpose (20marks)
2. Describe how to use the data effectively for the identified purpose (32marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1 and 2 combined

Learning outcome 2: Questions 3 and 4 combined

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| Title: | | **Methods of communicating in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 3 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of effective communication in the workplace   52 | | | 1.1  1.2 | Explain the importance of effective communication in the workplace  28  Outline the possible impacts of poor communication in the workplace  24 |
| 2 Understand how to use methods to communicate effectively in the workplace  48 | | | 2.1  2.2  2.3  2.4 | Identify methods to communicate in the workplace  12  List the advantages and disadvantages of identified communication methods and their best use  12  Identify barriers to communication and explain how these could be overcome  12  Identify the positive benefits of effective communication  12 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of methods of communicating in the workplace. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1, F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.26 Understanding methods of communicating in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Stages in the communication process | | | | |
| 2 | * Barriers to communication and how to overcome them * Different ways to communicate and their relative advantages and disadvantages (eg: oral, such as telephone, meetings, briefings, one-to-one; and written, such as reports, letters, memos, emails etc) * Feedback techniques | | | | |

**Integrated Assignment Task for Unit: Methods of communicating in the workplace**

**Work Based Assignment**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task requires you to identify aproduct (or component), service or process that you or your team provide and to track the information and/or data that is required from instigation (such as a customer order) through to delivery (acceptance by the customer).  You will need to identify the range of communication methods used together with the reasons for keeping and storing the product/service records, explaining the advantages and disadvantages that this provides. You will also identify where difficulties or barriers in communication can occur that lead to problems (such as differences in quality or quantity) and explain the benefits of good communication and why good communication is necessary.  *In order to demonstrate your knowledge of this you need to respond to ALL the questions listed below.*  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 8 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1250 words: the suggested range is between 1000 and 1750 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the importance of effective communication in the workplace**  This section is for you to show the of communication that are required for a product or service during it’s journey through the organisation and what can go wrong if poor communication occurs. | | * Explain the importance of effective communication in the workplace (28 marks) * Outline the possible impacts of poor communication in the workplace (24 marks) |
| **Understand how to use methods to communicate effectively in the workplace**  During the product/service journey different methods of communication will be used. This section will enable you to show the importance of good communication. | | * Identify methods to communicate in the workplace (12 marks) * List the advantages and disadvantages of identified communication methods and their best use (12 marks) * Identify barriers to communication and explain how these could be overcome (12 marks) * Identify the positive benefits of effective communication (12 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Methods of communicating in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of effective communication in the workplace [52 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Explain the importance of effective communication in the workplace | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * No explanation is given of the importance of effective communication in the workplace, or if given, explanation is incorrect or inaccurate * The importance of effective communication in the workplace is merely discussed, as opposed to explained or, if explained, does not recognise the importance of the communication beingeffective | | * The importance of effective communication in the workplace is accurately explained | | | * The importance of effective communication in the workplace is clearly and accurately explained in detail * The reasons given are recognisable, appropriate and significant * Example(s) are given to enhance explanation | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 1.2   * Outline the possible impacts of poor communication in the workplace | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * No possible impacts of poor communication in the workplace are given or, if given, are incorrect * Possible impacts of poor communication are given but are generic and do not focus on the workplace | | * At least two possible impacts of poor communication in the workplace are outlined | | | * A range of different possible impacts of poor communication in the workplace, both written and oral, are described in some detail * Examples of poor communication in the workplace and their impacts are given | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to use methods to communicate effectively in the workplace [48 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Identify methods to communicate in the workplace | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two methods to communicate in the workplace is given * Ways of communicating are given but are non-specific and not related to the workplace * Methods to communicate in the workplace are given but are incorrect or inappropriate | | * At least two methods to communicate in the workplace are identified | | | * Several written and oral methods to communicate in the workplace are described as opposed to merely identified * A range of different communication methods (e.g.: oral: such as telephone, meetings, briefings, one-to-one; and written: such as reports, letters, memos, emails etc.) are described or explained, as opposed to merely identified * Specific examples are described to enhance the identification | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2   * List the advantages and disadvantages of the identified communication methods and their best use | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * **Neither** advantages **nor** disadvantages of the identified communication methods **nor** their best use are given * Advantages and disadvantages of the identified communication methods are listed but are incorrect and/or there is nothing on their best use * Advantages and disadvantages of various communication methods and their best use are listed but they are merely generic and have no relation to the methods previously identified | | * **Both** the advantages and disadvantages of the communication methods identified in the previous AC are listed (although **either** advantages or disadvantages may be limited and/or implicit) **along with** their best use (although the identification of their best use may be limited and/or implicit) | | | * **Both** the advantages and disadvantages of the previously identified communication methods **and** their best use are fully and explicitly listed * **Both** the advantages and disadvantages of the previously identified communication methods **and** their best use are described or explained, as opposed to merely listed, with examples to enhance | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3   * Identify barriers to communication and explain how these could be overcome | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two barriers to communication have been identified and/or no explanation is given of how to overcome them * Barriers to communication are identified and ways to overcome them but one or both is/are incorrect or inappropriate | | * At least two barriers to communication have been identified **and** some explanation is given of how to overcome those barriers, although the explanation may be limited | | | * Several barriers to communication have been identified **and** a full and clear explanation is given of how to overcome each of the identified barriers * A range of different types of barriers to communication has been described, as opposed to merely identified, **and** a clear and detailed step-by-step explanation is given of how to overcome each of the identified barriers | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.4  Identify the positive benefits of effective communication | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two benefits of effective communication are identified * Positive benefits of communication in general are given but there is no focus on effective communication or the benefits identified are incorrect | | * At least two positive benefits of effective communication are identified | | | * Positive benefits of effective communication are clearly described, as opposed to merely identified * A range of different benefits are clearly and correctly explained in detail with examples given * As part of the explanation, the requirements for effectiveness in communication are outlined | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS – METHODS OF COMMUNICATING IN THE WORKPLACE

Learner name

Learner registration number

UNDERSTAND THE IMPORTANCE OF EFFECTIVE COMMUNICATION IN THE WORKPLACE

1. Explain the importance of effective communication in the workplace (28 marks)

2. Outline the possible impacts of poor communication in the workplace (24 marks)

UNDERSTAND HOW TO USE METHODS TO COMMUNICATE EFFECTIVELY IN THE WORKPLACE

3. Identify methods to communicate in the workplace (12 marks)

4. List the advantages and disadvantages of identified communication methods and their best use (12 marks)

5. Identify barriers to communication and explain how these could be overcome (12 marks)

6. Identify the positive benefits of effective communication (12 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Satisfying customer requirements** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 3 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to satisfy customer requirements   100 | | | 1.1  1.2  1.3  1.4  1.5 | Identify internal and external customers  8  Explain how customer needs are identified  24  Explain how service level agreements and customer satisfaction levels are set and monitored  28  Interpret feedback and simple performance indicators to identify how well customer requirements are being met  20  Outline actions that can be taken to address performance in meeting customer needs  20 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of satisfying customer requirements. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: D1, F5, F7 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.27 Satisfying customer requirements | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Own internal and external customers * Awareness of service standards in own organisation * Simple performance indicators * How to recognise different types of customers, their expectations and needs * Techniques for improving performance to exceed customer expectations, including use of performance indicators | | | | |

**Assignment Task for Unit: Satisfying customer requirements**

**Mini project**

|  |  |  |
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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  For this task you are required to outline the difference between internal and external customers and to explain how the particular needs of each are identified. From your organisation’s service level agreements (SLAs) you will then need to establish the organisations performance indicators and to outline how customer satisfaction levels are set and monitored. To survey satisfaction levels you will need to develop and administer a (simple) questionnaire to gather information regarding the achievement of these SLAs.  Your report will conclude by summarising your survey feedback findings and to suggest ways to address inappropriate satisfaction levels.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 1750 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to satisfy customer requirements**  100 | | * Identify internal and external customers (8 marks) * Explain how customer needs are identified (24 marks) * Explain how service level agreements and customer satisfaction levels are set and monitored (28 marks) * Interpret feedback and simple performance indicators to identify how well customer requirements are being met (20 marks) * Outline actions that can be taken to address performance in meeting customer needs(20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Satisfying customer requirements**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Know how to satisfy customer requirements[100 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify internal and external customers | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Less than two internal and/or less than two external customers are identified * Internal and external customers are identified but they are incorrect or inappropriate | | * At least two internal and at least two external customers are correctly and appropriately identified | | | * An identification is given of several internal and several external customers and their needs and the relationship with each are also identified | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2   * Explain how customer needs are identified | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * The identification of customer needs is discussed in general **but** there is no explanation of how it is done * How to identify customers is explained **but** not the identification of their needs * How to identify customer needs is explained **but** the explanation is incorrect, inappropriate and/or minimal | | * How to identify customer needs is correctly and appropriately explained although the explanation may be limited | | | * How to identify customer needs is thoroughly explained in detail * A full and detailed explanation is given of how to identify different types of customers, their expectations and needs * Examples are given to enhance the explanation | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.3   * Explain how service level agreements and customer satisfaction levels are set and monitored | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| * How service level agreements and customer satisfaction levels are set and monitored is merely identified or described, as opposed to explained * An explanation is given of how service level agreements and customer satisfaction levels are set and monitored **but** the explanation is incorrect, inappropriate and/or minimal * How service level agreements are set and monitored is explained **but** not customer satisfaction levels or customer satisfaction levels are explained **but** not service level agreements | | * An appropriate explanation is given of how service level agreements and customer satisfaction levels are set and monitored although the explanation of one or the other may be limited | | | * A detailed explanation is given of how both service level agreements and customer satisfaction levels are set and monitored with a description of the measures (e.g. performance indicators) used with examples enhance the explanation | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 1.4   * Interpret feedback and simple performance indicators to identify how well customer requirements are being met | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Feedback and simple performance indicators are discussed in general **but** there is nointerpretation * Some non-specific interpretation is carried out of feedback and simple performance indicators **but** this interpretation does not identify how well customer requirements are being met * Feedback and simple performance indicators are interpreted to identify how well customer requirements are being met **but** does not lead to any finding/conclusion being given | | * Feedback and at least two simple performance indicators are correctly and appropriately interpreted to identify how well customer requirements are being met and, although the interpretation may be limited, the interpretation leads to some finding/conclusion being made and given | | | * Feedback and several performance indicators are thoroughly interpreted to identify how well customer requirements are being met and several detailed findings/conclusions are made and given | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.5   * Outline actions that can be taken to address performance in meeting customer needs | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Less than two actions that can be taken to address performance in meeting customer needs are outlined * Actions that can be taken to address performance in meeting customer needs are merely stated, as opposed to outlined, or are incorrect or inappropriate | | * At least two correct and appropriate actions that can be taken to address performance to meet customer needs are outlined although their potential for performance improvement may be more implicit than explicit | | | * Several correct and appropriate actions that can be taken to address performance to satisfy and exceed customer needs are described, as opposed to merely outlined, and their potential for performance improvement is explicitly made clear along with an outline of how the actions would produce a performance improvement | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS – SATISFYING CUSTOMER REQUIREMENTS

Learner name

Learner registration number

KNOW HOW TO SATISFY CUSTOMER REQUIREMENTS

1. Identify internal and external customers and explain how their needs are identified

(32 marks)

2. Explain how service level agreements and customer satisfaction levels are set and monitored (28 marks)

3. Interpret feedback and simple performance indicators to identify how well customer requirements are being met (20 marks)

4. Outline actions that can be taken to address performance in meeting customer needs (20 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

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| Title: | | **Understanding effective team working** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 3 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand effective working teams  100 | | | 1.1  1.2  1.3  1.4 | Identify the characteristics of an effective team and the advantages of working in a team  24  Identify possible barriers to effective team working  20  Outline the possible effects of identified barriers on the team  24  Explain how to create and maintain an effective team  32 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of effective teams. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.28 Understanding effective team working | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Differences between groups and teams, particularly in the workplace * Characteristics of a good team and the advantages of team working * How groups are formed (eg Tuckman) * How to identify team roles and their implications (eg Belbin); how personal values can affect the team * Possible types of problem behaviour and causes of disagreement and conflict * Role of self and others in organisation to deal with differences | | | | |

**Assignment Task (Reflective review) for Unit: Understanding effective team working**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of the unit is to enable you to develop an understanding of effective teams.  You need to complete a reflective review in which you look at the effectiveness of the team your lead.  You need to start the task by identifying the key characteristics of an effective team and the advantages of team working.  You then need to explain how you create and maintain an effective team, including your reflections on your own actions. These reflections will identify some of the barriers to team working you have encountered and the effects of those barriers together with how, as part of creating and maintaining an effective team, you have or could overcome these.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
|  | | Assessment Criteria |
| **Understand effective working teams** | | Identify the characteristics of an effective team and the advantages of working in a team  (24 marks)  Identify possible barriers to effective team working  (20 marks)  Outline the possible effects of identified barriers on the team  (24 marks)  Explain how to create and maintain an effective team (32marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Understanding effective team working**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand effective working teams[100 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify the characteristics of an effective team and the advantages of working in a team | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * Less than two characteristics of an effective team are identified and/or less than two advantages of working in a team are identified * The characteristics and/or the advantages are incorrect or inaccurate or inappropriate * Team characteristics are identified but not those that make a team effective | | * At least two characteristics of an effective team are identified ***and*** at least two advantages of working in a team | | | * Several characteristics of an effective team ***and*** advantages of working in a team are clearly identified * A wide range of different characteristics of an effective team ***and*** advantages of working in a team are clearly described, as opposed to merely identified, and relevant models referenced e.g. Belbin, Tuckman | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.2  Identify possible barriers to effective team working | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * Less than two possible barriers to effective team working are identified * Barriers given but are inappropriate or incorrect | | * At least two possible barriers (personal and/or physical) to effective team working are identified | | | * Several possible barriers to effective team working are described, as opposed to merely identified * A range of different possible barriers to effective team working are described in some detail with examples to enhance. These may include but not be restricted to: location and dispersal of members, leadership, communications, personal values, problem behaviour, trust, disagreement and conflict | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3   * Outline the possible effects of identified barriers on the team | **Referral [ca.6/24]** | | **Pass [12/24]** | | | **Good Pass [ca.18/24]** | | | | |  | | | |
| * Less than two possible effects of the identified barriers on the team are given * Possible effects of barriers on the team are outlined but are incorrect or do not relate to the possible barriers identified previously | | * At least two possible effects of barriers on the team, as identified for the previous AC, are outlined | | | * Several effects of barriers to effective teamwork, as identified for the previous AC, are described in some detail as opposed to merely outlined * A wide range of possible different effects are described in detail with some explanation of the cause and effect | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.4   * Explain how to create and maintain an effective team | **Referral [ca.8/32]** | | **Pass [16/32]** | | | **Good Pass [ca.24/32]** | | | | |  | | | |
| * No explanation is given of how to create and maintain an effective team * How to create **or** how to maintain is not explained or an explanation is given but is incorrect or inappropriate | | * Explanation is given of how both to create and maintain a team although the issue of team effectiveness may be more implicit than explicit | | | * Detailed explanation is given of how both to create and to maintain an effective team with the issue of how to ensure team effectives made explicit and clear * Reference made to appropriate models e.g. Tuckman, Belbin or similar | | | | |
| / 32  (min. of 16) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS: Understanding Effective team working

Learner name:

Learner registration number:

Understand effective working teams

1. Identify the characteristics of an effective team and the advantages of working in a team

(24 marks)

1. Identify possible barriers to effective team working (20marks)
2. Outline the possible effects of identified barriers on the team (24marks)
3. Explain how to create and maintain an effective team (32marks)

This unit consists of only one learning outcome

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Building an awareness of waste management** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 9 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how the industry waste impacts on the environment   24 | | | 1.1  1.2  1.3 | Identify the key impacts own industry has on the environment  8  Identify the key impacts own organisation has on the local environment  8  Identify good waste management practice  8 |
| 1. Understand the main benefits of managing waste in the workplace   24 | | | 2.1  2.2 | Identify the main benefits of managing waste in the workplace  8  Outline the effects of poor waste management  16 |
| 1. Understand organisational good practice with regards to waste management   28 | | | 3.1  3.2 | Outline organisational policy and procedure for waste management  16  Identify ideas and/or actions for resource efficiency and waste minimisation within own organisation  12 |
| 1. Understand legal requirements related to waste management   24 | | | 4.1  4.2 | Identify environmental legislation relating to waste  8  Outline the requirements of The Duty of Care Regulations (1991)  16 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To provide learners with an awareness of waste management knowledge. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | |  | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.29 Building an awareness of site waste management | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Definition of the environment * Definition of environmental aspects and impacts * Environmental aspects and impacts of construction work * The importance of environmental protection | | | | |
| 2 | * Definition of waste * Different types of waste including inert, active and hazardous * Different waste management and disposal options * Environmental impacts associated with different disposal routes | | | | |
| 3 | * The importance to the organisation of managing waste * The costs and benefits of managing waste | | | | |
| 4 | * Definition of good environmental practice * Definition of resource efficiency * Definition of waste minimisation * The environmental impacts of the steps of the waste hierarchy | | | | |
| 5 | * The importance of legal compliance * Key legislation relating to waste (The Environmental Protection Act 1990, The Duty of Care Regulations 1991, The Landfill Regulations 2002, The Clean Neighbourhoods and Environment Act 2005, The Site Waste Management Regulations 2008) * Regulatory bodies and penalties for non compliance * Approved codes of practice and guidance literature as relevant to own organisation * Experts available to help and advise * The importance of creating a culture of environmental protection | | | | |

**Assignment Task for Unit: Building an awareness of waste management**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task will require you to outline your organisation’s policy and procedures for waste management and to undertake an audit of current waste management practice. From this you will be able to identify different types of waste and how they impact on both the organisation and local environment and identify methods of good practice in recycling, re-using and disposal. The effects and benefits of waste management can then be summarised and an action plan provided for proposing improvements to current (mal)practice within your organisation. These improvements will be informed by and reflected in current legislation.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 13 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand how the industry waste impacts on the environment**  24 | | * Identify the key impacts own industry has on the environment (8 marks) * Identify the key impacts own organisation has on the local environment (8 marks) * Identify good waste management practice (8 marks) |
| **Understand the main benefits of managing waste in the workplace**  24 | | * Identify the main benefits of managing waste in the workplace (8 marks) * Outline the effects of poor waste management (16 marks) |
| **Understand organisational good practice with regards to waste management**  28 | | * Outline organisational policy and procedure for waste management (16 marks) * Identify ideas and/or actions for resource efficiency and waste minimisation within own organisation (12 marks) |
| **Understand legal requirements related to waste management**  24 | | * Identify environmental legislation relating to waste (8 marks) * Outline the requirements of The Duty of Care Regulations (1991) (16 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –: Building an awareness of waste management**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand how the industry waste impacts on the environment[24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Identify the key impacts own industry has on the environment | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Impacts of own industry on the environment are not identified * At least two key impacts on environment are identified **but** have no recognisable link with own industry | | * At least two appropriate key impacts of own industry on the environment are identified although the environmental impact may be more implicit than explicit | | | * Several appropriate key impacts of own industry on the environment are outlined with the environmental impact made explicit * A range of key impacts of own industry on the environment are described in detail, as opposed to merely identified | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Identify the key impacts own organisation has on the local environment | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Impacts of own organisation on the local environment are not identified * At least two key impacts on local environment are identified **but** have no recognisable link with own organisation * At least two key impacts of own organisation on environment are identified **but** relate to general environment not the local one | | * At least two appropriate key impacts of own organisation on the local environment are identified although the environmental impact may be more implicit than explicit | | | * At least two appropriate key impacts of own organisation on the local environment are identified with the environmental impact made explicit * Several key impacts of own organisation on the local environment are described in detail, as opposed to merely identified | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.3  Identify good waste management practice | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Good waste management practice is identified **but** is minimal or inappropriate * Good waste management practice is not identified | | * Identification of good waste management practice is made although the identification may be limited | | | * Detailed and thorough identification is made of good waste management practice | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the main benefits of managing waste in the workplace [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Identify the main benefits of managing waste in the workplace | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Benefits of managing waste in the workplace are not identified * At least two benefits of managing waste in the workplace ate identified **but** they are inappropriate and/or insignificant | | * At least two main benefits of managing waste in the workplace ate identified | | | * Two main benefits of managing waste in the workplace are described as opposed to merely identified * Several main benefits of managing waste in the workplace are described in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2   * Outline the effects of poor waste management | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Less than two effects of poor waste management are outlined * Effects are outlined **but** have no recognisable link with poor waste management | | * At least two effects of poor waste management are outlined | | | * At least two effects of poor waste management are described in detail as opposed to merely outlined * Several effects of poor waste management are explained | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3: Understand organisational good practice with regards to waste management** [28 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Outline organisational policy and procedure for waste management | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Organisational policy and procedure for waste management are outlined **but** are minimal and/or inappropriate * Organisational policy for waste management is outlined **but** not procedure, or vice versa | | * Organisational policy **and** procedure for waste management are appropriately outlined although either policy **or** procedure may be limited | | | * Own organisation’s policy and procedure for waste management are **both** fully described as opposed to merely outlined * Own organisation’s policy and procedure for waste management are explained step by step in detail | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Identify ideas and/or actions for resource efficiency and waste minimisation within own organisation | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two ideas and/or actions for resource efficiency and/or less than two ideas and/or actions for waste minimisation within own organisation are identified * Ideas and/or actions for resource efficiency and waste minimisation are identified **but** are not applied to own organisation and/or are minimal or inappropriate | | * At least two ideas and/or actions for resource efficiency and at least two ideas and/or actions for waste minimisation within own organisation are identified | | | * Several ideas and/or actions for resource efficiency and several ideas and/or actions for waste minimisation within own organisation are described, as opposed to merely identified * A range of ideas and actions for both resource efficiency and waste minimisation within own organisation are described in detail along with an explanation of how they would improve resource usage and wastage | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 4: Understand legal requirements related to waste management** [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 4.1  Identify environmental legislation relating to waste | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * No recognisable identification of environmental legislation relating to waste is found * Environmental legislation is identified **but** is incorrect and/or does not relate to waste | | * Environmental legislation relating to waste is correctly identified | | | * Environmental legislation relating to waste is correctly outlined, as opposed to merely identified * A detailed description is given of environmental legislation relating to waste along with an outline of the implications for waste management | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Outline the requirements of The Duty of Care Regulations (1991) | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * The Duty of Care Regulations (1991) are discussed in general **but** their requirements are not identified * Requirements of The Duty of Care Regulations (1991) are identified **but** are incorrect, inappropriate and/or minimal * Less than two requirements of The Duty of Care Regulations (1991) are identified | | * At least two requirements of The Duty of Care Regulations (1991) are correctly identified | | | * The requirements of The Duty of Care Regulations (1991) are correctly described, as opposed to merely identified * A correct and detailed explanation is given of The Duty of Care Regulations (1991) | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS: BUILDING AN AWARENESS OF WASTE MANAGEMENT

Learner name:

Learner registration number:

Understand how the industry waste impacts on the environment

1. Identify the key impacts own industry has on the environment

(8 marks)

1. Identify the key impacts own organisation has on the local environment (8marks)
2. Identify good waste management practice (8marks)
3. Identify the main benefits of managing waste in the workplace (8marks)
4. Outline the effects of poor waste management (16marks)
5. Outline organisational policy and procedure for waste management (16marks)
6. Identify ideas and/or actions for resource efficiency and waste minimisation within own organisation (12marks)
7. Identify environmental legislation relating to waste (8marks)
8. Outline the requirements of The Duty of Care Regulations (1991) (16marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1,2 and 3 combined

Learning outcome 2: Questions 4 and 5 combined

Learning outcome 3: Questions 6 and 7 combined

Learning outcome 4: Questions 8 and 9 combined

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| Title: | | **Effectively selling to customers** | | | |
| Level: | | 2 | | | |
| Credit value: | | 1 | | | |
| Unit guided learning hours | | 7 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand customers needs and requirements  52 | | | 1.1  1.2  1.3 | Identify why previous sales were successful  16  Identify customer requirements by using a recognised question-based structure  16  Record and prioritise customer responses  20 |
| 1. Meet the customers needs and requirements   48 | | | 2.1  2.2 | Outline how to match a customers requirements with their organisation’s relevant business solution(s)  28  Gain commitment from the customer by closing the sale  20 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of effectively selling to customers. | | |
| 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 MSC 2004 NOS: F17, F19 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.30 Effectively selling to customers | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * How to recognise different types of customers, their expectations and needs * Questioning techniques and question-based structures * Listening techniques * Simple ways of initiating and obtaining customer feedback * Accurate and clear note taking * Method of prioritising | | | | |
| 2 | * Features, advantages and benefits * Unique Selling Points * Attention Interest Desire Action (AIDA) * Awareness of service standards in own organisation * Closing techniques * Objection handling * Signing a type contract | | | | |

EFFECTIVELY SELLING TO CUSTOMERS Assignment Task – Role Play

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| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  The tutor will divide the group into pairs to carry out a role-play. Each learner will then prepare for a sales visit to a customer outlining why the customer would be interested in their solution by identifying why previous sales were successful and by identifying and prioritising customer responses. This could be either a business to business or business to consumer environment. This outline must be handed to the tutor on completion of the role-play.  NOTE:  *Tutors please note that the role-play should either be recorded orally or visually to give feedback to the learners and for quality assurance purposes*.  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
|  | | Assessment Criteria | |
| Understand customers needs and requirements  *Your assignment task should cover these criteria* | | Identify why previous sales were successful  16 marks  Identify customer requirements by using a recognised question-based structure  16 marks  Record and prioritise customer responses  20 marks | |
| Meet the customers needs and requirements  *Your assignment task should cover these criteria* | | Outline how to match a customers requirements with their organisation’s relevant business solution(s)  28 marks  Gain commitment from the customer by closing the sale  20 marks | |
| By submitting I confirm that this assignment is my own work | | | | |

**MARK SHEET –: Effectively selling to customers**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand customers’ needs and requirements [52 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Identify why previous sales were successful | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Why previous sales were successful is not recognisably identified   Why previous sales were successful is identified **but** is minimal | | Why previous sales were successful is correctly identified | | | * Why previous sales were successful is identified in detail | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2  Identify customer requirements by using a recognised question-based structure | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| Customer requirements are not identified by using a recognised question-based structure  Customer requirements are identified but not by using a recognised question-based structure  The recognised question-based structure generates insufficient information to appropriately identify customer requirements | | Customer requirements are identified by using a recognised question-based structure although the information generated by the recognised question-based structure may be limited | | | * Customer requirements are identified by using a recognised question-based structure to generate detailed and relevant information | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.3  Record and prioritise customer responses | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| No evidence is given of the recording of customer responses  No recognisable method of prioritising is used  Customer responses are insufficient to enable recording and prioritising | | * Customer responses are recorded and prioritised although the customer responses may be similar | | | * A range of different customer responses are recorded and prioritised | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Meet the customers’ needs and requirements [48 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Outline how to match a customers’ requirements with their organisation’s relevant business solution(s) | **Referral [ca.7/28]** | | **Pass [14/28]** | | | **Good Pass [ca.21/28]** | | | | |  | | | |
| How to match a customers’ requirements with their organisation’s relevant business solution(s) is not described  How to match a customers’ requirements with their organisation’s relevant business solution(s) is merely stated as opposed to being briefly described | | How to match a customers’ requirements with their organisation’s relevant business solution(s) is briefly described although the connection between the customer and the solution may be more implicit than explicit | | | * A brief description is given of how to match a customers’ requirements explicitly with their organisation’s relevant business solution(s) | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 2.2  Gain commitment from the customer by closing the sale | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * No evidence is supplied that commitment from the customer by closing the sale has been gained * Evidence is supplied that commitment has been gained from the customer but is not related to closing the sale | | * Evidence is supplied that commitment from the customer by closing the sale has been gained although the evidence may not be verified | | | * Well documented evidence is supplied to verify that commitment from the customer by closing the sale has been gained | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Understanding sales in the workplace** | | | |
| Level: | | 2 | | | |
| Credit value: | | 2 | | | |
| Unit guided learning hours | | 7 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1 Understand the sales process  44 | | | 1.1  1.2  1.3 | Outline the key stages in the sales process  8  Explain how sales links to marketing within the workplace  20  Describe the difference between push and pull sales strategies  16 |
| 2 Understand the place of the sales team in achieving the organisations’ objectives  56 | | | 2.1  2.2  2.3 | Describe different approaches that can be used to achieve sales objectives  16  Explain how the sales targets relate to organisational goals  20  Explain the significance of the achievement of sales targets in achieving organisational goals.  20 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of sales in the workplace. | | |
| Unit review date | | | n/a | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: F18, F19 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.31 Understanding Sales in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Restricted | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The stages of the sales process * How sales links to marketing within the workplace * The difference between push and pull sales strategies * Channels of distribution * The 7 “Ps” of marketing (product, price, place, promotion, people, process, physical evidence) | | | | |
| 2 | * Strategies that can be used to achieve sales objectives * Briefing the sales team * How the accumulation of sales targets formulate the organisation’s target * Ansoff strategies * PEST Analysis (political, economic, social, technological) * SWOT Analysis (strengths, weaknesses, opportunities, threats) | | | | |

**Assignment Task for Unit: Understanding sales in the workplace**

**Presentation**

|  |  |  |
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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  For this unit you will need to demonstrate your understanding of sales in the workplace.  You also need to demonstrate your understanding of the sales process and the role of the sales team in achieving sales objectives.  You will be required to develop and deliver a presentation demonstrating your understanding of the sales process and the impact of the sales team in helping organisations achieve their objectives. You will be required to outline the key stages in the sales process, explaining how sales links to marketing and the difference between push and pull sales strategies.  You will need to show how these strategies enable the sales team to meet their targets, the significance of achieving sales objectives, how sales targets relate to organisational goals and the positive impact this has on organisation achieving their objectives. You should provide actual examples of sales targets either from your own experience or from researched material.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours preparing for and presenting the outcomes of this assignment for assessment.. Your presentation should aim to be between 15 to 20 minutes long and no longer than 25 minutes..*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the sales process** | | Outline the key stages in the sales process  (8 marks)  Explain how sales links to marketing within the workplace  (20 marks)  Describe the difference between push and pull sales strategies  (16marks) |
| **Understand the place of the sales team in achieving the organisations’ objectives** | | Describe different approaches that can be used to achieve sales objectives  (16 marks)  Explain how the sales targets relate to organisational goals  (20 marks)  Explain the significance of the achievement of sales targets in achieving organisational goals.  (20 marks) |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET –Understanding sales in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the sales process [44 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Outline the key stages in the sales process | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Stages in the sales process are not outlined * Stages in the sales process are outlined but are incorrect | | * Key stages in the sales process are correctly outlined | | | * Key stages in the sales process are correctly described in detail, as opposed to merely outlined * Key stages in the sales process are explained in some detail with the sequence and links between each stage correctly outlined, probably including, but not necessarily restricted to: prospecting. rapport, qualifying, identifying needs, summarising, proposing solution, objections, closing, decision, repeat) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2   * Explain how sales links to marketing within the workplace | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * How sales links to marketing within the workplace is not explained * The way(s) in which sales links to marketing in the workplace is explained but explanation is minimal and/or incorrect | | * How sales links to marketing within the workplace is explained | | | * How sales links to marketing within the workplace is explained with examples given * How sales links to marketing within the workplace is explained in detail (possibly including, but not restricted to: sales planning, sales mix and methods, buyer behaviour, etc. linked to market positioning, segmentation and targeting, product development, promotions and channels, pricing, etc.)with examples given | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3   * Describe the difference between push and pull sales strategies | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * The difference between push and pull sales strategies is merely stated, as opposed to described or, if described, the description is incorrect * Push and pull strategies are separately described but there is nothing on the difference between them | | * Push and pull sales strategies are described along with some outlining of the difference. The difference is made clear although it may be more implicit than explicit | | | * The difference between push and pull sales strategies is fully and clearly described in detail * A range of differences between push and pull sales strategies is fully and clearly described in detail with examples of each type to illustrate the difference | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the place of the sales team in achieving the organisations’ objectives [56 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Describe different approaches that can be used to achieve sales objectives | **Referral [ca.4/16]** | | **Pass [8/16]** | | | **Good Pass [ca.12/16]** | | | | |  | | | |
| * Nothing is given on approaches to achieve sales objectives or they are merely stated, as opposed to described * Less than two approaches are described and/or description is incorrect | | * Description is given of two different approaches that can be used to achieve sales objectives although the description may be limited | | | * Several different approaches are described that can be used to achieve sales objectives * A wide range of different approaches that can be used to achieve sales objectives are explained with advantages and disadvantages given | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Explain how the sales targets relate to organisational goals | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * The relationship between sales targets and organisational goals is merely stated, as opposed to explained or, if given, explanation is incorrect * Sales targets are explained but there is no link made with organisational targets or vice versa | | * Clear explanation is given of how the sales targets relate to organisational goals although the explanation may be limitedor the link to organisational goals is more implicit than explicit | | | * How the sales targets relate to organisational goals is explained in detail and how, for example, each are interdependent with examples given to enhance explanation * The way in which sales targets are derived from organisational goals is explained | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3   * Explain the significance of the achievement of sales targets in achieving organisational goals | **Referral [ca.5/20]** | | **Pass [10/20]** | | | **Good Pass [ca.15/20]** | | | | |  | | | |
| * The significance of the achievement of sales targets in achieving organisational goals is merely described, as opposed to explained or, if explained, is incorrect * The significance of the achievement of sales targets is explained but no link is made to organisational goals | | * The significance of the achievement of sales targets in achieving organisational goals is explained although the link may be more implicit than explicit | | | * The importance of the achievement of sales targets in achieving organisational goals is fully and clearly explained in detail * The way in which the achievement of sales targets contributes to corporate goals is explained in detail with examples of how achievement of sales targets impacts on wider organisational goals | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

SHORT ANSWER QUESTIONS: Understanding sales in the workplace

Learner name:

Learner registration number:

Understand the sales process

1. Outline the key stages in the sales process (8marks)
2. Explain how sales links to marketing within the workplace ( 20 marks)
3. Describe the difference between push and pull sales strategies (16 marks)

Understand the place of the sales team in achieving the organisations’ objectives

1. Describe different approaches that can be used to achieve sales objectives ( 16 marks)
2. Explain how the sales targets relate to organisational goals (20marks)
3. Explain the significance of the achievement of sales targets in achieving organisational goals (20 marks)

Learners must achieve at least 50% of marks available for each learning outcome. In some instances learning outcomes may be covered by more than one question.

Learning outcome 1: Questions 1 - 3 combined

Learning outcome 2: Questions 4- 6 combined

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Developing yourself as an effective team member** | | | |
| Level: | | 2 | | | |
| Credit value: | | 3 | | | |
| Unit guided learning hours | | 9 | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand what is meant by teams and teamwork   40 | | | 1.1  1.2  1.3  1.4 | Explain the difference between a group and a team  12  Describe how a group becomes a team 12  Outline the characteristics of a good team  8  List the advantages of working in a team  8 |
| 1. Understand the importance of communication within a team   24 | | | 2.1  2.2 | Explain why it is important for people working in teams to be able to communicate with each other  12  Give examples of barriers to communication that may prevent a team from working effectively  12 |
| 1. Know how to deal with conflict in a team   20 | | | 3.1  3.2  3.3 | Give examples of behaviours that could cause conflict in a team  12  Outline some thing a team member can do to reduce one of these examples of conflict  8 |
| 1. Review own performance as a team member   16 | | | 4.1  4.2 | Identify own strengths and weakness as a team member  8  Identify ways to improve own ability to function effectively in a team  8 |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop yourself as an effective team member. | | |
| 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 MSC 2004 NOS: A2, D1, D10, E11 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M2.34 Developing yourself as an effective team member | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | | Private | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The difference between groups and teams * Tuckman’s Model (forming, storming, norming, performing) * Belbin’s Team Roles * Appreciation of skills and abilities of other team members | | | | |
| 2 | * Team building, positive work relationships, business development, conflict management * Barriers to communication * The interrelationship of skills, interdependence, trust and respect in a team * Relationship of organisational goals and team objectives | | | | |
| 3 | * Organisational/team politics, differences in social [norms](file:///\\cgli.int\wiki\Norm_(sociology)), [values](file:///\\cgli.int\wiki\Value_(personal_and_cultural)), and religion * Ways of preventing conflict – recognising different stages of conflict escalation and the signs of conflict and aggression * Handling conflict and resolution procedures * Organisational equality of opportunity policy | | | | |
| 4 | * Personal skills and abilities as an effective team member * Areas of possible improvement * Personal development and training, self awareness, improving communications, interpersonal skills | | | | |

DEVELOPING YOURSELF AS AN EFFECTIVE TEAM MEMBER

Assignment Task – Presentation

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| --- | --- | --- |
| Centre Number: | Centre Name: | |
| Learner Registration No: | Learner Name: | |
| TASK  This assignment is all about showing you have the knowledge and understanding to develop yourself as an effective team member. You will be required to deliver a presentation on Teams and effective Teamwork. To aid you in this task it will be useful to reflect on your understanding of:   * What is meant by teams and teamwork? * The importance of communication within a team. * Dealing with conflict. * Reviewing your own performance as a team member.   NOTE:  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 850 words: the suggested range is between 700 and 1000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
|  | | Assessment Criteria | |
| Understand what is meant by teams and teamwork  *Your assignment task should cover these criteria* | | Explain the difference between a group and a team  12 marks  Describe how a group becomes a team 12 marks  Outline the characteristics of a good team  8 marks  List the advantages of working in a team  8 marks | |
| Understand the importance of communication within a team  *Your assignment task should cover these criteria* | | Explain why it is important for people working in teams to be able to communicate with each other  12 marks  Give examples of barriers to communication that may prevent a team from working effectively  12 marks | |
| Know how to deal with conflict in a team  *Your assignment task should cover these criteria* | | Give examples of behaviours that could cause conflict in a team  12 marks  Outline some thing a team member can do to reduce one of these examples of conflict  8 marks | |
| Review own performance as a team member  *Your assignment task should cover these criteria* | | Identify own strengths and weakness as a team member  8 marks  Identify ways to improve own ability to function effectively in a team  8 marks | |
| By submitting I confirm that this assignment is my own work | | | | |

**MARK SHEET –Developing yourself as an effective team member**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand what is meant by teams and teamwork [40 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Explain the difference between a group and a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| No explanation is given of the difference between a group and a team  The difference between a group and a team is explained **but** the explanation is incorrect, inappropriate or minimal | | The difference between a group and a team is explained although the explanation may be limited | | | A detailed explanation is given of the difference between a group and a team and may include examples to illustrate the difference | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2  Describe how a group becomes a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| A description is given of how a group becomes a team **but** it is incorrect, inappropriate or minimal | | A description is given of how a group becomes a team although the description may be limited | | | A detailed description is given of how a group becomes a team and may include examples to illustrate the process | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3  Outline the characteristics of a good team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| The characteristics of a good team are merely listed as opposed to being briefly described  Less than two characteristics of a good team are briefly described | | * A brief description is given of two or more characteristics of a good team | | | * A brief description is given of a range of characteristics of a good team and may be supported by illustrations of the various characteristics | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.4  List the advantages of working in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| The advantages of working in a team are not listed  Less than two advantages of working in a team are listed | | Two or more advantages of working in a team are listed | | | * Several advantages of working in a team are listed in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the importance of communication within a team [24 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Explain why it is important for people working in teams to be able to communicate with each other | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| No explanation is given of why it is important for people working in teams to be able to communicate with each other  An explanation is given of why it is important for people working in teams to be able to communicate with each other **but** the explanation is inappropriate, incorrect or minimal | | * An explanation is given of why it is important for people working in teams to be able to communicate with each other, although the explanation may be limited | | | * A detailed explanation is given of why it is important for people working in teams to be able to communicate with each other | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Give examples of barriers to communication that may prevent a team from working effectively | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two examples are given of barriers to communication that may prevent a team from working effectively * Examples of barriers to communication are given **but:-** * are not those that may prevent a team from working effectively * are inappropriate * are minimal | | * Two or more examples are given of barriers to communication that may prevent a team from working effectively although the examples may be limited | | | * A range of detailed examples are given of barriers to communication that may prevent a team from working effectively | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to deal with conflict in a team [20 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Give examples of behaviours that could cause conflict in a team | **Referral [ca.3/12]** | | **Pass [6/12]** | | | **Good Pass [ca.9/12]** | | | | |  | | | |
| * Less than two examples are given of behaviours that could cause conflict in a team   Examples are given of behaviours that could cause conflict in a team **but** are inappropriate or minimal | | * Two or more examples are given of behaviours that could cause conflict in a team although the examples may be limited | | | * A range of detailed examples are given of behaviours that could cause conflict in a team | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Outline something a team member can do to reduce one of these examples of conflict | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| One thing a team member can do to reduce one of the examples of conflict (in AC 3.1) is not outlined  An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) **but** is incorrect, inappropriate or minimal | | * An outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) although the outline is limited | | | * A detailed outline is given of one thing a team member can do to reduce one of the examples of conflict (in AC 3.1) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 4:** Review own performance as a team member [16 Marks] | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 4.1  Identify own strengths and weakness as a team member | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| Less than two strengths **and/or** less than two weaknesses are identified  Own strengths and/or own weaknesses as a team member are identified but are inappropriate or minimal | | Two or more of own strengths **and** two or more of own weaknesses as a team member are briefly identified | | | * A range of own strengths **and** a range of ownweaknesses as a team member are identified using a recognised approach (such as SWOT analysis or 360 degree feedback) | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Identify ways to improve own ability to function effectively in a team | **Referral [ca.2/8]** | | **Pass [4/8]** | | | **Good Pass [ca.6/8]** | | | | |  | | | |
| * Less than two ways to improve own ability to function effectively in a team are identified * Ways to improve own ability to function effectively in a team are identified **but** are inappropriate or minimal | | * Two or more ways to improve own ability to function effectively in a team are identified | | | * A range of ways to improve own ability to function effectively in a team are identified in detail | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTALMARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome (delete as applicable): PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome (delete as applicable): PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Solving problems and making decisions** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| 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 |
| 1. Know how to gather and interpret information to solve a problem | | | 2.1  2.2 | Gather and interpret information to identify possible solutions to a problem  Prepare a summary of the options providing facts and evidence |
| 1. Know how to evaluate options to make a decision | | | 3.1 | Apply a simple decision making technique to evaluate options to arrive at the best solution |
| 1. Know how to plan, monitor and review the implementation and communication of decisions | | | 4.1  4.2 | Plan the implementation and communication of the decision  Describe which monitoring and review techniques could be used to evaluate outcomes |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to solve problems and make decisions as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D8, D10 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.01 – Solving problems and making decisions | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Ways to recognise, define, investigate and analyse problems * Objective setting in relation to problem * Brainstorming, problem solving and creative thinking techniques | | | | |
| 2 | * Difference between data and information * How to calculate and use simple averages and basic summary statistics * How to prepare and use grouped data and tables * Interpretation of charts and diagrams * Methods of indexing, referencing and structuring qualitative information | | | | |
| 3 | * How to evaluate options * The importance of adequate and relevant information for effective decision-making * Identification of what information is relevant to specific decisions * Decision making techniques | | | | |
| 4 | * The use of simple planning techniques- action plans, Gantt charts * Effective presentation of a case – i.e. providing facts and evidence, not just opinion * Monitoring and review techniques to evaluate outcomes of problem solving activities | | | | |

**Assignment Task for Unit: Solving problems and making decisions**

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| **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’.  **NOTE:**  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. 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 sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Background**  Briefly describe your organisation, what it does, and your role within it. | | * This aspect is not assessed, but is designed to help the assessor understand the context of the information you provide throughout the remainder of this assignment |
| **Present situation (Analysis of the problem)**  Describe:   * What the problem is and what may have caused it. * Its scope (e.g. how widespread, how often, how much etc). * Who, how and what it affects in the workplace/team. * What you are trying to achieve by solving the problem. * What the result would be if no action is taken. | | * + Describe a problem, its nature scope and impact *(12 marks)* |
| **Investigation and identification of possible solutions to the problem**  Briefly describe possible solutions to the problem. To do this you must gather and interpret information to identify possible solutions.  The evidence you gather should be fact supported by evidence and not just your opinion. | | * + Gather and interpret information to identify possible solutions to a problem *(24 marks)*   + Prepare a summary of the options providing facts and evidence *(16 marks)* |
| **Evaluation of possible solutions**  Evaluate the possible solutions using a simple decision making technique to arrive at the best solution. Your evaluation should include human, material and financial resources.  State your chosen solution clearly and concisely. | | * + Apply a simple decision making technique to evaluate options to arrive at the best solution *(24 marks)* |
| **Recommend implementation plan to solve the problem**  Provide an action plan for the implementation and communication of the solution. Your action plan should include actions, timescales and required resources including people.  Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of your chosen solution. | | * + Plan the implementation and communication of the decision *(16 marks)*   + Describe which monitoring and review techniques could be used to evaluate outcomes *(8 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Solving problems and making decisions**

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| **Centre Number :** |  | | | | **Centre Name :** | |  | | | | |
| **Learner Registration No :** |  | | | | **Learner Name:** | |  | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | |
| **Learning Outcome / Section 1:** Know how to describe a problem, its nature, scope and impact | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe a problem, its nature scope and impact | | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | |  | | |
| * The problem or improvement opportunity is ill-defined and so is vague or unclear * There is limited or no consideration of the problem’s scope or impact | | * The problem or improvement opportunity is described, including both scope (how widespread, how often, etc.) and impact (who, how and/or what it affects) although the description may be limited | | | | * The problem or improvement opportunity is well defined and described in detail and both scope and impact are thoroughly described and, if appropriate, quantified | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | | **Verification comments** (optional): | | | | | | |
| **Learning Outcome / Section 2:** Know how to gather and interpret information to solve a problem | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |

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| AC 2.1  Gather and interpret information to identify possible solutions to a problem | **Referral [ca. 6/24]** | **Pass [12/24]** | | **Good Pass [ca. 18/24]** |  | | |
| * Little or no evidence of oral or written information having been gathered * Reference is made to gathering information but that information is not given in the submission * Information has been gathered and is provided but is not relevant to identifying possible solutions; or merely further describes the problem instead of helping to identify possible solutions; or there is no interpretation to identify possible solutions | * Evidence is provided in the submission that oral and/or written information has been gathered to identify possible solutions, and, although the interpretation may be limited, the information is effectively interpreted to identify at least two possible solutions (not including ‘doing nothing”) | | * Evidence is provided that substantial oral and/or written information has been collected from a variety of sources in order to effectively identify possible solutions * The gathered information is presented in detail and thoroughly interpreted to clearly identify several possible solutions |
| / 24  (min. of 12) | Pass or Referral |
| AC 2.2  Prepare a summary of the options providing facts and evidence | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * No options are given * Options are merely listed as opposed to summarised * Option summaries are minimal and/or too subjective and not based on facts and/or evidence | * At least two options (not including the option of ‘doing nothing’) are summarised, and not merely listed, with the options based on facts and evidence | | * A range of varied options are thoroughly summarised or described * The options are clearly based on facts and evidence explicitly arising out of the interpretation of the problem |  | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 3:** Know how to evaluate options to make a decision | | | | | | | | |

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| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Apply a simple decision making technique to evaluate options to arrive at the best solution | **Referral [ca. 6/24]** | **Pass [12/24]** | | **Good Pass [ca. 18/24]** |  | | | |
| * The best solution is isolated **but** is not one of the options or a combination of them * A solution is given **but** is merely stated with no evidence of evaluation by using a decision-making technique; and/or no consideration of resource implications in either the option summaries or the decision-making technique | * A simple decision-making technique has been used to evaluate options individually or together; **and** * the decision-making criteria are identified although they may be limited; **and** * the simple decision-making technique is correctly used to isolate the best solution with some reference to facts to support the decision; **and** * although it may be limited, resource implications are briefly considered in either the option summaries or the decision-making technique | | * A decision-making technique has been used to thoroughly evaluate options, individually or together, with the decision-making criteria described * Options are weighted and ranked to arrive at the best solution with facts to fully support the decision-making, the weightings and rankings * Resource implications are detailed in both the option summaries and the decision-making technique |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 4:** Know how to plan, monitor and review the implementation and communication of decisions | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 4.1  Plan the implementation and communication of the decision | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** |  | | | |
| * Little or no planning is provided * The implementation and communication of the decision are merely described as opposed to actually planned * A plan is given **but** contains no timescales and/or no resources required to implement * Implementation is planned or communication is planned **but** not both | * An action plan is provided that plans both the implementation and communication of the decision, although one or other may be limited; and * the plan includes time scales and responsibilities and some consideration of the resources required (including people and finance) although this may be limited | | * A detailed and SMART action plan(s) is provided that fully plans both the implementation and communication of the decision, thoroughly describes responsibilities and details resource requirements (including people and finance) |
| / 16  (min. of 8) | | Pass or Referral |

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| AC 4.2  Describe which monitoring and review techniques could be used to evaluate outcomes | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * Less than two monitoring and review techniques are provided * At least two monitoring and review techniques are given **but** are merely identified, as opposed to described, and/or are inappropriate or minimal | | * A description, as opposed to a mere identification, is given of at least two monitoring and review techniques that could be used to evaluate outcome, although the description may be limited | | * Several appropriate monitoring and review techniques are thoroughly described * Clear measures of the effectiveness of the outcome are provided, such as milestones | | |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** | | | | |

Bstarrtest

Just testing via email

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| Title: | | **Understanding innovation and change in an organisation** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand innovation and change in an organisation | | | 1.1  1.2  1.3 | Explain the benefits of innovation and change for the organisation  Identify the barriers to change and innovation in the organisation  Explain practical ways of overcoming these barriers |
| 1. Understand how to plan, monitor and review the implementation and communication of innovation and change in an organisation | | | 2.1  2.2 | Describe which planning, monitoring and review techniques could be used to manage innovation and change  Explain why communication is important in successful implementation of innovation and change |
| 1. Understand the effects of innovation and change on people and teams in an organisation | | | 3.1 | Explain possible human effects of innovation and change upon people and teams in an organisation |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of innovation and change as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: C2, C5, C6 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.02 – Understanding change in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The benefits of change and the consequences of not changing * The role of change in the survival and prosperity of organisations * Concepts of creativity and innovation and their significance for organisational success and change management * Barriers to change and innovation – how to identify them and other difficulties in implementing change * Means of overcoming barriers and difficulties including unfreezing and freezing techniques | | | | |
| 2 | * Methods to monitor and control progress of innovation and change against plan, including use of Gantt charts, network planning * The role of communication in successful implementation of innovation and change | | | | |
| 3 | * Change fatigue and its adverse effects * Ways to organise and co-ordinate resources and activities to achieve planned innovation and change * Direct and indirect aspects of innovation and change – human and financial effects upon other people, departments and organisations | | | | |

**Assignment Task for Unit: Understanding innovation and change in an organisation**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of innovation and change as required by a practising or potential first line manager.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 11 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Benefits of change and innovation**  Explain what you see as the benefits of innovation and change in an organisation.  **Barriers to change and innovation**  Identify the barriers to change and innovation in the workplace.  **Overcoming barriers to change and innovation**  Explain what practical ways there are to overcoming the barriers you have identified in your answer to the previous question. | | * + Explain the benefits of innovation and change for the organisation *(20 marks)*   + Identify the barriers to change and innovation in the organisation *(20 marks)*   + Explain practical ways of overcoming these barriers *(12 marks)* |

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| **Planning, monitoring review techniques**  Describe which :   * + Planning   + Monitoring   + Review   Techniques could be used to manage change and innovation in an organisation.  **The importance of communication in change and innovation**  Explain why communication is important to ensure change and innovation is successful in an organisation. | * + Describe which planning, monitoring and review techniques could be used to manage innovation and change *(24 marks)*   + Explain why communication is important in successful implementation of innovation and change *(12 marks)* |
| **The human effects of change and innovation**  Explain what the possible effects of change and innovation are on people and teams in an organisation. | * + Explain possible human effects of innovation and change upon people and teams in an organisation *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | |

**MARK SHEET – Understanding innovation and change in an organisation**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand innovation and change in an organisation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explained the benefits of innovation and change for the organisation | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | | |
| * The benefits of innovation and change for the organisation are not explained or are merely listed or described, or only one benefit is explained | | * Two or more appropriate benefits of innovation and change for the organisation are explained although the explanations may lack detail | | * Two or more appropriate benefits of innovation and change for the organisation are fully explained | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.2  Identified the barriers to change and innovation in the organisation | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | | **Assessor feedback on AC** | | |
| * The barriers to change and innovation in the organisation are not identified or are merely listed, or only one barrier is identified | | * Two or more appropriate barriers to change and innovation in the organisation are briefly identified | | * Two or more appropriate barriers to change and innovation in the organisation are identified and stated in detail | | |  | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.3  Explained practical ways of overcoming these barriers | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * Practical ways of overcoming the identified barriers are not explained or are merely listed or described, or only one practical way is explained, or the ways of overcoming the identified barriers are impractical. | * Practical ways of overcoming the two or more identified barriers are explained although the various suggested ways are similar in nature | | * Practical ways of overcoming the two or more identified barriers are explained and the various suggested ways are different in nature |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to plan, monitor and review the implementation and communication of innovation and change in an organisation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Described which planning, monitoring and review techniques could be used to manage innovation and change | **Referral [ca. 6/24]** | **Pass [12/24]** | | **Good Pass [ca. 18/24]** |  | | | |
| * Less than two planning, monitoring and review techniques which could be used to manage innovation and change are given or, if given, are merely listed or identified as opposed to described | * At least two planning, monitoring and review techniques which could be used to manage innovation and change are described although their principle features may be incomplete | | * Several planning, monitoring and review techniques which could be used to manage innovation and change are fully described in detail, distinguishing between monitoring and review and/or between innovation and change |
| / 24  (min. of 12) | | Pass or Referral |
| AC 2.2  Explained why communication is important in successful implementation of innovation and change | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * Why communication is important in successful implementation of innovation and change is discussed in general **but** is not explained | * Why communication is important in successful implementation of innovation and change is briefly explained | | * The importance of communication in the successful implementation of change is thoroughly explained in detail |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 3:** Understand the effects of innovation and change on people and teams in an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explained possible human effects of innovation and change upon people and teams in an organisation | | **Referral [ca. 3/12]** | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | |  | | | |
| * No explanation given of possible human effects of innovation and change upon people and teams in an organisation or, if given, the explanation is incorrect, minimal or inappropriate * Possible non-specific effects of innovation and change are explained **but** not human effects and/or not upon people and teams in an organisation * Only possible human effects upon people or only effects upon teams are explained, not both * Possible human effects of innovation and change upon people and teams in an organisation are merely listed or described, as opposed to explained | * Two or more possible human effects of innovation and change upon people, and two or more possible human effects of innovation and change upon teams in an organisation are explained although the explanations may lack detail | | | * Several possible human effects of innovation and change upon people and several possible human effects of innovation and change upon teams in an organisation are fully explained in detail | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Planning change in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the forces for change in an organisation | | | 1.1 | Identify the forces that may require own organisation to change by conducting a simple PESTLE or SWOT analysis |
| 1. Know how to identify and plan change in an organisation | | | 2.1  2.2  2.3  2.4 | Give an example of change required in the workplace reflecting the SWOT or PESTLE analysis  Identify relevant human and financial factors in the consideration of planning change within the context of the example given  Explain how to communicate with and involve people to facilitate effective change  Use a technique for planning change within the given context |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To be able to plan change in an organisation as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: C5, C6 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.03 – Planning change in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * PESTLE analysis * Organisational SWOT analysis | | | | |
| 2 | * The principles of change management * Methods of planning for change * Use of Gantt charts, network planning as tools for planning change * Identification of human and financial factors in the consideration of change * The importance of communication and involving people to facilitate effective change | | | | |

**Assignment Task for Unit: Planning change in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Examine factors that may require your organisation to change, and identify a change required in the workplace that will benefit the organisation. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  You should discuss the choice of topic and an outline of your submission with your line manager and/or your tutor. The choice of topic must allow you to demonstrate achievement of assessment criteria from the unit studied. It should not be a very large or complex topic, but it must offer scope for planning change – perhaps it is a change in working methods, customer service or working relationships.  **NOTE:**  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Identify the forces for change in an organisation**  Identify factors that may require the organisation to change. | | * Identify the forces that may require own organisation to change by conducting a simple PESTLE or SWOT analysis *(20 marks)* |
| **Planning the change**  Based on these factors identify a change required in the workplace and explain the potential benefits of this change to the organisation. | | * Give an example of change required in the workplace reflecting the SWOT or PESTLE analysis *(28 marks)* |
| **Implications of the change**  Explain the possible financial effects of the change on the organisation.  Explain the possible effects on people in the organisation. | | * Identify relevant human and financial factors in the consideration of planning change within the context of the example given *(20 marks)* |
| **Communicating and implementing the change**  Describe who needs to know about the change, describe how you will communicate with them and explain why it is important to communicate the change to them.  Prepare an action plan for implementing the change. | | * Explain how to communicate with and involve people to facilitate effective change *(16 marks)* * Use a technique for planning change within the given context *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Planning change in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the forces for change in an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify the forces that may require own organisation to change by conducting a simple PESTLE or SWOT analysis | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | |  | | |
| * A SWOT or PESTLE analysis is not found or, if given, is incomplete or incorrect * A SWOT or PESTLE is given **but** does not recognisably identify forces that may require change in the organisation **and/or** analyses the change itself rather than forces that may require change | | * A simple SWOT or PESTLE analysis is conducted (and is provided in the submission) that is complete and accurate **and** appropriately identifies forces that may require own organisation to change, although this identification may be more implicit than explicit | | | * A detailed and insightful SWOT and/or PESTLE analysis is given that is complete, accurate and is weighted * Forces are explicitly identified that may require own organisation to change * A wide range of different forces, both internal and external, is identified | | |
| / 20  (min. of 10) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Know how to identify and plan change in an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |

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| AC 2.1  Give an example of change required in the workplace reflecting the SWOT or PESTLE analysis | **Referral [ca. 7/28]** | **Pass [14/28]** | **Good Pass [ca. 21/28]** |  | | |
| * No example is found of a change required in the workplace * An example is given **but** it is minimal or inappropriate and/ordoes not reflect the SWOT or PESTLE analysis | * The provided example of change required in the workplace is appropriate **and** clearly reflects the SWOT or PESTLE analysis | * A detailed example of required change in the workplace is given and is appropriate, realistic and is put into context * How the example was derived from an analysis of the SWOT and/or PESTLE model is described |
| / 28  (min. of 14) | Pass or Referral |
| AC 2.2  Identify relevant human and financial factors in the consideration of planning change within the context of the example given | **Referral [ca. 5/20]** | **Pass [10/20]** | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | |
| * Human and financial factors in the consideration of planning change are not recognisably identified or, if identified, are incomplete or unclear * Human **or** financial factors are identified **but** not both | * In the consideration of planning change within the context of the example given for the last AC, at least two human **and** at least two financial factors are briefly identified | * Both human **and** financial factors in the consideration of planning change are identified in detail * Several human **and** several financial factors are described and quantified in detail |  | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 2.3  Explain how to communicate with and involve people to facilitate effective change | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * Nothing is given on how to communicate with and involve people in order to facilitate effective change * A way is explained but is minimal, inappropriate or is merely stated, as opposed to explained | * A explanation is given of how to communicate with **and** involve people in order to facilitate effective change, although the description may be limited | * Methods of both communicating with and involving people are explained in detail and the ways in which they facilitate effective change are made explicit and clear |  | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 2.4  Use a technique for planning change within the given context | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * No evidence of a technique for planning change having been used and no recognisable plan is provided * Evidence is given of the use of a planning technique **but t**he produced plan is minimal, incorrect or inappropriate and/orthe planned change has nothing to do withthat identified for AC 2.1 | | * A plan is given, using a recognised technique for planning change (e.g. Gantt chart or network planning) within the context identified for AC 2.1, although the technique may be simple and/or the produced plan may be limited | | * Detailed evidence is given of the application of a technique for planning change and a step-by-step explanation of how it was used for planning change within the given context | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Planning and allocating work** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to plan work in the workplace | | | 1.1  1.2  1.3  1.4 | Identify organisational targets relevant to the team  Set SMART objectives for the team to achieve the targets  Use a technique to plan to achieve the objectives  Explain how to monitor and control a planned activity |
| 1. Know how to allocate work to team members | | | 2.1  2.2  2.3 | Identify resources required to complete a planned activity  Explain how to allocate work to team members  Explain how to assess and support team performance in achieving objectives |
| 1. Understand how to improve the performance of a team in delivering to plan | | | 3.1  3.2  3.3 | Identify a possible cause of variance from a planned activity  Identify actions to overcome causes of variance  Explain how to involve team members in identifying ways to improve performance to meet objectives |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to develop knowledge and understanding of how to plan and allocate work as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D5, D6, D8 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The role and purpose of objectives and targets * Links between organisational and team objectives * Setting SMART work targets * Performance measurement * Planning techniques appropriate to small scale planning e.g. action planning, task/work/production schedules, timetables, rotas etc * Monitoring and control techniques and records | | | | |
| 2 | * Effective methods of communication to give instructions * Types of quality standards and their purpose * Methods to monitor actual performance against production targets and time-scales, and identify variances * Ways to ensure team members understand monitoring systems | | | | |
| 3 | * Recording outputs and variances * Techniques for identifying causes of underperformance * Corrective and remedial actions for underperformance | | | | |

**Assignment Task for Unit: Planning and allocating work**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of how work is planned and allocated in the workplace.  This task requires you to show how you plan and allocate work for a team through a clear understanding of what output is required, the resources available, timescales involved and how performance will be measured. You also need to show how you inform your team of requirements through the use of SMART targets, planning and effective communication.  The task also requires you to reflect on those factors that could cause a variance from plan and explain how, with the involvement of the team, you would overcome these.  **NOTE:**  *You should base this task on your current job role or a job role that you hope to have. You should start your task with a short summary to set the context for the assessment including your role, the structure of the team and the nature of the work activity involved*.  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 9 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to plan work in the workplace**  To show how you can plan to achieve objectives you should follow these steps, providing specific examples and brief supporting explanations:   * Identify organisational targets relevant to the team. These may already be set for you. You should be clear about these and they should be sufficiently detailed and complete for you to know what you are expected to achieve. * Set your own SMART objectives for the team to achieve these targets. * Use a suitable technique such as an action plan to plan to achieve at least one of these objectives. * Explain how you can monitor and control the activity you have planned. | | * Identify organisational targets relevant to the team  *(4 marks)* * Set SMART objectives for the team to achieve the targets *(8 marks)* * Use a technique to plan to achieve the objectives *(12 marks)* * Explain how to monitor and control a planned activity *(12 marks)* |
| **Know how to allocate work to team members**  To show how you can allocate the tasks required to achieve the team’s objectives you should follow these steps, provide specific examples with brief supporting explanations:   * Look at your planned activity and the tasks and timescales involved in order to identify the resources required. Make reasonable estimates here if precise details are not available. * Decide on the most effective way to allocate work to the team to ensure that they have sufficient detailed and accurate information and instructions to carry out the task(s) required. This should include ensuring that they have opportunities for suggestions and clarification. Describe how you will do this. * You will then need to describe how you will check that work is being completed. * You also need to identify what kind of support your team members may require to enable them to achieve their objectives and ensure that this is provided. This could be guidance on completing the task, technical support. | | * Identify resources required to complete a planned activity *(8 marks)* * Explain how to allocate work to team members *(12 marks)* * Explain how to assess and support team performance in achieving objectives *(16 marks)* |
| **Understand how to improve the performance of a team in delivering to plan**  Having completed the above use an actual example of a situation that has occurred or that you believe could occur and produce a reflective statement to show how a variance to plan should be handled. Your statement should cover these assessment criteria:   * Identify a possible cause of variance from your planned activity. * Identify actions to overcome the cause of this variance. * Explain how to involve team members in identifying ways to improve performance to meet objectives. | | * Identify a possible cause of variance from a planned activity *(8 marks)* * Identify actions to overcome causes of variance *(8 marks)* * Explain how to involve team members in identifying ways to improve performance to meet objectives *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Planning and allocating work**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to plan work in the workplace | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify organisational targets relevant to the team | **Referral [ca. 1/4]** | | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | | |  | | |
| * Less than two recognisable organisational targets found * Targets are given **but** they are non-specific and not recognisable as organisational targets and/or as having any identifiable relevance to the team | | * At least two organisational targets are given that are relevant to the team although the targets may not be clear or specific and/or their relevance to the team may be more implicit than explicit | | | * A range of SMART organisational targets are given and prioritised along with their relevance to the team being explicitly made clear in some detail | | |
| / 4  (min. of 2) | Pass or Referral |
| AC 1.2  Set SMART objectives for the team to achieve the targets | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * Less than two objectives for the team are found * At least two objectives are given **but** they are not acceptably SMART and/or they are not objectives for the team and/or they do not recognisably address the targets identified for the previous AC | | * At least two SMART objectives are given for the team to achieve the targets identified for the previous AC although **one** element of SMART may be missing (e.g. there may be no measurability) and/or their link to the organisation targets may be more implicit than explicit | | | * Several fully SMART objectives are given for the team to achieve the targets at AC 1.1 with an outline of how they could contribute to the organisation targets | | |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.3  Use a technique to plan to achieve the objectives | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * No acceptable plan is found * A plan is given **but** does not recognisably address the objectives | | * A plan to achieve the objectives set for AC 1.2 is given although the plan may be limited and missing some elements of what, who, when, with what, etc. | | | * A thorough and detailed plan is given with a detailed step-by-step explanation of how it is intended to achieve the objectives | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain how to monitor and control a planned activity | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * The monitoring and control of a planned activity is merely stated as opposed to explained * A way to monitor a planned activity is explained but there is no explanation of control, or vice versa, and/or the explanation is minimal or incorrect | | * How to monitor and control a planned activity is explained although either monitoring or controlling may be limited | | | * A thorough and detailed step-by-step explanation is given of a technique for monitoring and controlling along with an outline of how monitoring leads to control of a planned activity | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Know how to allocate work to team members | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 2.1  Identify resources required to complete a planned activity | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | |  | | |
| * Non-specific resources are identified but are minimal or inappropriate and/or have no recognisable relevance to completing a planned activity | | * Resources required to appropriately complete a planned activity are correctly identified although why they are required may be more implicit than explicit | | | * A range of required resources is identified along with an explanation of why they are required and how they will be used to complete the planned activity | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 2.2  Explain how to allocate work to team members | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * No recognisable explanation is found of how to allocate work to team members * An explanation is given of how to allocate work to team members but it is minimal, incorrect or inappropriate | * How to allocate work to team members is explained although the explanation may be limited | | * A detailed step-by-step explanation is given of the process of allocating work to team members |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.3  Explain how to assess and support team performance in achieving objectives | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * No recognisable explanation is found of how to assess and support team performance * An explanation is given of a way generally to assess and support the team’s work but has no recognisable focus on achieving objectives * An explanation is given of how to assess and support team performance in achieving objectives but is minimal, incorrect or inappropriate | * How to assess and support team performance in achieving objectives although is explained, the explanation may be limited and/or the link between team performance and objectives may be more implicit than explicit | | * A full explanation is given of how to assess and support team performance with an outline of how the team’s work is intended to contribute to the achievement of the objectives given for AC 1.2 * A range of ways in which to assess and support team performance is thoroughly explained in detail with a detailed description of how the team’s work is focussed on the achievement of the objectives identified for AC 1.2 |  | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 3:** Understand how to improve the performance of a team in delivering to plan | | | | | | | | |

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| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Identify a possible cause of variance from a planned activity | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | |  | | | |
| * A possible cause of variance is given **but** it is minimal, inappropriate and/or there is no recognisable cause-and-effect link with the variance | | * One possible cause of variance from a planned activity is identified | | * One possible cause of variance is identified along with the way in which the cause could cause the variance and an example to illustrate | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.2  Identify actions to overcome causes of variance | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * Less than two actions to overcome causes of variance are given * Actions are given but they are minimal, inappropriate and/or show no recognisable potential for overcoming the causes | | * In order to overcome causes of variance, at least two actions are identified that are appropriate and plausible in overcoming the causes | | * Several actions to overcome the causes of variance identified for AC 3.1 are identified along with an outline of how they could overcome the causes identified | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3  Explain how to involve team members in identifying ways to improve performance to meet objectives | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * An explanation is given **but** it is minimal, incorrect or inappropriate * An explanation is given **but** it explains non-specific involvement of team members generally with no recognisable relevance to improving performance and/or to meeting objectives | | * At least one way to involve team members in identifying ways to improve performance to meet objectives is explained, although the explanation may be limited | | * A thorough and detailed explanation is given of a range of techniques to involve team members to improve performance to meet objectives | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Writing for business** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **4** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to write for business | | | 1.1  1.2  1.3  1.4 | Produce a piece of business writing for a defined purpose  Produce a piece of business writing that satisfies an organisation’s business writing conventions  Use effective and appropriate tone, language and level of formality to meet specified standards when writing for a business purpose  Incorporate basic statistics and visual material in the content or in an appendix |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to write for business as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.05 – Writing for business | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The value of the written word in avoiding errors and providing permanent records * Image, structure, layout conventions including “house styles” * The purpose and conventions of letters, memos, reports and e-mails in use within the organisation * Planning for writing, including use of available information and the needs of the recipient * The importance of objectives and the reader * Report structures – to meet standard and specific requirements (ILM and/or in-company formats) * Incorporation of statistics and visual materials, and the use of appendices to enhance understanding * Effective and appropriate use of tone, language, level of formality in a range of cases * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | | |

**Assignment Task for Unit: Writing for business**

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| **Centre Number:** | **Centre Name:** |
| **Learner Registration No:** | **Learner Name:** |
| **TASK**  The aim of this unit is to assist you to develop writing skills suitable for a business situation. This task requires you to prepare a document suitable for use within an organisation. This document will probably be a report to provide information or to propose a solution to a problem, but you could also produce a newsletter or informational material for external organisations.  The document should have a clearly stated purpose which is given in the introduction and you will be assessed on how effectively the document satisfies that purpose.  The document should be presented in a way that follows business writing conventions and guidelines such as ‘house’ style, either those of your own organisation or those recommended to you. It should be written in a clear, accurate and well-structured way using an effective and appropriate tone. Language and level of formality should be appropriate for business writing.  Your document should be supported by basic statistics and visual material that are relevant to and support the content of the document and are correctly referenced in both the document and the appendix.  You will need to produce a short summary explaining the context, intended audience and details of your purpose or objective in writing the document. This should be attached to your submission.  note:  *You may be producing a document specifically for this unit, in which case the document can be one which you have been or might be required to produce for use within your organisation, or for an organisation with which you are familiar.*  *You may be using material from another unit(s) as the content for your document in which case you need to remember that the assessment criteria for those units will also be assessed.*  *You should plan to spend approximately 8 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | |
| *Please use the sub-headings shown below when structuring your Assignment* | Assessment Criteria |
| **Know how to write for business**  The document you produce should satisfy the unit assessment criteria shown. | * + - * Produce a piece of business writing for a defined purpose *(40 marks)*       * Produce a piece of business writing that satisfies an organisation’s business writing conventions *(20 marks)*       * Use effective and appropriate tone, language and level of formality to meet specified standards when writing for a business purpose *(20 marks)*       * Incorporate basic statistics and visual material in the content or in an appendix (*20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | |

**MARK SHEET – Writing for business**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to write for business | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Produced a piece of business writing for a defined purpose | **Referral [ca. 10/40]** | | **Pass [20/40]** | | **Good Pass [ca. 30/40]** | | |  | | |
| * No evidence found of a piece of business writing * A piece of business writing is given but is not recognisably for a defined purpose * A piece of business writing for a defined purpose is produced but does not originate from the learner and/or is minimal, inappropriate or incomplete | | * An appropriate piece of business writing for a defined purpose has been produced by the candidate although the piece may be limited in scope | | * An appropriate and detailed  piece of business writing for a defined purpose has been produced by the candidate * The purpose of the business writing is explicitly made clear | | |
| / 40  (min. of 20) | Pass or Referral |

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| AC 1.2  Produced a piece of business writing that satisfies an organisation’s business writing conventions | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * A piece of business writing is given **but** does not recognisably satisfy an organisation’s business writing convention * A piece of business writing that satisfies an organisation’s business writing conventions is produced **but** is minimal, inappropriate or incomplete | | * A piece of business writing that satisfies an organisation’s business writing conventions is given that has been authentically produced by the learner, although it may be simplistic or otherwise limited | | * A piece of business writing that fully and explicitly satisfies an organisation’s business writing conventions is produced * The organisation’s writing conventions are outlined and an explanation given of how the produced text addresses them | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3  Used effective and appropriate tone, language and level of formality to meet specified standards when writing for a business purpose | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * Some writing for a business purpose is given **but**  is minimal and/or there is no evidence of specified standards being addressed * Some writing for a business purpose is given **but** only minimally uses tone, language and level of formality to meet specified standards **or** the tone and/or language and/or level of formality are inappropriate or incorrect to meet specified standards | | * Brief text for a business purpose is given that has been authentically written by the learner and demonstrates a basic level of writing skill appropriate to Level 3; **and** * Uses, although to a limited degree, effective and appropriate tone **and** language **and** level of formality to meet specified standards | | * Extensive and detailed writing for a business purpose is given that uses effective and appropriate tone **and** language **and** level of formality to explicitly meet specified standards * The way in which the given text meets specified standards is explained and/or it is written in a proficient and articulate manner | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.4  Incorporated basic statistics and visual material in the content or in an appendix | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * No evidence found of recognisable statistics and/or visual material * Statistics are incorporated but no visual material found or vice versa | | * Statistics and visual material in the content or in an appendix are incorporated although they may not be linked to the context of the document and/or they may be basic and limited | | * Detailed statistics and visual material in the content or in an appendix are incorporated and are clearly and explicitly linked to the context of the document | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Contributing to innovation and creativity in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand what innovation is | | | 1.1  1.2  1.3 | Describe what is meant by innovation  Identify examples of recent innovation  Describe the difference between innovation and creativity |
| 1. Understand the different types of innovation and their application within an organisation | | | 2.1  2.2 | Describe different types of innovation  Explain where the different types of innovation could be typically applied within an organisation |
| 1. Understand the drivers of innovation | | | 3.1  3.2  3.3 | Explain how external influences impact on the organisation  Explain the drivers within the organisation that will promote and encourage innovation  Identify key influences that would promote innovation in the team |
| 1. Understand the conditions that promote and hinder innovation in the workplace | | | 4.1  4.2  4.3 | Explain what organisational culture is  Explain how an organisation’s culture can support and hinder innovation  Identify barriers to innovation |
| 1. Understand the use of creative thinking in innovation | | | 5.1  5.2 | Identify examples of creative thinking in business  Compare creative thinking techniques that will enable innovative thinking in the team |
| 1. Understand the innovation process | | | 6.1  6.2  6.3  6.4  6.5 | Explain the process of innovation  Describe the importance of protecting intellectual property  Explain the importance of record keeping to support the innovation process  Identify the criteria for successful innovation  Outline how to evaluate the validity and potential of a creative idea |
| 1. Understand how to implement and measure the impact of innovation | | | 7.1  7.2 | Outline methods of implementing creative ideas  Outline how the success of an innovation can be measured |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The aim of the unit is to build an understanding in the learners of the principles of innovation. To be able to identify the different environments which both hinder and encourage innovation. The drivers behind innovation and the different types of innovation and the importance of encouraging creative thinking within the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: C1, C2 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * A clear and applicable definition of organisational innovation. * A list of recent innovations within their workplace * A clear model of innovation that provides guidance and understanding of the whole process for innovation within organisations | | | | |
| 2 | * Examples of different types of innovation, e.g. Service innovation, Product innovation, Process innovation * Examples of applications of innovation within an organisation | | | | |
| 3 | * Examples of current and ongoing changes in the world around us resulting from innovation * Assessment of whether these examples of innovation could offer opportunities or threats in the near future * Drivers that promote and encourage innovation | | | | |
| 4 | * Demonstrate the ability to evaluate organisational culture * Assessment of those elements of the culture that support innovation and those that hinder it * Identify the conditions under which innovation can most favourably occur | | | | |
| 5 | * Use of creative thinking techniques, e.g. Brainstorming, Random Word, Six Hats, Assumption Reversal | | | | |
| 6 | * Use of SWOT analysis, or other process, to evaluate an innovative solution * Demonstrate the ability to evaluate and develop a creative concept and to test its viability * Criteria for successful innovation * Recent list of examples of organisations that have innovated successfully and those that have failed to innovate, demonstrating the implications of not innovating or doing it badly | | | | |
| 7 | * Supporting someone who has an idea through to innovation * Understanding of different approaches from concept of an idea through development to implementation and evaluation * Measuring the success of innovation | | | | |

**Assignment Task for Unit: Contributing to innovation and creativity in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to enable you to understand how a manager can contribute to innovation and creativity in the workplace.  You will need to demonstrate an understanding of innovation and the innovation process as well as the factors that drive and inhibit innovation, and you will also need to be able to understand the use of creative thinking in innovation and explain ways of implementing and measuring the impact of innovation.  You should, where possible, use your own workplace as the basis for this assignment, but you may use another team within the organisation or another organisation as your focus if you have relevant experience elsewhere.  **NOTE:**  *You should plan to spend approximately 8 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1800 words: the suggested range is between 1500 and 2500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Background**  Briefly identify your organisation and your role within it for the purpose of this assignment. | | * This aspect is not assessed, but is designed to help the assessor understand the context of the information you provide throughout the remainder of this assignment |
| **Understanding innovation**  ‘Innovation’ is becoming more and more important as organisations try to become better at what they do in order to provide better services or products to compete more effectively.  However, innovation is sometimes confused with other terms such as invention and creativity, so it is important to be clear as to what innovation really means.   * Describe what is meant by innovation.   There are many examples of innovation that we come across every day, including the iPod, mobile phone, online video downloads, Toyota Prius.   * Identify examples of recent innovation (try to find other examples, and provide examples from your own place of work if possible). * Describe the difference between innovation, invention and creativity. (You might consider using the Sinclair C5, LAZER, solar-powered cars, Aqua Vehicles, etc. as examples). | | * Describe what is meant by innovation *(4 marks)* * Identify examples of recent innovation *(4 marks)* * Describe the difference between innovation and creativity *(4 marks)* |
| **Types of innovation**  Examples of innovation can be found in all types of organisation. The Wii games console is an example of an innovative product; low-cost airlines such as Easy Jet are examples of innovation in a service, and innovations such as the internet and digital photography apply to all sectors of the economy.  Innovation can be applied to any organisational process, from dealing with suppliers’ right through to selling to customers and providing customer service.   * Describe different types of innovation, and explain where the different types of innovation could be applied in an organisation. | | * Describe different types of innovation *(4 marks)* * Explain where the different types of innovation could be typically applied within an organisation *(8 marks)* |
| **Drivers of innovation**  Innovation may take place as a result of something happening outside the organisation that is affecting, or will affect, the organisation in some way. These external influences could be global, national, regional, or even local.  Examples of external influences might include economic changes such as an economic downturn, social changes such as changing attitudes to smoking and awareness of the environment, changes in the population, and technical advances such as the internet.   * Using your own organisation as an example, explain how external influences impact on the organisation.   You now need to consider what is required for innovation to take place within your organisation. Are new systems or processes required, for example, or do managers and teams need to be more aware of innovation?   * Explain the drivers that need to be in place if innovation is to be promoted and encouraged in your organisation.   The team level is very important for innovation, and it is important that innovation is promoted within teams.  Team leaders have a particular responsibility to promote innovation, and you need to identify what is required to promote innovation in your team.   * Identify key influences that would promote innovation in the team. | | * Explain how external influences impact on the organisation *(8 marks)* * Explain the drivers within the organisation that will promote and encourage innovation *(12 marks)* * Identify key influences that would promote innovation in the team *(4 marks)* |
| **Conditions that promote and hinder innovation in the workplace**  The way in which an organisation is organised, and its rules, procedures and beliefs, form part of what is known as ‘organisational culture’.   * Explain organisational culture. (It might help your explanation if you provide examples from your own organisation.)   Organisational culture affects the way things are done in any organisation, and organisational culture may support, hinder or slow down, or even prevent innovation.   * Explain how an organisation’s culture can support and hinder innovation, and identify barriers to innovation. (Use examples from your own organisation, where possible.) | | * Explain what organisational culture is *(4 marks)* * Explain how an organisation’s culture can support and hinder innovation *(4 marks)* * Identify barriers to innovation *(4 marks)* |
| **Creative thinking in innovation**  Creativity is the process by which we come up with new ideas, and the ability to think creatively is fundamental to innovation.   * Identify examples of creative thinking in business (examples from your own organisation would illustrate this well).   Creative thinking skills can be learned and developed, and it is important to understand ways in which creative thinking can be encouraged in the team.   * Compare creative thinking techniques that will enable innovative thinking in the team (examples might include brainstorming and assumption reversal). | | * Identify examples of creative thinking in business *(4 marks)* * Compare creative thinking techniques that will enable innovative thinking in the team *(8 marks)* |
| **The innovation process**  The innovation process enables organisations to develop innovation by capturing, developing and evaluating new ideas.  You are required to:   * Explain what is meant by the process of innovation. * Describe why it is important to protect new ideas (You might look at the use of, for example, copyrights, trademarks and patents.) * Explain the importance of record keeping supporting the innovation process (for example, the taking of notes for intellectual protection). * Identify the criteria for successful innovation. What will an innovation need to do in order to be successful? What, for example, are the benefits of the innovation to the customer or to the organisation? * Outline a way of evaluating the validity and potential of creative ideas (examples might include SWOT analysis and ‘six hats’).   You should use examples from your own workplace, where possible. | | * Explain the process of innovation *(4 marks)* * Describe the importance of protecting intellectual property *(4 marks)* * Explain the importance of record keeping to support the innovation process *(4 marks)* * Identify the criteria for successful innovation *(4 marks)* * Outline how to evaluate the validity and potential of a creative idea *(4 marks)* |
| **Implementing and measuring the success of innovation**  You now need to consider how creative ideas might be implemented, and then go on to explain how to measure the success of an innovation (you may wish to measure success against the criteria described in the previous section).   * Outline how creative ideas can be implemented. * Outline how the success of an innovation can be measured. | | * Outline methods of implementing creative ideas *(4 marks)* * Outline how the success of an innovation can be measured *(4 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Contributing to innovation and creativity in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1**: Understand what innovation is | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe what is meant by innovation | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | | |  | | |
| * No description is given of what is meant by innovation or if given, description is insufficient, inaccurate or incorrect | | * The meaning of innovation is described although the descriptions may be limited | | * The meaning of innovation is clearly and accurately described. A description of what innovation is not may also be included to enhance description | | |
| / 4  (min. of 2) | Pass or Referral |
| AC 1.2  Identify examples of recent innovation | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | | | **Assessor feedback on AC** | | |
| * Less than two examples of recent innovation identified or if identified are not examples of innovation or are not recent | | * Two or more examples of recent innovation are identified | | * Several examples of recent innovation are identified and may be described, these may include worldwide innovations as well as those from own or other known organisation | | |  | | |
| / 4  (min. of 2) | Pass or Referral |

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| AC 1.3  Describe the difference between innovation and creativity | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * The difference between innovation and creativity is not described or is described incorrectly or inaccurately | * The difference between innovation and creativity is described although the descriptions may be limited | | * The difference between innovation and creativity is clearly and accurately described, identifying key features of each |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2**: Understand the different types of innovation and their application within an organisation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe different types of innovation | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** |  | | | |
| * No types or only one type of innovation are described or if described are incorrect or inappropriate | * Two or more types of innovation are described although the descriptions may be limited | | * Several types of innovation are clearly and accurately describe. These may include but not be limited to process, product or service innovation etc |
| / 4  (min. of 2) | | Pass or Referral |
| AC 2.2  Explain where the different types of innovation could be typically applied within an organisation | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * No explanation is given of where the different types of innovation could be typically applied within an organisation or if given, explanation is insufficient or inappropriate | * Where the different types of innovation could be typically applied within an organisation is briefly explained | | * Clear and accurate explanation is given of where the different types of innovation could be typically applied within an organisation. Examples may be given from own workplace of where innovation is /has been applied |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 3**: Understand the drivers of innovation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explain how external influences impact on the organisation | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | | | |
| * No explanation is given of how external influences impact on the organisation or if given, explanation is insufficient or inappropriate | * How external influences impact on the organisation is briefly explained | | * Clear and accurate explanation is given of how external influences impact on the organisation Examples of different influences and their impact on own organisation may be given |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.2  Explain the drivers within the organisation that will promote and encourage innovation | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * No explanation of drivers within the organisation that will promote and encourage innovation or if given, explanation is insufficient or inappropriate or only one driver is explained | * Two or more drivers within the organisation that will promote and encourage innovation are briefly explained | | * A range of drivers within the organisation that will promote and encourage innovation are clearly and accurately explained and may include but not be limited to leadership skills, organisational structure or reward strategies |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.3  Identify key influences that would promote innovation in the team | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * No key influences or only one key influence that would promote innovation in the team are identified | * Two or more key influences that would promote innovation in the team are identified | | * Several key influences that would promote innovation in the team are identified in detail. Examples from own organisation may be included |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 4**: Understand the conditions that promote and hinder innovation in the workplace | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 4.1  Explain what organisational culture is | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** |  | | | |
| * Organisational culture is not explained or if explained is insufficient, inaccurate or incorrect | * Organisational culture is explained although the explanation may lack detail | | * Organisational culture is clearly and accurately explained such as typical cultures; person, task, role or power, examples from own organisation may be given to enhance explanation |
| / 4  (min. of 2) | | Pass or Referral |
| AC 4.2  Explain how an organisation’s culture can support and hinder innovation | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * No explanation is given of how an organisation’s culture can support and hinder innovation or if given, explanation is insufficient, incorrect or inaccurate | * How an organisation’s culture can support and hinder innovation is briefly explained | | * How an organisation’s culture can support and hinder innovation is clearly and accurately explained.  Examples may be given of culture that supports and also hinders innovation |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 4.3  Identify barriers to innovation | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * No barriers to innovation are identified or if identified are incorrect or inaccurate | * Two or more barriers to innovation are briefly identified | | * Several barriers to innovation are identified in detail and/or may include examples of impact of barriers |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 5**: Understand the use of creative thinking in innovation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 5.1  Identify examples of creative thinking in business | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** |  | | | |
| * Examples of creative thinking in business are not identified or if identified are inappropriate * Only one example of creative thinking in business is identified | * Two or more examples of creative thinking in business are briefly identified | | * A range of examples of creative thinking in business are identified in detail |
| / 4  (min. of 2) | | Pass or Referral |
| AC 5.2  Compare creative thinking techniques that will enable innovative thinking in the team | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * There is little or nothing to indicate that creative thinking techniques that will enable innovative thinking in the team have been compared * Creative thinking techniques that will enable innovative thinking in the team are compared although the comparisons made are incorrect or inappropriate | * Two or more creative thinking techniques that will enable innovative thinking in the team are briefly compared to draw a conclusion | | * Several creative thinking techniques that will enable innovative thinking in the team are compared in detail to draw conclusions , techniques may include but not be limited to; brain-storming, random word, six hats, assumption reversal |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 6**: Understand the innovation process | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | **Assessor feedback on AC** | | | | |
| AC 6.1  Explain the process of innovation | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** |  | | | | |
| * The process of innovation is not explained or if explained, is insufficient, inaccurate or incorrect | * The process of innovation is explained although the explanation may be limited | * The process of innovation is explained in detail and will include but not be limited to; concept of an idea, development, implementation and evaluation |
| / 4  (min. of 2) | | | Pass or Referral |
| AC 6.2  Describe the importance of protecting intellectual property | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | | |
| * The importance of protecting intellectual property is not described or if described is inaccurate or incorrect | * The importance of protecting intellectual property is described although the description may lack detail | * The importance of protecting intellectual property is clearly and accurately described, specific benefits of protection may be included |  | | | | |
| / 4  (min. of 2) | | Pass or Referral | |
| AC 6.3  Explain the importance of record keeping to support the innovation process | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | | |
| * The importance of record keeping to support the innovation process is not explained or if explained is insufficient, inaccurate or incorrect | * The importance of record keeping to support the innovation process is briefly explained | * The importance of record keeping to support the innovation process is clearly and accurately explained. The impact of not keeping records may be included |  | | | | |
| /4  (min. of 2) | | Pass or Referral | |
| AC 6.4  Identify the criteria for successful innovation | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | | |
| * The criteria for successful innovation are not identified * Less than two criteria for successful innovation are identified * Inappropriate or incorrect criteria for successful innovation are identified | * Two or more criteria for successful innovation are identified briefly | * A range of criteria for successful innovation are identified in detail |  | | | | |
| /4  (min. of 2) | | Pass or Referral | |

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| AC 6.5  Outline how to evaluate the validity and potential of a creative idea | **Referral [ca. 1/4]** | | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | | **Assessor feedback on AC** | | | |
| * How to evaluate the validity and/or potential of a creative idea is not outlined | | * A brief outline is given of how to evaluate the validity and potential of a creative idea | | | * How to evaluate the validity and potential of a creative idea is outlined with appropriate examples | |  | | | |
| /4  (min. of 2) | Pass or Referral | |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 7**: Understand how to implement and measure the impact of innovation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | | | |
| AC 7.1  Outline methods of implementing creative ideas | | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** |
| * Methods of implementing creative ideas are not outlined * Only one method of implementing creative ideas is outlined | | * Two or more methods of implementing creative ideas are briefly outlined | | * Several methods of implementing creative ideas are outlined in detail |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | |
| AC 7.2  Outline how the success of an innovation can be measured | | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | | | |
| * How the success of an innovation can be measured is not outlined | | * A brief outline is given of how the success of an innovation can be measured | | * A detailed outline is given of how the success of an innovation can be measured |  | | | | | |
| / 4  (min. of 2) | | | Pass or Referral | |

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| **Section comments** (optional): | | | **Verification comments** (optional): | | |
|  | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | **Quality Assurance Use** | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |

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| Title: | | **Understanding customer service standards and requirements** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the legal and organisational requirement for managing customer service | | | 1.1  1.2  1.3 | Describe the main legal rights of customers  Describe an organisation’s commitments to customers  Describe the manager’s responsibilities in relation to customer service |
| 1. Understand customer service standards | | | 2.1  2.2 | Describe the purpose of customer service standards  Explain how customer service standards and procedures are used to meet customer needs |
| 1. Know how to monitor customer service performance | | | 3.1  3.2 | Explain how an organisation monitors customer service against the standards set  Explain how feedback on customer satisfaction can be used to improve performance in customer service |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of meeting customer service standards as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: F5, F6, F7, 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The legal rights of customers (law of contract, sale of goods and services, trade descriptions, etc) * Organisational commitments to customers (contract terms, warranties and guarantees, service standards etc) * Methods of identifying customer requirements and expectations * Standards and benchmarks * Manager’s responsibilities and authority in relation to customer service | | | | |
| 2 | * How to identify the internal customer chain, external customers, and potential customers * Methods of establishing relevant customer care standards and procedures * Methods to establish and maintain effective relationships with customers at all stages | | | | |
| 3 | * Techniques for identifying customer needs * Use of appropriate planning and quality systems to monitor and fulfil customer care standards | | | | |

**Assignment Task for Unit: Understanding customer service standards and requirements**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the importance of customer service standards to both the customer and the organisation in defining what customers can expect from the organisation and the organisation’s obligations to its customers. Success in achieving these standards will not only lead to increased customer satisfaction and fewer complaints but also to improvements motivation and morale within the team.  This task requires you to demonstrate your knowledge of customer service and customer service standards. It also requires you to show how monitoring customer service standards and gathering feedback from customers can be used to improve performance.  **NOTE:**  *You may want to relate your answers to an organisation that you work in and use examples from that organisation to illustrate your responses. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the legal and organisational requirement for managing customer service**  Describe the context for customer service standards by providing responses to cover these assessment criteria. | | * Describe the main legal rights of customers *(12 marks)* * Describe an organisation’s commitments to customers *(12 marks)* * Describe the manager’s responsibilities in relation to customer service *(12 marks)* |
| **Understand customer service standards**  Using your understanding of the nature and purpose of customer standards give responses to cover these assessment criteria. Use of examples to support your explanation. | | * Describe the purpose of customer service standards *(12 marks)* * Explain how customer service standards and procedures are used to meet customer needs *(12 marks)* |
| **Know how to monitor customer service performance**  Using a specific example where customer service is monitored in your organisation, or an organisation with which you are familiar, give responses to cover the assessment criteria. | | * Explain how an organisation monitors customer service against the standards set *(16 marks)* * Explain how to use feedback from customers to improve performance in customer service *(24 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding customer service standards and requirements**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the legal and organisational requirement for managing customer service | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Described the main legal rights of customers | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * The main legal rights of customers are not given or, if given, are merely listed as opposed to described * The legal rights described are incorrect or not those relating to customers | | * Two or more of the main legal rights of customers are described although their principal features may be limited | | * Several main legal rights of customers are thoroughly described in detail including all of their principal features | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Described an organisation’s commitments to customers | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * An organisation’s commitments to customers are not given or, if given, are merely listed or identified as opposed to described * Only one commitment to an organisation’s customers is described | | * Two or more of the organisation’s commitments to customers are described although their principal features may be incomplete | | * An appropriate range of the organisation’s commitments to customers are fully described and include their principal features | | |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Described the manager’s responsibilities in relation to customer service | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Less than two manager’s responsibilities in relation to customer service given or, if given, are inappropriate, minimal and/or merely listed as opposed to described * The manager’s responsibilities described do not relate to customer service | | * Two or more responsibilities of the manger in relation to customer service are described although the descriptions may be limited | | * Several appropriate responsibilities of the manger in relation to customer service are fully described in detail | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand customer service standards | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Described the purpose of customer service standards | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | |  | | | |
| * The purpose of customer service standards is not given or, if given, is incorrect, inappropriate or minimal and/ is merely listed, as opposed to described | | * The purpose of customer service standards is described although the features included are limited | | * The purpose of customer service standards is fully described in detail and includes the main features | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Explained how customer service standards and procedures are used to meet customer needs | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * An explanation is given of how customer service standards and procedures are used to meet customer needs but it is incorrect, inappropriate or minimal * Only customer service standards or only customer service procedures are explained but not both | | * How both customer service standards and procedures are used to meet customer needs is briefly explained | | * A step-by-step detailed explanation is given of both customer service standards and procedures are used to meet customer needs along with examples to enhance the explanation | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Know how to monitor customer service performance | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explained how an organisation monitors customer service against the standards set | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | |  | | | |
| * How an organisation monitors customer service against the standards set is not explained to show how it works or is merely described * How an organisation monitors customer service is explained but is incorrect, inappropriate or minimal and/or the explanation is not related to set standards | | * How an organisation monitors customer service against the standards set is explained although the explanation given for the reasons for monitoring may be limited | | * How an organisation monitors customer service against the standards set is thoroughly explained in detail along with thorough reasons for monitoring and descriptions and/or examples to enhance the explanation | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Explained how feedback on customer satisfaction can be used to improve performance in customer service | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca.18/24]** | | **Assessor feedback on AC** | | | |
| * How feedback on customer satisfaction can be used to improve performance in customer service is not explained * How feedback on customer satisfaction can be used is explained but is incorrect, inappropriate or minimal and/or the explanation is not in terms of improving performance in customer service | | * How feedback on customer satisfaction can be used to improve performance in customer service is explained although the explanation may lack detail | | * A step-by-step detailed method for using How feedback on customer satisfaction can be used to improve performance in customer service is fully explained | |  | | | |
| /24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Giving briefings and making presentations** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **4** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Be able to plan a briefing or presentation | | | 1.1  1.2 | Identify appropriate information in line with the objectives of the briefing or presentation  Prepare a plan for the content of the briefing or presentation |
| 1. Be able to conduct a briefing or presentation | | | 2.1  2.2  2.3  2.4 | Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation  Present information clearly and logically  Present information within agreed time limits  Respond to questions raised accurately and clearly |
| 1. Be able to evaluate a briefing or presentation | | | 3.1  3.2 | Design a simple evaluation form to gather feedback on briefing or presentation  Use feedback to identify areas for improvement in presentation skills |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to give a briefing and make a presentation in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: E11 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Selection of relevant information content * How to plan and prepare effectively for briefings (account for Purpose; Audience; Content; Form) * The value of various methods of data presentation – tables, graphs, charts, diagrams * Prepare visual aids to support briefing or presentation | | | | |
| 2 | * Formal and informal presentation skills including platform techniques and visual aids * Use of feedback to check understanding | | | | |
| 3 | * How to evaluate briefings/presentations | | | | |

**Assignment Task for Unit: Giving briefings and making presentations**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop your skills in giving presentations and briefings.  The task requires you to plan and deliver a briefing or presentation on a management topic of your choice, evaluate the effectiveness of your presentation and to use the feedback gathered to identify areas for improvement. It is recommended that you follow the stages in the process as set out below.  NOTE:  *As part of the assignment you must prepare copies of support materials including your plan, a summary of your presentation and copies of all presentation material. Copies of the evaluation forms, a summary of the feedback gathered and action points for improvement are also required.*  *If the content of another unit is used as the topic of the briefing / presentation, then the assessment criteria for both units apply.*  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 12 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The presentation is likely to last no less than 5 minutes or more than 10 minutes.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Be able to plan a briefing or presentation**  Complete the following when preparing your presentation:   * Select and agree a topic for your presentation. This should be a management related topic. * Identify the objective of your presentation, for example, are you giving the audience some information, gaining their opinion or attempting to persuade. * Research and gather information to form the basis of your presentation. * Prepare an outline plan for your presentation including the order in which you will present your material and the timing. * Use suitable techniques such as Power point, to prepare visual aids to help your audience to understand the content of the presentation and to support your purpose. * Design a suitable evaluation form to gather feedback on your presentation. | | * Identify appropriate information in line with the objectives of the briefing or presentation *(16 marks)* * Prepare a plan for the content of the briefing or presentation *(12 marks)* |
| **Be able to conduct a briefing or presentation**  Complete the following when conducting your presentation:   * Deliver your presentation using your supporting material in a clear and logical manner. * Complete your presentation within the agreed time limits. * Check understanding of your presentation by asking for and responding to questions from your audience. | | * Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation *(12 marks)* * Present information clearly and logically *(20 marks)* * Present information within agreed time limits *(4 marks)* * Respond to questions raised accurately and clearly *(12 marks)* |
| **Be able to evaluate a briefing or presentation**  Complete the following when evaluating your presentation:   * Gather feedback on the presentation by circulating your evaluation form to the audience. * Use the feedback from the questionnaire to identify areas for improvement. * Reflect on and summarise those areas for improvement. | | * Design a simple evaluation form to gather feedback on briefing or presentation *(8 marks)* * Use feedback to identify areas for improvement in presentation skills *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Giving briefings and making presentations**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Be able to plan a briefing or presentation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify appropriate information in line with the objectives of the briefing or presentation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca. 12/16]** | |  | | |
| * No information is found * Information is given **but** is minimal or is not in line with the objectives of the briefing or presentation | | * Appropriate information in line with the objectives of the briefing or presentation is identified | | | | * Substantial information that is appropriate and in line with the objectives of the briefing or presentation is identified and the objectives are outlined to clarify the alignment | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Prepare a plan for the content of the briefing or presentation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | |
| * No plan is provided for the content of the briefing or presentation * A plan is given for the content of the briefing or presentation **but** it is minimal or inappropriate | | * A plan for the content of the briefing or presentation is prepared although the plan may be limited | | | | * A thorough and detailed plan for the content of the briefing or presentation is submitted | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 2:** Be able to conduct a briefing or presentation | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** |  | | | |
| * No evidence is given of the use of appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation * Evidence is given of the use of only one appropriate presentation technique and aids to enhance understanding of the topic of briefing or presentation * Evidence is given of the use of at least two appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation **but** the evidence is minimal or inappropriate and/or the techniques and aids do not have the potential to enhance understanding | * Evidence is given of the use of at least two appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation | * Ample evidence is given detailing the use of several appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation, clarifying how the techniques and aids helped |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Present information clearly and logically | **Referral [ca. 5/20]** | **Pass [10/20]** | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | | |
| * No evidence is given of information presented clearly and logically * Evidence is given of information presented **but** the evidence is inappropriate or minimal and/or the information is not clear and logical * Evidence is given of information presented either clearly or logically, but not both | * Evidence is given of information presented both clearly **and** logically | * Ample detailed evidence is given of information presented both clearly and logically |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Present information within agreed time limits | **Referral [ca. 1/4]** | **Pass [2/4]** | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * No evidence is given of information presented within agreed time limits * Evidence is given of information presented within agreed time limits but the evidence is inappropriate or minimal | * Evidence is given of information presented within agreed time limits | * Ample detailed evidence is given of information presented within agreed time limits |  | | | |
| / 4  (min. of 2) | | Pass or Referral |

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| AC 2.4  Respond to questions raised accurately and clearly | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * No evidence is provided of accurate and clear responses to questions raised * Evidence is provided of only one accurate and clear response to questions raised * Evidence is provided of at least two responses to questions raised **but** the evidence is inappropriate or minimal and/or the evidenced responses are inaccurate or unclear | | * Evidence is provided of two or more accurate and clear responses to questions raised | | * Ample evidence is submitted of a range of accurate and clear responses to questions raised | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Be able to evaluate a briefing or presentation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Design a simple evaluation form to gather feedback on briefing or presentation | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | |  | | | |
| * No evidence is given of the design of a simple evaluation form to gather feedback on briefing or presentation * A form is given **but** it is unsuitable to gather feedback on briefing or presentation and/or inappropriate for evaluation | | * A form is given that, although it may be simple and limited, is appropriately designed to effectively gather feedback on the presentation for the purpose of evaluation | | * A form is submitted that is appropriately designed to effectively gather a range of detailed feedback on the presentation to enable a thorough evaluation | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.2  Use feedback to identify areas for improvement in presentation skills | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * Only one area for improvement in presentation skills is identified * At least two areas for improvement in presentation skills are identified **but** they are based on self-assessment and/or there is no evidence on their being based on feedback * At least two areas for improvement in presentation skills are identified **but** the identified areas for improvement are inappropriate and/or show no relation to the feedback | | * At least two areas for improvement in presentation skills are identified **and** * the areas for improvement are based on evidence from feedback that is quoted, although the feedback may be limited | | * Several areas for improvement in presentation skills are identified in detail **and** * the areas for improvement are clearly and based on a range of detailed feedback with the link between the feedback and the identified areas made explicitly clear | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding leadership** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **6** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand leadership styles | | | 1.1  1.2 | Describe the factors that will influence the choice of leadership styles or behaviours in workplace situations  Explain why these leadership styles or behaviours are likely to have a positive or negative effect on individual and group behaviour |
| 1. Understand leadership qualities and review own leadership qualities and potential | | | 2.1  2.2 | Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation’s working practices and culture, using feedback from others  Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of leadership as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.10 – Introduction to leadership | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The qualities of leadership * The leader – roles and responsibilities * Differences and similarities between leadership and management, and the need for each of them * Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships * Leadership behaviours and the sources of power | | | | |
| 2 | * Identification, development and appropriate choice of personal leadership styles and behaviours * The role of trust and respect in effective team leadership * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | | |

**Assignment Task for Unit: Understanding leadership**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop the knowledge and understanding of different leadership styles or behaviours to be found in the workplace, including an understanding of your own preferred leadership behaviours, and the impact that these different styles are likely to have on behaviour of team members.  The task requires you to demonstrate this understanding in the context of an organisation with which you are familiar. It also requires you to use feedback to assess and reflect on your own preferred leadership style in order to identify how you could modify behaviours or build upon existing strengths to become more effective in a leadership role.  **NOTE:**  *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 12 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand leadership styles**  Provide responses to cover these assessment criteria. | | * Describe the factors that will influence the choice of leadership styles or behaviours in workplace situations *(24 marks)* * Explain why these leadership styles or behaviours are likely to have a positive or negative effect on individual and group behaviour *(24 marks)* |
| **Understand leadership qualities and review own leadership qualities and potential**  For this section you need to gather information about you own leadership style using feedback from others such as line manager, team members. You may also chose to use some leadership styles self - assessment technique.  The information gathered should be used, in conjunction with a recognised leadership model, to assess your preferred patterns of leadership behaviour and how effective these are within the working practices and culture of the organisation.  Once this has been completed you need to identify any actions you should take in order to enhance your leadership behaviour. | | * Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation’s working practices and culture, using feedback from others *(28 marks)* * Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model *(24 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding leadership**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand leadership styles | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe the factors that will influence the choice of leadership styles or behaviours in workplace situations | **Referral [ca. 6/24]** | | **Pass [12/24]** | | | **Good Pass [ca. 18/24]** | | |  | | |
| * The factors that will influence the choice of leadership styles or behaviours in workplace situations is merely stated as opposed to described * A description is given of the factors that will influence the choice of leadership styles or behaviours but the description is incorrect, inappropriate or minimal or is not related to workplace situations * Only one factor is described that will influence the choice of leadership styles or behaviours in workplace situations | | * A correct and appropriate description is given of two or more factors that will influence the choice of leadership styles or behaviours in workplace situations although the description may be limited and the links to workplace situations may be more implicit than explicit | | | * A thorough and detailed description is given of a range of factors that will influence the choice of leadership styles or behaviours explicitly related to workplace situations | | |
| / 24  (min. of 12) | Pass or Referral |
| AC 1.2  Explain why these leadership styles or behaviours are likely to have a positive or negative effect on individual and group behaviour | **Referral [ca. 6/24]** | | **Pass [12/24]** | | | **Good Pass [ca. 18/24]** | | | **Assessor feedback on AC** | | |
| * Why the leadership styles or behaviours referred to in AC 1.1 are likely to have a positive or negative effect on individual and/or group behaviour is merely stated as opposed to explained * An explanation is given of why the leadership styles or behaviours referred to in AC 1.1 are likely to have a positive or negative effect on individual and/or group behaviour but the explanation is incorrect, inappropriate or minimal * An explanation is given of why the leadership styles or behaviours referred to in AC 1.1 are likely to have a positive or negative effect on individual or group behaviour but not both | | * A correct and appropriate explanation is given of why the leadership styles or behaviours referred to in AC 1.1 are likely to have a positive or negative effect on individual and group behaviour although the explanation may be limited | | | * A thorough and detailed explanation is given of why the leadership styles or behaviours referred to in AC 1.1 are likely to have a positive or negative effect on individual and group behaviour and may be supported by appropriate work based examples or illustrations | | |  | | |
| / 24  (min. of 12) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand leadership qualities and review own leadership qualities and potential | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |

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| AC 2.1  Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation’s working practices and culture, using feedback from others | **Referral [ca. 7/28]** | **Pass [14/28]** | **Good Pass [ca. 21/28]** |  | | |
| * Own leadership behaviours and/or potential in the context of a particular leadership model and/or own organisation’s working practices and/or culture, using feedback from others are described or explained as opposed to assessed * An assessment is made of own leadership behaviours and potential based on feedback from others and in the context of a particular leadership model and own organisation’s working practices and culture but the assessment is inappropriate or minimal * An assessment is made of own leadership behaviours and potential but is not based on feedback from others and/or is not in the context of a particular leadership model and/or own organisation’s working practices and culture | * An appropriate assessment is made of own leadership behaviours and potential clearly based on feedback from others, and in the context of both a particular leadership model, and also of own organisation’s working practices and culture, although the assessment may be limited and/or the context of a particular leadership model and/or own organisation’s working practices and culture may be more implicit than explicit | * A thorough and detailed assessment is made so as to form a judgement of own leadership behaviours and potential explicitly based on feedback from others and clearly in the context of a particular leadership model and own organisation’s working practices and culture |
| / 28  (min. of 14) | Pass or Referral |

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| AC 2.2  Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | **Assessor feedback on AC** | | | |
| * Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model referred to in AC 2.1 are merely listed or stated as opposed to described * A description is given of the appropriate actions to enhance own leadership behaviour in the context of the particular leadership model referred to in AC 2.1 but the description is inappropriate or minimal * A description is given of the appropriate actions to enhance own leadership behaviour but is not in the context of the particular leadership model referred to in AC 2.1 * Only one appropriate action to enhance own leadership behaviour is described | | * An appropriate description is given of two or more appropriate actions to enhance own leadership behaviour in the context of the particular leadership model referred to in AC 2.1 although the description may be limited | | * A thorough and detailed description is given of a range of appropriate actions to enhance own leadership behaviour explicitly related to the particular leadership model referred to in AC 2.1 | |  | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understand how to establish an effective team** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **5** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to develop and maintain effective working relationships | | | 1.1  1.2  1.3 | Explain the benefits of effective working relationships in developing and maintaining the team  Describe behaviours which could develop and maintain trust at work  Explain the role of communication in developing effective team working |
| 1. Understand how to build a team | | | 2.1  2.2  2.3 | Explain the differences between a group and a team  Describe the stages of an established model of group formation  Explain how a manager could benefit from knowing team members’ preferred roles as defined in an established team role model |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an introductory knowledge and understanding of team building as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D1, D9, E11 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.11 – Building the team | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The nature of formal and informal working relationships * Role of open communications and the need to keep people informed, in creating effective working relationships * Range of internal and external contacts * Differences between people, and the effects on relationship building * Differences in organisational culture, and the effects on relationship building at work * Social skills appropriate to the workplace * Range of behaviours which develop, maintain and destroy trust at work * The importance of maintaining confidentiality in the workplace | | | | |
| 2 | * Characteristics of groups and teams – the differences, examples within the workplace * Tuckman’s theory of group formation * How to identify team roles (e.g. Belbin) and the uses and implications for managers * Building a balanced team to achieve objectives | | | | |

**Assignment Task for Unit: Understand how to establish an effective team**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of how to establish an effective team  In order for a team to perform effectively the members need to work together in a positive and constructive manner. Many things such as listening to others, treating each other with respect, empathy and acceptance of differences can all contribute to achieving effective working relationships within the team.  In order for a team to perform effectively the manager also needs to know how a team develops and that members have a preference for particular behaviours when working with others.  In order to demonstrate your knowledge and understanding of the importance of this and how it can be applied you need to complete the tasks below.  **note:**  *You may want to relate your answers to an organisation that you work in and use examples from that organisation to illustrate your responses. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand how to develop and maintain effective working relationships**  You should provide your own understanding of how to develop and maintain effective working relationships by providing responses to the assessment criteria using, whenever appropriate, examples from a team situation with which you are familiar. | | * Explain the benefits of effective working relationships in developing and maintaining the team *(20 marks)* * Describe behaviours which could develop and maintain trust at work *(16 marks)* * Explain the role of communication in developing effective team working *(20 marks)* |
| **Understand how to build the team**  In order for a team to perform effectively the manager also needs to know how a team develops and how members have a preference for particular behaviours when working with others. Making reference to a team situation with which you are familiar, provide responses to the assessment criteria. | | * Explain the differences between a group and a team *(12 marks)* * Describe the stages of an established model of group formation *(16 marks)* * Explain how a manager could benefit from knowing team members’ preferred roles as defined in an established team role model *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

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| Title: | | **Understanding how to motivate to improve performance** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the factors that influence motivation levels in the workplace | | | 1.1  1.2  1.3  1.4 | Define the term motivation  Describe the factors that may affect motivation levels in the workplace  Explain how individual differences affect levels of motivation in the workplace  Explain the potential impact on organisational performance if employee motivation levels are low |
| 1. Understand how a theory of motivation can be used to improve performance levels | | | 2.1  2.2  2.3 | Describe a recognised theory of motivation  Describe ways in which knowledge of a theory of motivation can be used to improve performance in the workplace  Explain how to use employee engagement to increase motivation levels |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to develop knowledge and understanding of motivation theory and how it can be applied in the workplace to improve performance as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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, D8, D13 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.12 - Motivating to perform in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Basic theories of motivation and their application to teams and individuals * Overview of the factors influencing behaviour at work * Styles and patterns of behaviour at work | | | | |
| 2 | * Range of techniques to motivate individuals and monitor performance * Positive approaches to offset negative attitudes in the workplace * Employee engagement policies and practice | | | | |

**Assignment Task for Unit: Understanding how to motivate to improve performance**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge of why motivation is important, what motivates people and how understanding this can be used to increase motivation in the workplace with resulting improvements in performance.  The first section of this task asks you to describe and reflect on what factors influence motivation levels. The second section requires you to show how knowledge of motivation theory can enable you to improve motivation levels within the workplace.  **note:**  *You may want to relate your answers to an organisation that you work in and use examples from that organisation to illustrate your responses. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the factors that influence motivation levels in the workplace**  Describe the factors that affect motivation levels in the workplace and how different people appear to be motivated by different things. You should also consider what motivates you.  Your responses should cover the assessment criteria shown | | * Define the term motivation *(8 marks)* * Describe the factors that may affect motivation levels in the workplace *(16 marks)* * Explain how individual differences affect levels of motivation in the workplace *(12 marks)* * Explain the potential impact on organisational performance if employee motivation levels are low *(12 marks)* |
| **Understand how a theory of motivation can be used to improve performance levels**  Show your understanding of how to motivate by describing and showing how to apply a simple motivation theory.  Your responses should cover the assessment criteria shown. | | * Describe a recognised theory of motivation *(16 marks)* * Describe ways in which knowledge of a theory of motivation can be used to improve performance in the workplace *(20 marks)* * Explain how to use employee engagement to increase motivation levels *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understand how to motivate to improve performance**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | | |
| **Learning Outcome / Section 1:** Understand the factors that influence motivation levels in the workplace | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 1.1  Define the term motivation | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | | | |
| * The term motivation is not defined * The definition given is not recognisably of motivation | | * An appropriate definition of motivation is given although the definition may lack detail | | * A detailed and appropriate definition of motivation is given | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Describe the factors that may affect motivation levels in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | | |
|  | | | |
| * The factors that may affect motivation levels in the workplace is not described or is merely listed or described or only one factor is described | | * Two or more factors that may affect motivation levels in the workplace are described, although the description may be limited | | * A range of factors that may affect motivation levels in the workplace have been thoroughly described | | |
| / 16  (min. of 8) | Pass or Referral | |

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| AC 1.3  Explain how individual differences affect levels of motivation in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * How individual differences affect levels of motivation in the workplace is not explained or only one individual difference is explained | * Two or more individual differences affecting levels of motivation in the workplace are explained although the explanation may lack detail | | * A range of individual differences affecting levels of motivation in the workplace are explained in detail * The explained individual differences are dissimilar in nature |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4  Explain the potential impact on organisational performance if employee motivation levels are low | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The potential impact on organisational performance if employee motivation levels are low is not explained or the potential impact is merely listed or described rather than explained | * The potential impact on organisational performance if employee motivation levels are low is explained although the explanation may lack detail | | * The potential impact on organisational performance if employee motivation levels are low is explained in detail and may be supported by relevant examples |  | |  |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how a theory of motivation can be used to improve performance levels | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe a recognised theory of motivation | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** |  | | | |
| * A recognised theory of motivation is not described or is incorrectly described * The theory selected is inappropriate or is not acknowledged as being about motivation | * An recognised theory of motivation is described although the description may be limited | | * An recognised theory of motivation is thoroughly described in detail |
| / 16  (min. of 8) | | Pass or Referral |

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| AC 2.2  Describe ways in which knowledge of a theory of motivation can be used to improve performance in the workplace | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * Ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are not described or incorrectly described or only one way is described | | * Two or more ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are described although the descriptions may be limited | | * Several ways in which knowledge of a theory of motivation can be used to improve performance in the workplace are described in detail * The described ways are different in nature | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Explain how to use employee engagement to increase motivation levels | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * How to use employee engagement to increase motivation levels is not explained or if explained is incorrect * How to use employee engagement to increase motivation levels is merely described | | * How to use employee engagement to increase motivation levels is explained although the explanation may lack detail | | * A thorough explanation is given of how to use employee engagement to increase motivation levels and may be supported by relevant examples | |  | |  |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Developing yourself and others** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **9** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to identify development needs | | | 1.1  1.2  1.3  1.4 | Identify own learning style(s) and the learning style(s) of another member of the team  Use a simple technique for identifying own development needs and the development needs of another member of the team  Identify potential barriers to learning  Explain how barriers to learning can be overcome |
| 1. Know how to develop self and others to achieve organisational objectives | | | 2.1  2.2  2.3  2.4 | Briefly analyse learning/development options to meet need(s) of self and another member of the team  Identify support mechanisms for the development of self and another member of the team  Prepare a development plan to achieve a learning objective for self or another team member  Describe a method that could be used to monitor the development of self and another member of the team |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of developing self and others as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: A2, D7, D13 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.13 – Developing yourself and others | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Use of job description, matching to own CV * Personal SWOT analysis * Organisation’s objectives and development plans and significance for own development * Obtaining feedback on performance from line managers and colleagues * Simple training needs analysis – using outcomes of SWOT and PESTLE analyses * Identification of preferred learning styles * The importance of taking responsibility for own personal development * Value of learning and the importance of encouraging a commitment to learning | | | | |
| 2 | * Identification of potential development opportunities * Barriers to learning, and methods to overcome them * Development plans including timescale and resource implications * Available support mechanisms * How to compile learning logs and records of activities * Methods to plan and monitor learning * Methods to review and evaluate progress * How to revise development plans | | | | |

**Assignment Task for Unit: Developing yourself and others**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and skill in identifying and development needs and planning for their achievement.  This task requires you to analyse your own and one other member of your team’s development needs and learning styles. You should decide how you will plan to meet these development needs, what support mechanisms are available and how the development can be monitored.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to identify development needs**  Record the outcomes of the following and briefly explain how the techniques were used   * Use a recognised technique to identify the learning style (s) of yourself and another member of the team. * Use a simple technique to carry out a development needs analysis on yourself and one member of your team. * Identify any barriers to your **learning** that might occur and explain how these can be overcome. | | * Identify own learning style(s) and the learning style(s) of another member of the team *(12 marks)* * Use a simple technique for identifying own development needs and the development needs of another member of the team *(12 marks)* * Identify potential barriers to learning *(12 marks)* * Explain how barriers to learning can be overcome *(12 marks)* |
| **Know how to develop self and others to achieve organisational objectives**  Based upon the information gathered in section 1:   * Briefly analyse learning/development options   for yourself and the other member of your team *(it is suggested that two options each would be sufficient).*   * Identify support mechanisms, such as training resources, job rotation or coaching, for the development of yourself and the other team member. * Prepare a development plan to achieve one of the learning objectives either for yourself or the other team member. * Describe how a method such as a learning log could be used to monitor development. | | * Briefly analyse learning/development options to meet need(s) of self and another member of the team *(12 marks)* * Identify support mechanisms for the development of self and another member of the team *(12 marks)* * Prepare a development plan to achieve a learning objective for self or another team member *(16 marks)* * Describe a method that could be used to monitor the development of self and another member of the team *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Developing yourself and others**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to identify development needs | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify own learning style(s) and the learning style(s) of another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | | |
| * Own learning style(s) and/or the learning style(s) of another member of the team are not recognisably identified * Own learning style(s) and the learning style(s) of another member of the team are identified but do not use a recognised model of learning styles and/or the learning styles identified are inappropriate or minimal | | * Using a recognised model of learning styles, own learning style(s) and the learning style(s) of another member of the team are correctly and appropriately identified although the model itself may not be identified | | | * Own learning style(s) and the learning style(s) of another member of the team are identified in detail, using a recognised model of learning styles which is itself explicitly identified | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Use a simple technique for identifying own development needs and the development needs of another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * Own development needs and/or the development needs of another member of the team are not identified * Own development needs and the development needs of another member of the team are identified but are inappropriate or minimal | | * A simple technique (perhaps including, but not restricted to: job description, feedback on performance, personal SWOT) is used to briefly identify own development needs and the development needs of another member of the team | | | * A simple technique is used for a detailed identification of a range of own development needs and development needs of another member of the team along with an outline of the technique used | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Identify potential barriers to learning | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * Potential barriers to learning are not identified * Potential barriers to learning are identified **but** are inappropriate or minimal | | * At least two potential barriers to learning are appropriately identified | | | * A range of potential barriers to learning are appropriately identified in detail | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain how barriers to learning can be overcome | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * No explanation is given for how barriers to learning can be overcome * How barriers to learning can be overcome is explained **but** the explanation is incorrect, inappropriate or minimal | | * How at least two barriers to learning can be overcome is explained although the explanation may be limited | | | * A thorough and detailed step-by-step explanation is given for how several barriers to learning can be overcome | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Know how to develop self and others to achieve organisational objectives | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 2.1  Briefly analyse learning/development options to meet need(s) of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | | |
| * No analysis is given of learning/development options of self and/or another member of the team * Learning/development options of self and another member of the team are analysed but are not relevant to meeting needs and/or the analysis is inappropriate or minimal | | * Learning/development options to meet need(s) of both self and another member of the team are appropriately analysed although the analysis may be brief | | | * Several learning/development options of both self and another member of the team are thoroughly analysed in detail to draw a meaning conclusion | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 2.2  Identify support mechanisms for the development of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Support mechanisms are not identified * Support mechanisms for the development of self and another member of the team are identified **but** are inappropriate or minimal | | * Support mechanisms for both the development of self and another member of the team are briefly identified | | * Several support mechanisms for both the development of self and another member of the team are identified in detail | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Prepare a development plan to achieve a learning objective for self or another team member | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * A development plan is not prepared * A development plan to achieve a learning objective for self or another team member is prepared **but** the plan is incorrect, inappropriate or minimal | | * A development plan to achieve a learning objective for self or another team member is prepared and provided although the plan may be limited and the link to the learning objective may be more implicit than explicit | | * A thorough and detailed development plan, including timescale and resource implications, is prepared and provided that is clearly and explicitly designed to achieve a learning objective for self or another team member | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4  Describe a method that could be used to monitor the development of self and another member of the team | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * A method that could be used to monitor the development of self and another member of the team is merely stated as opposed to described * A description is given of a way to monitor the development of self and another member of the team **but** the description is inappropriate or minimal | | * A description is given of a method (perhaps including, but not restricted to: learning logs, records of activities) that could be used to monitor the development of self and another member of the team although the description may be limited | | * A thorough and detailed description is given of a step-by-step method that could be used to monitor the development of self and another member of the team | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding conflict management in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **4** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand conflict management in the workplace | | | 1.1  1.2  1.3  1.4  1.5 | Identify causes of conflict at work  Describe the stages in the development of conflict  Explain the effects of conflict on individual and team performance at work  Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace  Describe how a manager could promote a positive atmosphere in order to minimise the adverse effects of conflict |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing conflict and supporting individuals as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D1 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.14 – Managing conflict in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Possible causes of internal conflict, e.g. personal versus business objectives/values * Causes of interpersonal friction at work, including bullying and harassment * The effects of conflict on performance and the individual at work * Stages in the development of conflict * The manager’s responsibility in minimising and resolving conflict, and techniques to achieve this * Ways to create harmony at work and engender a positive atmosphere | | | | |

**Assignment Task for Unit: Understanding conflict management in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task requires you to demonstrate your knowledge of managing conflict, how to minimise and resolve conflict and also to identify what some of the causes and effects of conflict might be.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Cause and effects of conflict**  Identify a conflict situation that you directly or indirectly experienced that affected others in the workplace.  Explain what may have caused the conflict, describe the stages in the development of the conflict and briefly explain the effects of the conflict on the performance of the team and individuals at work.  **Minimise and resolve conflict**  Explain any recognised technique you used (or could have used) to minimise and resolve this conflict in your workplace and briefly explain how you could create a positive atmosphere at work to minimise the adverse effects of conflict.  **Note:** If the conflict was one that you directly experienced explain how you dealt with it or how, with hindsight, you could have dealt with it to produce a better outcome. If you did not directly experience the conflict explain how those involved may have dealt with it. | | * Identify causes of conflict at work *(12 marks)* * Describe the stages in the development of conflict *(16 marks)* * Explain the effects of conflict on individual and team performance at work *(24 marks)* * Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace *(24 marks)* * Describe how a manager could promote a positive atmosphere in order to minimise the adverse effects of conflict *(24 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding conflict management in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand conflict management in the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify causes of conflict at work | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * Less than two causes of conflict at work are not found or, if given, are unclear or inappropriate * Causes of conflict at work are merely listed | | * Two or more causes of conflict at work are correctly identified | | * Several causes of conflict at work are identified with examples given | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Describe the stages in the development of conflict | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | |
| * The typical stages in the development of conflict are not given or, if given, are merely listed as opposed to described * The typical stages in the development of conflict are described but are incomplete, incorrect and/or minimal * The selected stages are inappropriate or do not relate to recognised stages in the development of conflict | | * The stages in the development of conflict are briefly described using a recognised and generally accepted approach | | * The stages in the development of conflict are fully described in detail using a recognised and generally accepted approach | | |  | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.3  Explain the effects of conflict on individual and team performance at work | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | | **Assessor feedback on AC** | | |
| * The effects of conflict on individual and team performance at work are not given or, if given, are merely described or listed as opposed to explained * Only the effects of conflict on individual performance or only the effects on team performance are explained, but not both | | * Two or more appropriate effects of conflict on individual performance and two or more appropriate effects of conflict on team performance at work are explained, although the explanations may be limited | | * Several appropriate effects of conflict on individual performance and several appropriate effects of conflict on team performance at work are fully explained in detail * A range of different effects of conflict on both individual performance and on team performance at work are explained in detail along with an outline of the cause-and-effect link between the conflict and performance | | |  | | |
| / 24  (min. of 12) | Pass or Referral |
| AC 1.4  Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | | **Assessor feedback on AC** | | |
| * A recognised technique a manager could use to minimise and resolve conflict in the workplace is not given or, if given, is merely stated or described as opposed to explained * The selected technique is inappropriate or incorrect | | * An appropriately and recognised technique a manager could use to minimise and resolve conflict in the workplace is briefly explained | | * An appropriate and recognised technique a manager could use to minimise and resolve conflict in the workplace is fully explained in detail along with examples to enhance the explanation | | |  | | |
| / 24  (min. of 12) | Pass or Referral |
| AC 1.5  Describe how a manager could promote a positive atmosphere in order to minimise the adverse effects of conflict | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | | **Assessor feedback on AC** | | |
| * A description is given of how a manager could promote a positive atmosphere but is minimal or inappropriate | | * Two or more actions a manager could use to promote a positive atmosphere in order to minimise the adverse effects of conflict are described although the description may be limited | | * Several actions a manager could use to promote a positive atmosphere in order to minimise the adverse effects of conflict are described in detail | | |  | | |
| / 24  (min. of 12) | Pass or Referral |

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| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | **Quality Assurance Use** | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** |

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| Title: | | **Understanding stress management in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to manage stress in the workplace | | | 1.1  1.2  1.3 | Examine the causes and impact of stress in the organisation  Describe the symptoms of stress in self and others  Explain a practical stress management technique |
| 1. Understand how to support individuals in the team and minimise stress in others | | | 2.1  2.2 | Describe management responsibilities and actions in relation to work-related stress in the team  Explain how and when to provide advice, mentoring or counselling to support individuals in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing stress in self and others as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: C6, D8 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.15 – Managing stress in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Causes and impacts of stress at work * Symptoms of stress in self and in others * Implications of stress for workplace and non-work activities/relationships * Implications and effects of stress for individuals and organisations * Management responsibilities in relation to work-related stress * Simple practical stress management techniques * Sources of available support for stress sufferers * Action planning and review techniques | | | | |
| 2 | * Definitions of counselling, advising and mentoring and when to use each of them to support individuals * Principles of counselling * Mentoring, and the mentoring cycle * Range of available counselling and support mechanisms * Implications of confidentiality | | | | |

**Assignment Task for Unit: Understanding stress management in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task requires you to demonstrate your knowledge of stress in the workplace, how to manage stress and support others to minimise stress.  **Note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Managing stress**  Identify a situation at work where you or a colleague has felt under stress.  Explain what caused this stress and examine its impact on your workplace.  **Note:** If neither you nor a colleague has experienced any stress, you may choose to use the experience of a friend or relation who has experienced stress at work, or you may explain the general causes and impact of stress in organisations.  Describe how you would recognise stress in yourself and in other members of your team and explain one practical stress management technique that you could use to overcome this stress in yourself or in your team. | | * Examine the causes and impact of stress in the organisation *(24 marks)* * Describe the symptoms of stress in self and others *(20 marks)* * Explain a practical stress management technique *(12 marks)* |
| **Supporting individuals in the team**  Outline the responsibilities your organisation’s management has in relation to work related stress in your team, and briefly explain how you could use counselling, advising or mentoring to provide support for individuals.  **Note**: If you have had experience of using counselling, advising or mentoring, you should describe the circumstances. Otherwise, describe the conditions under which you would do so. | | * Describe management responsibilities and actions in relation to work-related stress in the team *(20 marks)* * Explain how and when to provide advice, mentoring or counselling to support individuals in the workplace *(24 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding stress management in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to manage stress in the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Examined the causes and impact of stress in the organisation | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | |  | | |
| * The causes and impact of stress in the organisation are not examined to identify positive and negative features or if examined, are inaccurate or incorrect * Only the causes or only the impact of stress in the organisation is examined but not both * Only one cause and/or impact have been examined | | * Two or more causes and two or more impacts resulting from stress in the organisation are briefly examined | | * A range of causes and a range of impacts resulting from stress in the organisation are examined in detail to fully identify positive and negative features | | |
| / 24  (min. of 12) | Pass or Referral |

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| AC 1.2  Described the symptoms of stress in self and others | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | |
| * No description is given of the symptoms of stress in self and/or others or if described is inaccurate or incorrect * Only the symptoms of stress in self or only the symptoms in others are described * Only one symptom of stress in self or in others is described | * Two or more symptoms of stress in both self and others are described although the descriptions may be limited | | * A range of symptoms of stress in self and in others are fully described * The various symptoms described are dissimilar in nature |  | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.3  Explained a practical stress management technique | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * A practical stress management technique is not explained or is insufficient, inaccurate or incorrect * The stress management technique selected is inappropriate or is not a recognised approach | * An appropriate and practical stress management technique is explained although the explanation may lack detail | | * An appropriate and practical stress management technique is fully explained |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand how to support individuals in the team and minimise stress in others | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Described management responsibilities and actions in relation to work-related stress in the team | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | |  | | | |
| * A description of management responsibilities and/or actions in relation to work-related stress in the team are not given or if described are incomplete or inaccurate * Only management responsibilities or only actions in relation to work-related stress in the team are described * Only one management responsibility and/ or only one action in relation to work-related stress in the team is described | | * Two or more management responsibilities and two or more actions in relation to work-related stress in the team are described, although the descriptions may be limited | | * A range of management responsibilities and a range of actions in relation to work-related stress in the team are fully described | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Explained how and when to provide advice, mentoring or counselling to support individuals in the workplace | **Referral [ca. 6/24]** | | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | | **Assessor feedback on AC** | | | |
| * An explanation of how and when to provide advice, mentoring or counselling to support individuals in the workplace is not given * An explanation of only how or only when to provide advice, mentoring or counselling to support individuals in the workplace is given | | * How and when to provide advice, mentoring or counselling to support individuals in the workplace is explained although the explanations may lack detail * The explanation considers the provision of advice and mentoring and counselling | | * A detailed explanation of how and when to provide advice, mentoring or counselling to support individuals in the workplace is given * The explanation considers the provision of advice and mentoring and counselling | |  | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding discipline in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **5** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the legal aspects and organisational policy relating to discipline in the workplace | | | 1.1  1.2 | Briefly describe the legal aspects of the disciplinary process  Identify an organisation’s employment policies and procedures that could guide the manager in dealing with disciplinary issues |
| 1. Understand how to monitor discipline in the workplace | | | 2.1  2.2 | Describe the purpose of disciplinary procedure  Identify the interpersonal behaviour and support skills required by a manager to monitor discipline in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of discipline in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D14 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Organisational employment policies, (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct) * Legal aspects of disciplinary processes | | | | |
| 2 | * Interpersonal behaviour and support skills to maintain discipline at work * Records and other means to support and monitor the disciplinary process | | | | |

**Assignment Task for Unit: Understanding discipline in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding disciplinary processes in an organisation. In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **The legal aspects and organisational policies relating to discipline in the workplace**   * Describe, briefly, the legal aspects of the disciplinary process. * Identify an organisations employment policies and procedures that could guide a manager in dealing with disciplinary issues. | | * Briefly describe the legal aspects of the disciplinary process *(20 marks)* * Identify an organisation’s employment policies and procedures that could guide the manager in dealing with disciplinary issues *(32 marks)* |
| **Monitoring discipline in the workplace**   * Describe the purpose of the disciplinary procedure. * Identify the interpersonal behaviour and support skills required by a manager to monitor discipline in the workplace. | | * Describe the purpose of disciplinary procedure *(20 marks)* * Identify the interpersonal behaviour and support skills required by a manager to monitor discipline in the workplace *(28 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding discipline in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the legal aspects and organisational policy relating to discipline in the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Briefly describe the legal aspects of the disciplinary process | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | | |
| * Legal aspects of the disciplinary process are merely stated or listed, as opposed to described * Legal aspects of the disciplinary process are described **but** are incorrect or minimal * Legal aspects in general are described **but** they do not relate to the disciplinary process | | * At least two legal aspects of the disciplinary process are described although the description may be brief and limited | | * Several legal aspects of the disciplinary process are thoroughly described in detail and an outline given of the possible consequences of not complying with them | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.2  Identify an organisation’s employment policies and procedures that could guide the manager in dealing with disciplinary issues | **Referral [ca. 8/32]** | | **Pass [16/32]** | | **Good Pass [ca. 24/32]** | | **Assessor feedback on AC** | | | |
| * An organisation’s employment policies and procedures are not identified or, if identified, are minimal or inappropriate to guiding the manager in dealing with disciplinary issues | | * At least two of an organisation’s employment policies and/or procedures (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour or gross misconduct) that could guide the manager in dealing with disciplinary issues are briefly identified | | * Several of an organisation’s employment policies and several of its procedures that could guide the manager in dealing with disciplinary issues are identified in detail along with step-by-step outline of one of them | |  | | | |
| / 32  (min. of 16) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to monitor discipline in the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe the purpose of disciplinary procedure | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | |  | | | |
| * The reason for having a disciplinary procedure is not described or, if described, is incorrect, inappropriate or minimal * The disciplinary procedure itself is described **but** not its purpose | | * The purpose of disciplinary procedure is described although the description may be limited | | * The purpose of disciplinary procedure is thoroughly described in detail along with an outline of the possible consequences of not following the procedure | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Identify the interpersonal behaviour and support skills required by a manager to monitor discipline in the workplace | **Referral [ca. 7/28]** | | **Pass [14/28]** | | **Good Pass [ca. 21/28]** | | **Assessor feedback on AC** | | | |
| * The interpersonal behaviour and support skills required by a manager are identified **but** are incorrect, inappropriate or minimal and/or are not related to monitoring discipline * The monitoring of discipline is discussed but there is nothing on the interpersonal behaviour and support skills needed | | * An identification is given of the interpersonal behaviour or support skills required by a manager in order to monitor discipline in the workplace although the identification may be brief | | * Both the interpersonal behaviour and the support skills required by a manager to monitor discipline in the workplace are fully identified | |  | | | |
| / 28  (min. of 14) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding recruitment and selection of new staff in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to plan to recruit and select new staff in the workplace | | | 1.1  1.2 | Identify an organisation’s policies and procedures that could guide the manager in recruitment and selection  Explain how to conduct a job analysis and prepare a job description and person specification for an identified post |
| 1. Know how to select the right person | | | 2.1  2.2 | Explain how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant  Explain a recognised selection technique that could be used during interviews |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of recruitment and selection as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D3 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Own organisational recruitment policies and procedures * Basic legal aspects of recruitment * Simple techniques for job analysis * How to prepare job descriptions and person specifications * Range of methods of advertising vacancies, internally and externally, and how to select the most appropriate for a variety of posts | | | | |
| 2 | * The relative merits of internal and external applications * Use of job descriptions and person specifications to shortlist applicants * Preparation for selection interviews to ensure impartiality and optimum decision * Selection interviewing techniques * Alternative methods for selecting the most suitable applicant | | | | |

**Assignment Task for Unit: Understanding recruitment and selection of new staff in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task is all about recruiting and selecting new staff in the workplace. In terms of recruiting you should:   * Consider the relevant organisational policies. * Explain how you would conduct a job analysis and prepare a job description and person specification for a post. * Explain how you would prepare for selection interviews and a recognised selection technique that you could use.   **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 9 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Recruiting and interviewing**  For this task you will, ideally, be preparing to recruit someone for a post in your area of responsibility. If this is not possible, you should use the scenario of replacing any existing member of your team. Please identify which of these options you have selected.  Identify a post for which a new employee needs to be  recruited. In order to recruit to this post you should:   * Identify your organisation’s policies and procedures that could guide you in recruitment, selection and induction in the workplace. * Explain how you would conduct a job analysis and prepare a job description and person specification for the post. * Explain how you would prepare for selection interviews to ensure impartiality and good decision making to ensure that the most suitable applicant is selected. * Explain a recognised selection technique that could be used. | | * Identify an organisation’s policies and procedures that could guide the manager in recruitment and selection *(12 marks)* * Explain how to conduct a job analysis and prepare a job description and person specification for an identified post *(36 marks)* * Explain how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant *(36 marks)* * Explain a recognised selection technique that could be used during interviews *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding recruitment and selection of new staff in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | | |  | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | | |  | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | |
| **Learning Outcome / Section 1:** Know how to plan to recruit and select new staff in the workplace | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 1.1  Identified an organisation’s policies and procedures that could guide the manager in recruitment and selection | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | | **Good Pass [ca. 9/12]** | | |  | | | |
| * An organisation’s policies and procedures that could guide the manager in recruitment and selection are not identified or are merely listed * Only an organisation’s policies or only its procedures that could guide the manager in recruitment and selection are identified, but not both | | * Two or more of an organisation’s policies and two or more procedures that could guide the manager in recruitment and selection are briefly identified | | | | * An appropriate range of an organisation’s policies and an appropriate range of procedures that could guide the manager in recruitment and selection are clearly identified | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2  Explained how to conduct a job analysis and prepare a job description and person specification for an identified post | **Referral [ca. 9/36]** | | **Pass [18/36]** | | | | **Good Pass [ca. 27/36]** | | | **Assessor feedback on AC** | | | |
| * An explanation of how to conduct a job analysis and/or prepare a job description and/or person specification for an identified post is not given or the explanation is incomplete or inaccurate | | * An explanation of how to conduct a job analysis and prepare a job description and person specification for an identified post is given although the explanations may lack detail | | | | * A detailed explanation of how to conduct a job analysis and prepare a job description and person specification for an identified post is given which may include examples of the documents involved | | |  | | | |
| / 36  (min. of 18) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to select the right person | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explained how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant | **Referral [ca. 9/36]** | | **Pass [18/36]** | | | | **Good Pass [ca. 27/36]** | | |  | | | |
| * How a manager would prepare for selection interviews to ensure impartiality and/or optimum decision making in selecting the most suitable applicant is not explained or if explained is incomplete or inaccurate | | * How a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant is explained although the explanation may be brief | | | | * A detailed explanation of how a manager would prepare for selection interviews to ensure impartiality and optimum decision making in selecting the most suitable applicant is given | | |
| / 36  (min. of 18) | | Pass or Referral |
| AC 2.2  Explained a recognised selection technique that could be used during interviews | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | | |
| * A recognised selection technique that could be used during interviews is not explained or if explained is incomplete or inaccurate * The technique explained is not a recognised selection technique that could be used during interviews | | * A recognised selection technique that could be used during interviews is explained to show how it works although the explanation may be brief | | | | * A detailed explanation is given of a recognised selection technique that could be used during interviews | | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding the induction of new staff in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **3** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the induction process | | | 1.1  1.2  1.3 | Explain the importance of effective induction  Describe the phases of induction in an organisation  Describe which legal aspects should be included in an organisation’s induction process |
| 1. Understand the effectiveness of an induction process | | | 2.1  2.2 | Explain a method that could be used to record an individual’s progress during induction  Explain how an induction process could be evaluated |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of induction as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The importance of effective induction * The phases of induction (e.g. organisational, local team, facilities, spread over time) | | | | |
| 2 | * Matching of organisational and individual needs during induction * Legal and practical aspects of health and safety to be included * Methods to monitor and record an individual’s progress * How to monitor the effectiveness of an induction process * How to evaluate the effectiveness of the induction process * Legal requirements or relevant legislation | | | | |

**Assignment Task for Unit: Understanding the induction of new staff in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the induction process for new staff in an organisation as required by a practising or potential manager.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the induction process and its effectiveness**  You should:  Explain the importance of effective induction.  Describe the phases of induction in your organisation.  Describe any legal aspects that should be included in an induction for workplace you are using for this assignment.  Explain one method that you could use to record the progress of an individual during induction in your workplace.  Explain how you could evaluate an induction process in your workplace. | | * Explain the importance of effective induction *(20 marks)* * Describe the phases of induction in an organisation *(20 marks)* * Describe which legal aspects should be included in an organisation’s induction process *(20 marks)* * Explain a method that could be used to record an individual’s progress during induction *(20 marks)* * Explain how an induction process could be evaluated *(20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding the induction of new staff in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | 1. **Learner named above 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: □** | | | | | |
| **Learning Outcome / Section 1:** Understand the induction process | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 1.1  Explain the importance of effective induction | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | |  | | | |
| * The importance of effective induction is merely stated as opposed to explained * Induction in general is explained **but** it is incorrect, inappropriate or minimal and/or its importance is not explained | | * An explanation is given of the importance of effective induction although the explanation may be limited and the reasons for its importance may be more implicit than explicit | | | * The importance of effective induction is fully explained in detail along with an outline of the possible consequences of ineffective induction | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2  Describe the phases of induction in an organisation | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | | **Assessor feedback on AC** | | | |
| * The phases of induction are merely stated or listed as opposed to described or, if described, they are incorrect, inappropriate or minimal * Induction in general is discussed but its phases are not described | | * The phases of induction (e.g. organisational, local team, facilities, spread over time) in an organisation are described although the description may be limited and some of the phases may not be clear | | | * The phases of induction in an organisation are thoroughly described in detail with each phase made fully clear | | | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3  Describe which legal aspects should be included in an organisation’s induction process | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | | **Assessor feedback on AC** | | | |
| * The legal aspects that should be included in an organisation’s induction process are merely listed as opposed to described * A description is given of legal aspects for inclusion in induction but it is incorrect, inappropriate or minimal | | * A description is given of those legal aspects (e.g. health and safety, union membership, grievance and discipline procedures, etc) that should be included in an organisation’s induction process | | | * The legal aspects that should be included in an organisation’s induction process are thoroughly described in detail perhaps with an outline of how the legal aspects would be communicated | | | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
| **Learning Outcome / Section 2**: Understand the effectiveness of an induction process | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain a method that could be used to record an individual’s progress during induction | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | |  | | | |
| * How to record an individual’s progress is explained but it is incorrect, inappropriate or minimal and/or it does not relate to induction * A way of recording an individual’s progress is merely stated as opposed to explained | | * A method that could be used to record an individual’s progress during induction is explained although the explanation may be limited | | | * A method that could be used to record an individual’s progress during induction is thoroughly explained in detail, perhaps with an outline of how progress would be monitored and quantified | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Explain how an induction process could be evaluated | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | | **Assessor feedback on AC** | | | |
| * Evaluation of an induction process is merely described as opposed to explained * An explanation is given of how an induction process could be evaluated but it is incorrect, inappropriate or minimal | | * Evaluation of an induction process (e.g. inductee and new line manager feedback, exit interviews, etc ) is explained although the explanation may be limited and briefly cover only one method | | | * A thorough and detailed explanation is given of several methods that could be used to evaluate an induction process perhaps with an outline of the success factors used | | | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
|  | | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding training and coaching in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to provide training appropriate to the workplace | | | 1.1  1.2  1.3  1.4  1.5 | Explain how to identify the training needs for individuals in the workplace  Describe training techniques appropriate to the workplace  Explain how knowledge of different learning styles can assist when training individuals in the workplace  Describe a method of evaluating the effectiveness of training  Describe how to maintain training records in the workplace |
| 1. Understand how to coach an individual in an organisation | | | 2.1  2.2  2.3  2.4 | Explain how to identify the coaching needs for individuals in the workplace  Explain how to plan the coaching for an individual in the workplace  Explain the importance of feedback in coaching  Describe a method of evaluating the effectiveness of coaching in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of training and coaching as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.18 – Coaching and training your work team | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Identifying when training is an appropriate method to address a development need * Training techniques appropriate to the workplace situation * Range of learning styles and their implications for training design * Relevant feedback techniques * Methods to evaluate effectiveness of training * Appropriate recording systems * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | | |
| 2 | * Identifying when coaching is an appropriate method to address a development need * Coaching techniques as appropriate to the workplace situation * Role of feedback in coaching * Methods to evaluate effectiveness of coaching * Supervised practice or simulation to develop the ability to apply knowledge and skills | | | | |

**Assignment Task for Unit: Understanding training and coaching in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of coaching and training in the workplace.  In completing the task below you will need to be clear about the differences between training and coaching and when it is appropriate to use them. You will need to demonstrate your understanding of the basic principles of each and how they can be applied in the workplace.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 11 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand how to provide training appropriate to the workplace**  This activity requires that you clarify a training need in your organisation and identify an opportunity to train members of your team or other individuals in the workplace you should:   * Explain how you would identify that a training need exists and what evidence this could be based on. Use an example to illustrate your answer. * Describe at least two training techniques or methods that are available to you, highlighting the one which you think would be the most appropriate in the situation identified. * Explain what is meant by the term ‘learning styles’ and how your knowledge of this would help you when deciding what training method(s) to use. * Describe how you would evaluate the training provided. * Describe the type of training records normally held in the workplace and how these should be maintained. | | * Explain how to identify the training needs for individuals in the workplace *(16 marks)* * Describe training techniques appropriate to the workplace *(12 marks)* * Explain how knowledge of different learning styles can assist when training individuals in the workplace *(12 marks)* * Describe a method of evaluating the effectiveness of training *(8 marks)* * Describe how to maintain training records in the workplace *(4 marks)* |
| **Understand how to coach an individual in the organisation**  This activity requires that you clarify a coaching opportunity in your organisation. You should:   * Explain how you would identify that a coaching opportunity exists to support the development of an individual, and why coaching is the best approach. Use an example to illustrate your answer. * Explain how you would plan coaching for the individual. A technique such as the GROW model could be used. * Explain importance of feedback in coaching. * Describe one method you could use to evaluate the effectiveness of the coaching. | | * Explain how to identify the coaching needs for individuals in the workplace *(16 marks)* * Explain how to plan the coaching for an individual in the workplace *(16 marks)* * Explain the importance of feedback in coaching *(8 marks)* * Describe a method of evaluating the effectiveness of coaching in the workplace *(8 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding training and coaching in the workplace**

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| **Centre Number :** | |  | | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand how to provide training appropriate to the workplace | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain how to identify the training needs for individuals in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | | |
| * No explanation given of how training needs for individuals in the workplace are identified * Or description is minimal or incorrect or explains how to identify just one training need | | * How to identify two training needs for individuals in the workplace is correctly and appropriately explained although the explanation may be limited | | | * How to identify a range of different training needs for individuals in the workplace is correctly and appropriately explained | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Describe training techniques appropriate to the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * Less than two training techniques appropriate to the workplace are described. * Two training techniques are merely stated, as opposed to described or, if described, are incorrect or minimal or do not relate to the workplace | | | * Two training techniques appropriate to the workplace are correctly and appropriately described although the description may be limited | | * Several training techniques appropriate to the workplace are thoroughly and clearly described in detail which may include, but not be limited to: coaching, simulation, e-learning | | |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Explain how knowledge of different learning styles can assist when training individuals in the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * No explanation given of how knowledge of different learning styles can assist when training * A non-specific explanation of different learning styles is given but it is not related to how knowledge of this can assist when training * A mere outline, as opposed to an explanation, is given of how different learning styles can assist when training or, if explained, it is minimal or incorrect | * A correct and appropriate explanation is given of how knowledge of different learning styles can assist when training, although the explanation may be limited | | | * A clear, thorough and detailed explanation is given of how knowledge of different learning styles can assist when training. Examples may be given of relevant models such as Honey & Mumford or VAC or similar. Examples of how these can assist may be given to enhance the explanation | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4  Describe a method of evaluating the effectiveness of training | **Referral [ca. 2/8]** | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * No method of evaluating the effectiveness of training is described * A method of evaluating the effectiveness of training is merely stated, as opposed to described, or, if described, it is incorrect or minimal | * A method of evaluating the effectiveness of training is correctly and appropriately described although the description may be limited | | | * A clear, thorough and detailed explanation is given of a method of evaluating the effectiveness of training, along with examples from own workplace to enhance the explanation | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.5  Describe how to maintain training records in the workplace | **Referral [ca. 1/4]** | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | | **Assessor feedback on AC** | | | |
| * A way of maintaining training records is merely stated, as opposed to described, or, if described, is minimal or incorrect * Training records are discussed in general but nothing is given on how to maintain them | * A correct and appropriate Description is given of at least one method to maintain training records although the description may be limited | | | * A thorough and detailed description is given of several approaches to maintaining training records, including both physical and electronic methods, perhaps enhanced with an outline of own company documentation | |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |

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| **Learning Outcome / Section 2:** Understand how to coach an individual in an organisation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain how to identify the coaching needs for individuals in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | |  | | | |
| * The coaching of individuals in the workplace is discussed in general but not how to identify coaching needs * how to identify the coaching needs for individuals in the workplace is merely stated, as opposed to explained, or, if explained is incorrect or minimal | | * An explanation is given of how to identify the coaching needs for individuals in the workplace although the explanation may be limited | | * A clear, thorough and detailed explanation is given of how to identify the coaching needs for individuals in the workplace. Examples from own workplace may be given to enhance the explanation, recognised models such as GROW may be included | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Explain how to plan the coaching for an individual in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * How to plan the coaching for an individual in the workplace is merely stated, as opposed to explained, or if explained, is incorrect or minimal | | * A correct and appropriate explanation is given of how to plan the coaching for an individual in the workplace although the explanation may be limited | | * A clear, thorough and detailed explanation is given of how to plan the coaching for an individual in the workplace and may include an example of an individual’s coaching plan | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.3  Explain the importance of feedback in coaching | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * Feedback in general is discussed but not its importance and/or it is not related to feedback in coaching * The importance of feedback in coaching is merely stated, as opposed to explained or, if explained, is incorrect or minimal | | * A correct and appropriate explanation of the importance of feedback in coaching is given although the explanation may be limited | | * A clear, thorough and detailed explanation of the importance of feedback is given, perhaps with examples of the usefulness of feedback | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.4  Describe a method of evaluating the effectiveness of coaching in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * A method of evaluating the effectiveness of coaching in the workplace is merely stated, as opposed to described, or, if described, is minimal, inappropriate or incorrect | | * One correct and appropriate method of evaluating the effectiveness of coaching in the workplace is described although the description may be limited | | * A clear, thorough and detailed description is given of One methods of evaluating the effectiveness of coaching in the workplace | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding quality management in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **6** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the importance of quality management within the workplace | | | 1.1  1.2  1.3  1.4 | Explain why quality is important to internal and external customers in the workplace  Explain what is meant by Total Quality Management  Explain the difference between design quality standards and process quality standards  Explain the cost of quality in the workplace |
| 1. Understand how quality is delivered within the workplace | | | 2.1  2.2  2.3  2.4  2.5 | Describe a quality system used in the workplace  Identify quality standards set for the workplace  Describe tools used to monitor quality in the workplace  Describe records for maintaining quality in the workplace  Identify practical and positive steps to improve quality in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of quality management within the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: F13 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.19 – Providing quality to customers | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Quality and its importance to customers (internal and external); difference between quality assurance and quality control * Difference between design quality and process quality standards * The cost of quality (positive and negative aspects) * Total quality management | | | | |
| 2 | * The Total Quality Management (TQM) concept * Quality systems (such as TQM, Kaizen/continuous improvement, kanban etc) and quality standards, such as ISO 9000, EFQM and IiP * The benefits (and any disadvantages) of accreditation against quality standards, and how to gain it * Practical steps to quality – team approaches * Records for maintaining quality * Tools for quality - the role of statistics in quality control as relevant to organisation | | | | |

**Assignment Task for Unit: Understanding quality management in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of quality management in the workplace.  To complete this task you will need to understand how quality is defined and the approaches taken by organisations in the management of and achievement of quality. You also need understand how the quality systems you describe can be used to identify improvements in quality.  **NOte:**  *You will need to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the importance of quality management within the workplace**  In order to show your understanding of the nature and importance of quality management in the organisation give responses to cover these assessment criteria. Include in your responses examples from your own workplace or one with which you are familiar. | | * Explain why quality is important to internal and external customers in the workplace *(12 marks)* * Explain what is meant by Total Quality Management *(12 marks)* * Explain the difference between design quality standards and process quality standards *(12 marks)* * Explain the cost of quality in the workplace *(12 marks)* |
| **Understand how quality is delivered within the workplace**  In order to show you understand how quality systems are used in the workplace, provide responses to cover these assessment criteria. You should use examples from a quality system used within your own workplace or one with which you are familiar.  You should then explain the interrelationship of the elements e.g. standards, monitoring tools, recording systems etc., and show how these can be used to identify ways to improve quality. It is suggested that you can approach this **either** through describing what could be done **or** by using a particular example from your own experience to show how an improvement can be achieved. | | * Describe a quality system used in the workplace *(12 marks)* * Identify quality standards set for the workplace *(8 marks)* * Describe tools used to monitor quality in the workplace *(8 marks)* * Describe records for maintaining quality in the workplace *(8 marks)* * Identify practical and positive steps to improve quality in the workplace *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding quality management in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the importance of quality management within the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explained why quality is important to internal and external customers in the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * An explanation of why quality is important to internal and/or external customers in the workplace is not given, or is incorrect or incomplete | | * Why quality is important to internal and external customers in the workplace is briefly explained | | * A detailed explanation of why quality is important to internal and external customers in the workplace is given | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Explained what is meant by Total Quality Management | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * What is meant by Total Quality Management is not explained or is explained incorrectly | | * What is meant by Total Quality Management is explained although the explanation may lack detail | | * A detailed explanation of what is meant by Total Quality Management is given | | |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Explained the difference between design quality standards and process quality standards | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The difference between design quality standards and process quality standards is not explained or is incorrect or incomplete | * The difference between design quality standards and process quality standards is explained although the difference suggested may be slight | | * Several clear and dissimilar differences between design quality standards and process quality standards are fully explained |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4  Explained the cost of quality in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| The cost of quality in the workplace is not explained or is explained incorrectly | A brief explanation of the cost of quality in the workplace is given | | A full and detailed explanation of the cost of quality in the workplace  Is given |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how quality is delivered within the workplace | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Described a quality system used in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * A quality system used in the workplace is not described * The system described is not recognised as a quality system | * A recognised quality system used in the workplace is described, although the description may be limited | | * A recognised quality system used in the workplace is fully described |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Identified quality standards set for the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * Quality standards set for the workplace are not identified or are merely listed * Only one quality standard set for the workplace is identified | * Two or more quality standards set for the workplace are identified, although the quality standards may be similar in nature | | * Two or more dissimilar quality standards set for the workplace are identified and stated in detail |  | | | |
| / 8  (min. of 4) | | Pass or Referral |

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| AC 2.3  Described tools used to monitor quality in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * Tools used to monitor quality in the workplace are not described or are merely listed or if described are incorrect or incomplete * The tools selected are not recognised as those for monitoring quality * Only one tool used to monitor quality in the workplace is described | | * Two or more appropriate tools used to monitor quality in the workplace are described, although the descriptions may be limited | | * A range of appropriate tools used to monitor quality in the workplace are fully described | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.4  Described records for maintaining quality in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * Records for maintaining quality in the workplace are not described or if described are incorrect or incomplete * Only one record type is described | | * Two or more records for maintaining quality in the workplace are briefly described and/or the selected types of records may be similar | | * Several different types of records for maintaining quality in the workplace are fully described | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.5  Identified practical and positive steps to improve quality in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * Practical and positive steps to improve quality in the workplace are not identified or are merely listed * Only practical or only positive steps to improve quality in the workplace are identified | | * Two or more steps that are both practical and positive and which would improve quality in the workplace are identified and briefly stated | | * Several steps that are both practical and positive and which would improve quality in the workplace are clearly identified | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding organising and delegating in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **4** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how to organise people to achieve objectives | | | 1.1  1.2  1.3 | Explain the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives  Explain how to identify the appropriate person for an activity in the workplace  Explain how human resource planning can be used to assure output and quality in the workplace |
| 1. Understand how to delegate to achieve workplace objectives | | | 2.1  2.2  2.3  2.4 | Explain how to delegate tasks effectively  Describe the benefits of empowerment in the workplace  Identity barriers to delegation and how these can be overcome  Explain a technique that could be used to monitor the outcomes of delegation in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of organising and delegating in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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, E10 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.21 – Organising and delegating | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The importance of planning the team’s work to achieve objectives * Techniques for deciding the most appropriate individual to undertake the activity * The importance of making effective and efficient use of people’s knowledge and skills, and how to achieve this * Outline of the principles of human resource planning to assure continuity of output and quality | | | | |
| 2 | * Definitions of authority and power; responsibility and accountability * Concepts of delegation and empowerment * Process of delegation including barriers and support mechanisms * Techniques to monitor outcomes of delegation | | | | |

**Assignment Task for Unit: Understanding organising and delegating in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of how to organise and delegate.  The process of organising involves the allocation of responsibilities so that everyone knows what their task is, what resources they have to complete the task and the time frame for completion. Delegation and empowerment are ways in which efficiency and effectiveness can be improved with the additional benefits of increasing employee involvement and motivation.  The task below requires you to demonstrate your knowledge of how to organise and delegate.  **note:**  *You may want to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand how to organise people to achieve objectives**  Using your own workplace or one with which you are familiar provide examples of good, and possibly bad practice in organising work. Provide responses to cover the assessment criteria.    Explain the main ways in which human resource planning can be used to ensure that human resources are available to achieve objectives. | | * Explain the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives *(20 marks)* * Explain how to identify the appropriate person for an activity in the workplace *(20 marks)* * Explain how human resource planning can be used to assure output and quality in the workplace *(8 marks)* |
| **Understand how to delegate to achieve workplace objectives**  If you intend to delegate or empower there are certain principles you need to follow to make sure that the task(s) is complete to the correct standard. To show your understanding of this you need to explain good practice in delegation by providing responses to cover these assessment criteria. | | * Explain how to delegate tasks effectively *(20 marks)* * Describe the benefits of empowerment in the workplace *(8 marks)* * Identity barriers to delegation and how these can be overcome *(12 marks)* * Explain a technique that could be used to monitor the outcomes of delegation in the workplace *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding organising and delegating in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand how to organise people to achieve objectives | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | | |
| * The importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives is merely stated as opposed to explained * An explanation is given of the importance of making effective and efficient use of people’s knowledge and skills in general but the explanation is incorrect, inappropriate or minimal and/or is not in the context of planning a team’s work to achieve objectives | | * The importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work to achieve objectives is correctly and appropriately explained although the explanation may be limited and the link to achieving team objectives may be more implicit than explicit. | | * A thorough and detailed explanation is given of the importance of making effective and efficient use of people’s knowledge and skills while planning a team’s work with the link to achieving objectives made explicitly clear | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.2  Explain how to identify the appropriate person for an activity in the workplace | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | |
| * How to identify the appropriate person for an activity in the workplace is merely stated as opposed to explained * An explanation is given of how to identify the appropriate person but the explanation is incorrect, inappropriate or minimal | * An explanation is given of how to identify the appropriate person for an activity in the workplace although the explanation may be limited and the reasons for selection may be more implicit than explicit | | * A thorough and detailed explanation is given of how to identify the appropriate person for an activity in the workplace with the criteria for selection made explicitly clear |  | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.3  Explain how human resource planning can be used to assure output and quality in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * How human resource planning can be used to assure output and quality in the workplace is merely stated as opposed to explained * An explanation is given of how human resource planning can be used to assure output and quality in the workplace but the explanation is incorrect, inappropriate or minimal * An explanation is given for how human resource planning can be used to assure output or quality but not both | * A correct and appropriate explanation is given of how human resource planning can be used to assure both output and quality in the workplace although the explanation may be limited | | * A thorough and detailed explanation is given of how human resource planning can be used to assure both output and quality in the workplace |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand how to delegate to achieve workplace objectives | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain how to delegate tasks effectively | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | |  | | | |
| * How to delegate tasks effectively is merely stated as opposed to explained * An explanation is given of how to delegate tasks effectively but the explanation is incorrect, inappropriate or minimal | | * A correct and appropriate explanation is given of how to delegate tasks effectively although the explanation may be limited and the effectiveness of the delegation may be more implicit than explicit | | | * How to delegate tasks effectively is thoroughly explained in detail with the effectiveness of the delegation made explicitly clear | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Describe the benefits of empowerment in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * The benefits of empowerment in the workplace are merely stated or listed as opposed to described * A description is given of the benefits of empowerment in the workplace but the description is incorrect, inappropriate or minimal | | * A description is given of the benefits of empowerment in the workplace although the description may be limited | | | * The benefits of empowerment in the workplace are thoroughly described in detail | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3  Identity barriers to delegation and how these can be overcome | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Less than two barriers to delegation are identified * Two or more barriers to delegation are identified but they are incorrect or minimal and/or there is no identification of how these can be overcome | | * Two or more barriers to delegation are identified along with how these can be overcome | | | * Several barriers to delegation are identified in detail and ways of overcoming them are outlined perhaps along with support mechanisms | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.4  Explain a technique that could be used to monitor the outcomes of delegation in the workplace | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * A technique that could be used to monitor the outcomes of delegation in the workplace is merely stated or described as opposed to explained * An explanation is given of a technique that could be used but the explanation is incorrect, inappropriate or minimal | | * An appropriate and correct explanation is given of a technique that could be used to monitor the outcomes of delegation in the workplace although the explanation may be limited | | | * A technique that could be used to monitor the outcomes of delegation in the workplace is thoroughly explained in detail | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Managing workplace projects** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to manage a simple workplace project | | | 1.1  1.2  1.3  1.4  1.5 | Identify a simple workplace project  Use a simple tool for determining the financial viability of the project  Produce a project plan using an appropriate project planning technique  Set objectives and targets/milestones to monitor performance and review plans within the project  Use a project evaluation technique to evaluate the project |
| 1. Understand the financial and non-financial implications of a workplace project | | | 2.1  2.2 | List areas where net savings can be achieved as a result of the workplace project  Identify wider non-financial implications that can result from the workplace project |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To enable the practicing and potential first line manager to manage workplace projects. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.22 – Managing projects | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Basic project design principles * Simple tools for financial appraisal of projects * Project planning techniques (Gantt charts, Flow charts, Network planning) * Use of objectives and targets/milestones to monitor performance and review plans * Project evaluation and review techniques | | | | |
| 2 | * Non-financial costs and benefits of change (social, environmental, human elements) | | | | |

**Assignment Task for Unit: Managing workplace projects**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of managing workplace projects. The task requires you to manage a simple workplace project and to understand the costs and benefits resulting from the project.  **note:**  *You will need to relate your answers to an organisation that you work in****.*** *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to manage a simple workplace project**  Identify a simple workplace project including the agreeing and setting of SMART project objectives. You should provide a brief context statement to explain the background to and objectives of the project. The following tasks should be completed and presented in a logical manner with supporting explanations and copies of the documentation, such as GANTT charts, you have produced:   * Identify the tasks and resources needed to complete your project. * Use a simple tool to determine the financial viability of your project. * Plan the project using an appropriate project planning technique. * Set objectives and targets /milestones targets to monitor performance against plan and to review plans. * Explain which technique you will use to evaluate your project and how you will use it. | | * Identify a simple workplace project *(8 marks)* * Use a simple tool for determining the financial viability of the project *(20 marks)* * Produce a project plan using an appropriate project planning technique *(20 marks)* * Set objectives and targets/milestones to monitor performance and review plans within the project *(12 marks)* * Use a project evaluation technique to evaluate the project *(16 marks)* |
| **Understand the financial and non-financial implications of a workplace project**  Look at the implications of your project and prepare a reflective summary that covers these assessment criteria. | | * List areas where net savings can be achieved as a result of the workplace project *(12 marks)* * Identify wider non-financial implications that can result from the workplace project *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Managing workplace projects**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to manage a simple workplace project | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify a simple workplace project | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | | |
| * A simple workplace project is not identified * A workplace project is identified but which is too complex to enable the unit’s assessment criteria to be realistically achieved * The identified project to too simple, basically just a task | | * A simple workplace project is identified and briefly stated | | * A simple workplace project is identified and stated in detail | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.2  Use a simple tool for determining the financial viability of the project | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | | **Assessor feedback on AC** | | |
| * A simple tool for determining the financial viability of the project is not used * The simple tool used does not adequately determine the financial viability of the project or calculations are inaccurate | | * A simple tool for determining the financial viability of the project is used showing correct basic calculations | | * A simple tool for determining the financial viability of the project is used showing correct calculations and justified figures | | |  | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.3  Produce a project plan using an appropriate project planning technique | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | |
| * A project plan using an appropriate project planning technique is produced **but** is minimal, incorrect or incomplete * The project planning technique used is not a recognised planning technique or is incorrectly applied | * A project plan using an appropriate project planning technique is correctly produced which includes timescales and responsibilities, although it may be simplistic | | * A detailed project plan using an appropriate project planning technique is produced which includes timescales, resources, costs, and responsibilities |  | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.4  Set objectives and targets/milestones to monitor performance and review plans within the project | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * Objectives and/or targets/milestones to monitor performance and review plans within the project are not formed and stated * Only one objective and/or only one target/milestone to monitor performance and review plans within the project is stated | * Two or more objectives and two or more targets/milestones to monitor performance and review plans within the project are formed although the stated objectives may not be SMART and the targets/milestones may not comprehensively cover the whole project | | * Several objectives and a range of targets/milestones to monitor performance and review plans within the project are formed * The stated objectives are in SMART terms and the range of targets/milestones comprehensively cover the whole project |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.5  Use a project evaluation technique to evaluate the project | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * No evidence is provided that a recognised project evaluation technique is used to evaluate the project * A recognised project evaluation technique to evaluate the project is used but no conclusions are drawn and/or no recommendations are made | * Evidence is provided that a recognised project evaluation technique is used to evaluate the project although the conclusions drawn and/or recommendations made may be simplistic | | * Evidence is provided that a recognised project evaluation technique is used to thoroughly evaluate the project which draws clear and detailed conclusions and presents full and realistic recommendations |  | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand the financial and non-financial implications of a workplace project | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  List areas where net savings can be achieved as a result of the workplace project | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | |  | | | |
| * Areas where net savings can be achieved as a result of the workplace project are not listed * Only one area where net savings can be achieved is listed * The areas listed do not appear to relate to net savings or are not recognisably as a result of the project | | * Two or more areas where net savings can be achieved as a result of the workplace project are listed | | * Several areas where net savings can be achieved as a result of the workplace project are listed | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Identify wider non-financial implications that can result from the workplace project | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Wider non-financial implications that can result from the workplace project are not identified * Only one wider non-financial implication is identified and stated * Wider non-financial implications are identified **but** do not recognisably result from the workplace project | | * Two or more wider non-financial implications that can result from the workplace project are identified although they may be similar in nature | | * Several dissimilar wider non-financial implications that can result from the workplace project are identified | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding health and safety in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the organisation’s policy and responsibilities for ensuring a safe and healthy working environment | | | 1.1  1.2 | List current legislation and industry regulations relating to health, safety and welfare at work as relevant to a specific organisation  Describe an organisation's policy in relation to one specific item of legislation or regulation |
| 1. Understand own responsibilities for health and safety in the workplace | | | 2.1  2.2  2.3  2.4  2.5 | Explain the difference between a hazard and a risk  Describe how to conduct a risk analysis  Identify the main areas of own responsibility for health and safety in the workplace  Describe how to ensure the team is aware of the health and safety requirements in the workplace  Describe how to monitor health and safety in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of the manager’s role in maintaining health and safety in the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: E5, E6 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Health and safety legislation and the responsibilities of different parties in own sector (e.g. HASAW 1974 Act, COSHH) * Own organisation’s health and safety policies, practices and systems (including requirements for personal protective equipment, working at height, access to equipment, hand arm vibration guidance, asbestos awareness) | | | | |
| 2 | * Potentially harmful working practices within own work area * Risk assessment procedures and associated documentation * Accident and near miss reporting (e.g. RIDDOR) * First aid provision * How to set good example in relation to health and safety matters | | | | |

**Assignment Task for Unit: Understanding health and safety in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the basic principles of health and safety policy as they apply in the workplace and the responsibilities of the manager in implementing policy.  The task requires you to show your awareness of the main legislation and industry regulations that apply in a specific workplace. You will also need to show your understanding of how to conduct a risk assessment and how you would promote safe working within your team.  You should provide a short context statement to introduce your responses. You may attach specific examples of documentation you have produced to illustrate your answers.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 9 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **The organisation’s policy and responsibilities for ensuring a safe and healthy working environment**  You need to identify the main legislation and industry regulations that apply in a defined workplace situation. It is sufficient to supply brief details or references. You do not need to supply complete documents. | | * List current legislation and industry regulations relating to health, safety and welfare at work as relevant to a specific organisation *(12 marks)* * Describe an organisation's policy in relation to one specific item of legislation or regulation *(12 marks)* |
| **The manager’s responsibilities for health and safety in the workplace**  You need to provide responses to the assessment criteria. You should relate these responses to a specific workplace situation. | | * Explain the difference between a hazard and a risk *(12 marks)* * Describe how to conduct a risk analysis *(16 marks)* * Identify the main areas of own responsibility for health and safety in the workplace *(16 marks)* * Describe how to ensure the team is aware of the health and safety requirements in the workplace *(16 marks)* * Describe how to monitor health and safety in the workplace *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding health and safety in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the organisation’s policy and responsibilities for ensuring a safe and healthy working environment | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  List current legislation and industry regulations relating to health, safety and welfare at work as relevant to a specific organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * Current legislation and industry regulations relating to health, safety and welfare at work are not listed * Only current legislation or only current industry regulation is listed, or what is listed is not current, correct or appropriate * Current legislation and industry regulations relating to health, safety and welfare at work are listed but are not relevant to a specific industry | | * Current legislation and industry regulations relating to health, safety and welfare at work are listed (This may include but not be limited to HASAW 1974 Act, COSHH, RIDDOR and sector specific regulations e.g. working at height, manual handling etc.) although the relevance to a specific industry may be more implicit than explicit | | * Current legislation and industry regulations relating to health, safety and welfare at work as relevant are listed in detail and are explicitly relevant to a specific organisation | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.2  Describe an organisation's policy in relation to one specific item of legislation or regulation | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The organisation’s policy in relation to one specific item of legislation or regulation is merely stated as opposed to described * A description is given of the organisation’s policy in relation to one specific item of legislation or regulation but is incorrect inappropriate or minimal | * A brief description is given of the organisation’s policy in relation to one specific item of legislation or regulation | | * The organisation’s policy in relation to one specific item of legislation or regulation is described in detail |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand own responsibilities for health and safety in the workplace | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain the difference between a hazard and a risk | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * The difference between a hazard and a risk is not explained or if explained, is not accurate or correct * Only hazard or only risk is explained | * The difference between a hazard and a risk is explained although the explanation may not make a clear distinction | | * The difference between a hazard and a risk is clearly and accurately explained * Examples may be given and how a risk can become a hazard may be explained |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Describe how to conduct a risk analysis | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | | |
| * No description of how to conduct a risk analysis is given or if given is inaccurate or incorrect | * How to conduct a risk analysis is described although the description may lack detail | | * How to conduct a risk analysis is clearly and accurately described with the logical steps or stages in the process set out and may include own company risk assessment procedures and/or documentation |  | | | |
| / 16  (min. of 8) | | Pass or Referral |

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| AC 2.3  Identify the main areas of own responsibility for health and safety in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * The main areas of own responsibility for health and safety in the workplace are not identified or if identified are incorrect or inappropriate | | * The main areas of own responsibility for health and safety in the workplace are briefly identified | | * The main areas of own responsibility for health and safety in the workplace are identified and may include detail of own specific responsibilities for example; first aid, PPE etc. | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.4  Describe how to ensure the team is aware of the health and safety requirements in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * No description of how to ensure the team is aware of the health and safety requirements in the workplace is given or if given, is insufficient, inaccurate or incorrect | | * How to ensure the team is aware of the health and safety requirements in the workplace is described although the description may lack detail | | * How to ensure the team is aware of the health and safety requirements in the workplace is clearly and accurately described. Examples may be given of how this happens e.g. H&S training, working parties etc. | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.5  Describe how to monitor health and safety in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * How to monitor health and safety in the workplace is not described or if described is incorrect or inaccurate | | * How to monitor health and safety in the workplace is briefly described | | * How to monitor health and safety in the workplace is clearly and accurately described. Examples of relevant procedures and/or practices may be used to enhance description | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understand the organisation and its context** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the organisation as an entity | | | 1.1  1.2  1.3  1.4  1.5 | Describe the legal entity of a specified organisation and the implication of that legal entity on the structure and management of the organisation  Describe the operational functions within an organisation  Identify own role, span of control and reporting line in an organisation using an organisational chart to illustrate  Describe the roles and responsibilities of managers at different levels of an organisation  Explain the relevance to an organisation of its different stakeholders |
| 1. Understand the context within which the organisation operates | | | 2.1  2.2 | Identify the major external forces which impact upon an organisation  Prepare a PESTLE analysis of an organisation |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of organisations and their context as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The nature and purpose of organisations * An outline of basic business structures – sole trader, partnership, limited companies, public sector organisations, voluntary sector, etc * Operational functions within the organisation, such as marketing, finance, production, etc * Overview of the management task * Formal and informal organisational relationships between departments and people * Various types of organisation chart * Management roles and responsibilities within the organisation * The relevance of stakeholders and how to identify them | | | | |
| 2 | * PESTLE analysis * Simple outline of the impact of economics and politics on the organisation * 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 * A brief treatment of key global issues and the challenges they present to organisations * Other international organisations which have an influence on business as appropriate | | | | |

**Assignment Task for Unit: Understand the organisation and its context**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of organisations in their context. In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the organisation as an entity**  Provide a short profile of the organisation you have chosen and its stakeholders, briefly explain your own role within it, and compare it to managers at other levels within your organisation.  **Note**: To complete the profile effectively you should identify the organisation’s legal entity, its principal stakeholders and their relevance to the organisation and list the organisation’s operational functions, and use an organisation chart to identify and explain your own role, span of control and reporting lines in relation to other managers. | | * Describe the legal entity of a specified organisation and the implication of that legal entity on the structure and management of the organisation *(16 marks)* * Describe the operational functions within an organisation *(8 marks)* * Identify own role, span of control and reporting line in an organisation using an organisational chart to illustrate *(16 marks)* * Describe the roles and responsibilities of managers at different levels of an organisation *(16 marks)* * Explain the relevance to an organisation of its different stakeholders *(12 marks)* |
| **Understand the context within which the organisation operates**  Provide a PESTLE analysis of the organisation you have used for the last section and then identify what you find to be the major external forces that impact upon that organisation. | | * Identify the major external forces which impact upon an organisation *(12 marks)* * Prepare a PESTLE analysis of an organisation *(20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understand the organisation and its context**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the organisation as an entity | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe the legal entity of a specified organisation and the implication of that legal entity on the structure and management of the organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * The legal entity of a specified organisation is not recognisably described * The legal entity of a specified organisation is described **but** is incorrect or minimal * The implication of that legal entity on the structure and/or management of the specified organisation are merely stated or listed as opposed to being described | | * A correct description is given of the legal entity of a specified organisation (such as sole trader, partnership, limited company, public sector organisation, voluntary sector) **and** the implication of that legal entity on **both** the structure and management of the organisation, although the description of the entity or implication may be limited | | * A thorough and detailed description is given of the legal entity of a specified organisation (such as sole trader, partnership, limited company, public sector organisation, voluntary sector) **and** the implication of that legal entity on **both** the structure and management of the organisation | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Describe the operational functions within an organisation | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The operational functions within an organisation are merely stated or listed as opposed to described * A description is given of the operational functions **but** the description is incorrect, inappropriate or minimal | * The operational functions within an organisation (such as marketing, finance, production, etc) are correctly described although the description may be limited | * A thorough and detailed description is given of a range of operational functions within an organisation |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.3  Identify own role, span of control and reporting line in an organisation using an organisational chart to illustrate | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * Own role, span of control and reporting line in an organisation are not identified * Some aspects of own role, span of control and reporting line in an organisation are identified **but** not all * No organisational chart is provided to illustrate * An organisational chart is provided to illustrate **but** this does not appropriately identify own role and/or span of control and/or reporting line in an organisation | * Own role, span of control and reporting line in an organisation are all identified and illustrated in an organisational chart, although it may be simplistic, appropriately identifies at least some of these aspects | * Own role, span of control and reporting line in an organisation are all thoroughly identified and is illustrated in a detailed organisational chart that clearly and explicitly identifies all of these aspects |  | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.4  Describe the roles and responsibilities of managers at different levels of an organisation | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * The roles and responsibilities of managers at different levels of an organisation are merely stated or listed as opposed to described * The roles and responsibilities of managers are described in general but there is no distinction between managers at different levels of an organisation * The roles and responsibilities of managers at different levels of an organisation are described **but** the description is incorrect, inappropriate or minimal | * The roles and responsibilities of managers at a minimum of two different levels of an organisation are described although the description may be limited | * The roles and responsibilities of managers are thoroughly described in detail with the differences between managers at several different levels made explicitly clear |  | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.5  Explain the relevance to an organisation of its different stakeholders | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The relevance to an organisation of its different stakeholders is merely stated as opposed to explained * An explanation is given of the relevance to an organisation of its different stakeholders **but** it is incorrect, inappropriate or minimal * An explanation is given of an organisation’s different stakeholders **but** not their relevance to the organisation | * An explanation is given of the relevance to an organisation of its different stakeholders although the explanation may be limited | | * The relevance to an organisation of its different stakeholders is thoroughly explained in detail along with a clear distinction between different stakeholders |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand the context within which the organisation operates | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Identify the major external forces which impact upon an organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * The major external forces which impact upon an organisation are not identified * The major external forces which impact upon an organisation are identified **but** are inappropriate or minimal | * At least two major external forces which impact upon an organisation are identified although the nature of their impact may be implicit | | * Several major external forces which impact upon an organisation are identified in detail and the nature of their impact is made explicitly clear |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Prepare a PESTLE analysis of an organisation | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | | |
| * A PESTLE analysis is not provided * A PESTLE analysis of an organisation is provided but is incorrect, inappropriate, incomplete or minimal | * A PESTLE analysis of an organisation is correctly and appropriately prepared and provided, although it may be limited | | * A thorough and detailed PESTLE analysis of an organisation is prepared and provided |  | | | |
| / 20  (min. of 10) | | Pass or Referral |

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| **Section comments** (optional): | | **Verification comments** (optional): | | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | **Quality Assurance Use** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |

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| Title: | | **Understanding performance management** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the value of assessing performance to meet organisational and individual needs | | | 1.1  1.2 | Describe the value of formal and informal performance assessment in the workplace  Explain the role of the first line manager in performance management |
| 1. Know how to manage performance of individuals in the team | | | 2.1  2.2  2.3  2.4 | Identify ways to ensure fair and objective formal assessment  Explain how to set SMART objectives for a team member  Explain how to set performance standards for a team member  Explain how to measure performance against agreed standards |
| 1. Understand the value of feedback in the workplace | | | 3.1  3.2 | Explain the importance of feedback to improve performance  Describe how to give effective feedback |
| 1. Know how to manage underperformance in the workplace | | | 4.1  4.2  4.3 | Identify potential areas of underperformance in the workplace  Identify causes for failure to meet agreed performance levels  Describe actions to restore performance to acceptable levels |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding and be able to manage performance in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D1, D6, D7, D8 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * First line manager’s responsibility for managing team and individual performance and meeting objectives * The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal) * Ways to ensure fair and objective assessment (including objectives and on going monitoring) * Preparations necessary for effective, valid and reliable assessments * Roles and responsibilities of individuals in the performance assessment process * Appropriate assessment records * How to conduct formal appraisals | | | | |
| 2 | * The relevance of SMART objectives, and how to set them * How to set performance standards * How to measure performance against agreed standards * A range of methods for measuring performance and how to select the ideal one * Techniques for performance monitoring and evaluation * Range of performance improvement methods available to the manager | | | | |
| 3 | * The importance of feedback to improve performance * Principles for giving effective feedback on performance | | | | |
| 4 | * Range of performance improvement methods available to the manager (Coaching, training, review of the job role etc) * Causes of poor performance (lack of skills, lack of knowledge, poor motivation, lack of incentives, lack of information etc) | | | | |

**Assignment Task for Unit: Understanding performance management**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to enable you to understand the value of performance management techniques and how to apply them in a fair and objective manner.  The task requires you to explain the value of performance assessment, to appropriately identify at least two ways to ensure fair and objective formal assessment giving an explanation of how to set correct SMART objectives, how to set performance standards and how to measure performance against agreed standards for a team member.  The importance of feedback to improve performance should then be explained as well a description of how to give effective feedback.  Finally you should identify at least two potential areas of underperformance in the workplace as well as two appropriate causes for failure to meet agreed performance levels and a description of at least two appropriate actions to restore performance.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 8 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. 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 sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **The value of assessing performance** | | * Describe the value of formal and informal performance assessment in the workplace *(8 marks)* * Explain the role of the first line manager in performance management *(4 marks)* |
| **Know how to manage performance of individuals in the team** | | * Identify ways to ensure fair and objective formal assessment *(12 marks)* * Explain how to set SMART objectives for a team member *(12 marks)* * Explain how to set performance standards for a team member *(8 marks)* * Explain how to measure performance against agreed standards *(8 marks)* |
| **Understand the value of feedback in the workplace** | | * Explain the importance of feedback to improve performance *(12 marks)* * Describe how to give effective feedback *( 8 marks)* |
| **Know how to manage underperformance in the workplace** | | * Identify potential areas of underperformance in the workplace *(8 marks)* * Identify causes for failure to meet agreed performance levels *(8 marks)* * Describe actions to restore performance to acceptable levels *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding performance management**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the value of assessing performance to meet organisational and individual needs | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe the value of formal and informal performance assessment in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | | |
| * The value of formal and informal performance assessment in the workplace is merely stated as opposed to described * The value of formal performance assessment is described but nothing is given on informal performance assessment or informal assessment is described but not formal * A description of the value of formal and informal performance assessment in the workplace is given, **but** is minimal, inappropriate or incorrect | | * A correct and appropriate description is given of the value of formal and informal performance assessment in the workplace although the description of one or the other may be brief and limited | | * Clear and thorough description in detail is given of the value of both formal and informal performance assessment in the workplace. * Examples from own workplace may be given to enhance description and may include appraisals or one-to-ones | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 1.2  Explain the role of the first line manager in performance management | **Referral [ca. 1/4]** | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | **Assessor feedback on AC** | | | |
| * The role of the first line manager in performance management is merely stated or outlined as opposed to explained * An explanation is given of the role of the first line manager in performance management **but** is minimal or incorrect | * A correct explanation is given of the role of the first line manager in performance management although the explanation may be limited | | * A clear, thorough and detailed explanation is given of the role of the first line manager in performance management along with workplace examples to enhance the explanation |  | | | |
| / 4  (min. of 2) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Know how to manage performance of individuals in the team | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Identify ways to ensure fair and objective formal assessment | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * Ways to ensure fair and objective formal assessment are not identified or, if identified, are minimal, incorrect or inappropriate | * At least two ways to ensure fair and objective formal assessment are correctly and appropriately identified | | * Several ways to ensure fair and objective formal assessment are described, rather than simply identified, and may include internal and external methods |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Explain how to set SMART objectives for a team member | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * An explanation is given of how to set SMART objectives for a team member **but** is minimal or incorrect * How to set SMART objectives is merely stated as opposed to explained | * An appropriate explanation is given of how to set correct SMART objectives for a team member although the explanation may be limited | | * Clear and thorough explanation in detail is given of how to set SMART objectives for a team member and correct example(s) of SMART objectives may be included |  | | | |
| / 12  (min. of 6) | | Pass or Referral |

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| AC 2.3  Explain how to set performance standards for a team member | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * How to set performance standards for a team member is merely stated as opposed to explained * An explanation is given of how to set performance standards for a team member **but** is minimal, inappropriate or incorrect | * A correct and appropriate explanation is given of how to set performance standards for a team member although the explanation may be limited | | * Clear and thorough explanation in detail is given of how to set performance standards for a team member and example(s) of set performance standard(s) may be included |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.4  Explain how to measure performance against agreed standards | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * How to measure performance against agreed standards is merely stated as opposed to explained * An explanation is given of how to measure performance **but** does not relate to agreed standards and/or is minimal, inappropriate or incorrect | * A correct and appropriate explanation is given of how to measure performance against agreed standards although the explanation may be limited and the performance standards are more implicit than explicit | | * Clear and thorough explanation in detail is given of how to measure performance against agreed standards * The agreed performance standards are made explicitly clear and example(s) from own workplace may be included to enhance explanation |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Understand the value of feedback in the workplace | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explain the importance of feedback to improve performance | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * The importance of feedback to improve performance is merely stated as opposed to explained * The importance of feedback is explained **but** is not recognisably related to improving performance and/orminimal, inappropriate or incorrect | * The importance of feedback to improve performance is correctly and appropriately explained although its relation to improving performance may be more implicit than explicit | | * The importance of feedback explicitly to improve performance is clearly andthoroughly explained in detail |
| / 12  (min. of 6) | | Pass or Referral |

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| AC 3.2  Describe how to give effective feedback | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * A way of giving effective feedback is merely stated as opposed to described * How to give effective feedback is described **but** is minimal, inappropriate or incorrect | * Correct and appropriate description is given of how to give effective feedback although the description may be limited | | * Clear and thorough description in detail is given of how to give effective feedback. Examples of feedback or of recognised feedback models such as COBS may be included |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 4:** Know how to manage underperformance in the workplace | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 4.1  Identify potential areas of underperformance in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | | | |
| * No potential areas of underperformance in the workplace identified or, if identified, are inappropriate | * At least two potential areas of underperformance in the workplace are identified | | * Several potential areas of underperformance in the workplace are appropriately identified with reasons given and/or an outline of the nature of the resulting underperformance |
| / 8  (min. of 4) | | Pass or Referral |
| AC 4.2  Identify causes for failure to meet agreed performance levels | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * Causes for failure to meet agreed performance levels are not identified or if identified, are inappropriate | * At least two appropriate causes for failure to meet agreed performance levels are identified although the performance standards may be implicit | | * Several appropriate causes for failure to meet agreed performance levels are clearly identified and the agreed performance standards made explicitly clear   . |  | | | |
| / 8  (min. of 4) | | Pass or Referral |

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| AC 4.3  Describe actions to restore performance to acceptable levels | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Actions to restore performance to acceptable levels are merely listed as opposed to described * Actions to restore performance to acceptable levels are described **but** are minimal, inappropriate or incorrect | | * At least two appropriate actions to restore performance to acceptable levels are described although the description may be limited and the way in which the actions would improve performance is implicit | | * Several appropriate actions to restore performance to acceptable levels are clearly and thoroughly described in detail with examples given of organisational methods such as ‘performance management’ or ‘supervision’. The way in which those actions would produce improved performance is made explicitly clear | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding costs and budgets in an organisation** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand budgets within an organisation | | | 1.1  1.2  1.3  1.4 | Explain the importance of agreeing to a budget and operating within it  Describe the process by which a budget is agreed in an organisation  Explain the process of gathering information to be used for the determination and/or revision of budgets  Describe a method to monitor variance between actual and budgeted performance |
| 1. Understand costs within an organisation | | | 2.1  2.2  2.3  2.4  2.5 | Explain fixed and variable costs in relation to the organisation  Explain the concept of break even in relation to the organisation  Explain the purpose and nature of basic cost statements  Explain the value of standard costing and its role as a control mechanism  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 in an organisation as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.27 - Working with costs and budgets | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The nature and purpose of budgets, and the advantages of budgetary control * Methods to monitor variance of actual performance against budget * Causes of variance, their significance and ways of reducing adverse effects * How to gather information for use in determining and/or revising budgets | | | | |
| 2 | * Definition of fixed and variable costs; concept of break even, especially in relation to own organisation * The purpose and nature of basic cost statements; use of standard costs * Role of the manager in cost control * Mechanisms to maintain control of costs, and how to select the optimum method | | | | |

**Assignment Task for Unit: Understanding costs and budgets in an organisation**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of costs and budgets in an organisation as required by a practising or potential manager.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 5 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Working to budget**  Explain how budgetary and cost control helps managers to manage their teams more effectively. In your answer you should:   * Explain the process and importance of agreeing a budget and operating within it. * Describe how you (could) monitor variance between actual performance and budget. * Explain how you (could) gather information to be used in determining and/or revising budgets. | | * Explain the importance of agreeing to a budget and operating within it *(12 marks)* * Describe the process by which a budget is agreed in an organisation *(12 marks)* * Explain the process of gathering information to be used for the determination and/or revision of budgets *(12 marks)* * Describe a method to monitor variance between actual and budgeted performance *(8 marks)* |
| **Understanding costs in the organisation**  Explain costs within an organisation. In your answer you should:   * Explain the concepts of fixed and variable costs and break even. * Explain how basic cost statements and standard costs are used (or could be used) in the workplace, explaining their purpose and nature and how they are (or could be) used to control costs. | | * Explain fixed and variable costs in relation to the organisation *(12 marks)* * Explain the concept of break even in relation to the organisation *(12 marks)* * Explain the purpose and nature of basic cost statements *(8 marks)* * Explain the value of standard costing and its role as a control mechanism *(12 marks)* * Describe mechanisms in the organisation to maintain control of costs *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding costs and budgets in an organisation**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand budgets within an organisation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the importance of agreeing to a budget and operating within it | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * The importance of agreeing to a budget and operating within it is merely stated as opposed to explained * An explanation is given of the importance of agreeing to a budget or operating within it but not both * An explanation is given of the importance of agreeing to a budget and operating within it but the explanation is incorrect or minimal | | * An explanation is given of both the importance of agreeing to a budget and of operating within it although the explanation may be limited | | * The importance of agreeing to a budget and operating within it are both thoroughly explained in detail | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.2  Describe the process by which a budget is agreed in an organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * The process by which a budget is agreed in an organisation is merely stated as opposed to described * A description is given of the process by which a budget is agreed in an organisation **but** it is incorrect, inappropriate or minimal | * A description is given of the process by which a budget is agreed in an organisation although the description may be limited | | * A thorough and detailed description is given of the step-by-step process by which a budget is agreed in an organisation |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Explain the process of gathering information to be used for the determination and/or revision of budgets | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * The gathering of information to be used in determining and/or revising budgets is merely stated as opposed to described * The method of collecting budgetary information is explained in general **but** is not recognisably related to determining and/or revising budgets * An explanation is given of how information is gathered to be used in determining and/or revising budgets **but** the explanation is incorrect, inappropriate or minimal | * An explanation is given of how information is gathered for the purpose of determining and/or revising budgets although the explanation may be limited | | * A thorough and detailed explanation is given of the step-by-step process of collecting information in order to determine and/or revise budgets and how that information will be used is also made clear |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Describe a method to monitor variance between actual and budgeted performance | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * A method to monitor variance between actual and budgeted performance is merely stated as opposed to described * A way of monitoring variance between actual and budgeted performance is described **but** the description is incorrect, inappropriate or minimal | * A description is given of a method to monitor variance between actual and budgeted performance although the description may be limited | | * A method to monitor variance between actual and budgeted performance is thoroughly described in detail |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand costs within an organisation | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain fixed and variable costs in relation to the organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** |  | | | |
| * Fixed and variable costs in relation to the organisation are merely stated as opposed to explained * An explanation is given of fixed and variable costs in general **but** the costs have no recognisable relation to the organisation and/or the explanation is incorrect or minimal | * A correct explanation is given of fixed and variable costs in relation to the organisation although the explanation may be limited and the relationship to the organisation may be more implicit than explicit | * A thorough and detailed explanation is given of fixed and variable costs which is clearly and explicitly related to the organisation |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Explain the concept of break even in relation to the organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The concept of break even in relation to the organisation is merely stated as opposed to explained * An explanation is given of the concept of break even in general but the concept has no recognisable relation to the organisation and/or the explanation is incorrect or minimal | * The concept of break even in relation to the organisation is correctly explained although the explanation may be limited and the relation to the organisation may be more implicit than explicit | * A thorough and detailed explanation is given of the concept of break even which is clearly and explicitly related to the organisation |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Explain the purpose and nature of basic cost statements | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * The purpose and nature of basic cost statements are merely stated as opposed to explained * An explanation is given of the purpose and nature of basic cost statements but the explanation is incorrect or minimal | * An explanation is given of the purpose and nature of basic cost statements although the explanation may be limited | * A thorough and detailed explanation is given of the purpose and nature of basic cost statements |  | | | |
| / 8  (min. of 4) | | Pass or Referral |

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|  | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| AC 2.4  Explain the value of standard costing and its role as a control mechanism | * The value of standard costing and its role as a control mechanism is merely stated as opposed to explained * An explanation is given of the value of standard costing and its role as a control mechanism but the explanation is incorrect or minimal * The value of standard costing is explained but its role as a control mechanism is not explained | | * An explanation is given of the value of standard costing and its role as a control mechanism although the explanation may be limited and the explanation of its role as a control mechanism may be more implicit than explicit | | * A thorough and detailed explanation is given of the value of standard costing and the explanation makes its role as a control mechanism explicitly clear | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.5  Describe mechanisms in the organisation to maintain control of costs | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Mechanisms in the organisation to maintain control of costs are stated or listed as opposed to described * A description is given of mechanisms to maintain control of costs but the description is incorrect, inappropriate or minimal and/or the mechanisms are not related to the organisation * Less than two mechanisms in the organisation to maintain control of costs are described | | * A description is given of at least two mechanisms specifically in the organisation to maintain control of costs although the description may be limited | | * A thorough and detailed description is given of several mechanisms specifically in the organisation to maintain control of costs | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding how to manage the efficient use of materials and equipment** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how material stocks are acquired, controlled and recorded in an organisation | | | 1.1  1.2  1.3  1.4  1.5 | Describe how to determine stock requirements in the workplace  Explain consequences of not maintaining optimum stocks in the workplace  Identify the workplace principles and procedures for stores/stock control  Explain the workplace procedures for recording receipt and issue of supplies  Describe why it is important to maintain records for quality standards |
| 1. Understand the need for effective and efficient use of equipment | | | 2.1  2.2  2.3  2.4  2.5 | Explain why equipment should be used effectively and efficiently  Describe how the use of equipment is monitored and controlled in the workplace  Explain why it is important to have a scheduled maintenance programme for equipment in the workplace  Compile a simple maintenance programme for equipment in the workplace  Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced |
| 1. Know how to minimise waste in an organisation | | | 3.1  3.2  3.3 | Identify potential waste in the organisation  Describe the techniques and/or methods for measuring and monitoring waste in the organisation  Compile a simple action plan to minimise waste in the workplace |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing the efficient use of materials and equipment as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: E8 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The importance of maintaining optimum stocks * Methods of determining stock requirements * Stores and stock control principles and procedures * Procedures for recording receipt and issue of supplies and equipment * Maintenance of records for quality standards | | | | |
| 2 | * 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 | | | | |
| 3 | * Areas of potential waste inefficiency including misuse, extravagance, scrap, rework, shrinkage or others as appropriate * Techniques and methods for measurement and monitoring waste * Simple principles of action planning and evaluation as relevant to minimising waste | | | | |

**Assignment Task for Unit: Understanding how to manage the efficient use of materials and equipment**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of managing the efficient use of materials and equipment as required by a practising or potential manager.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 12 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Acquisition, control and recording of material stocks**  Describe how stock requirements can be determined in the workplace and how stocks of supplies can be recorded, received and issued.  Identify organisational stores/stock control principles and procedures and their role in ensuring that quality standards are met.  Explain the consequences of not maintaining optimum stocks and why stock records are important in respect of quality standards. | | * Describe how to determine stock requirements in the workplace *(4 marks)* * Explain consequences of not maintaining optimum stocks in the workplace *(4 marks)* * Identify the workplace principles and procedures for stores/stock control *(8 marks)* * Explain the workplace procedures for recording receipt and issue of supplies *(8 marks)* * Describe why it is important to maintain records for quality standards *(8 marks)* |
| **The need for effective and efficient use of equipment**  Review the way that equipment is used, monitored, maintained and secured.  In your answer you should:   * Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced. * 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. * Describe how the use of equipment is monitored and controlled in the workplace and compile a simple maintenance programme for equipment in the workplace. | | * Explain why equipment should be used effectively and efficiently *(8 marks)* * Describe how the use of equipment is monitored and controlled in the workplace *(8 marks)* * Explain why it is important to have a scheduled maintenance programme for equipment in the workplace *(8 marks)* * Compile a simple maintenance programme for equipment in the workplace *(12 marks)* * Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced *(12 marks)* |
| **Waste minimisation**  Outline how waste can be measured and monitored in an organisation.  Identify two areas where it may be possible to reduce waste in the workplace and put together a simple action plan to do this. | | * Identify potential waste in the organisation *(4 marks)* * Describe the techniques and/or methods for measuring and monitoring waste in the organisation *(8 marks)* * Compile a simple action plan to minimise waste in the workplace *(8 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understand how to manage the efficient use of materials and equipment**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand how material stocks are acquired, controlled and recorded in an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe how to determine stock requirements in the workplace | **Referral [ca. 1/4]** | | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | | |  | | |
| * How to determine stock requirements in the workplace is not described or is described incorrectly or minimally | | * How to determine stock requirements in the workplace is correctly and appropriately described although the description may be limited | | | * How to determine stock requirements in the workplace is thoroughly described in detail and may include an example or illustration of the process | | |
| / 4  (min. of 2) | Pass or Referral |
| AC 1.2  Explain consequences of not maintaining optimum stocks in the workplace | **Referral [ca. 1/4]** | | **Pass [2/4]** | | | **Good Pass [ca. 3/4]** | | | **Assessor feedback on AC** | | |
| * The consequences of not maintaining optimum stocks in the workplace are merely listed, as opposed to explained, or only one consequence is explained | | * Two or more consequences of not maintaining optimum stocks in the workplace are correctly explained although the explanation may be limited | | | * Several consequences of not maintaining optimum stocks in the workplace are thoroughly explained in detail with examples given to enhance the explanation | | |  | | |
| / 4  (min. of 2) | Pass or Referral |
| AC 1.3  Identify the workplace principles and procedures for stores/stock control | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * The workplace principles and procedures for stores/stock control are not identified or, if identified, are minimal, incorrect or inappropriate * Only the principles or only the procedures for stores/stock control are identified | | * Both the workplace principles and procedures for stores/stock control are briefly, correctly and appropriately identified | | | * Both the workplace principles and procedures for stores/stock control are thoroughly identified in detail | | |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.4  Explain the workplace procedures for recording receipt and issue of supplies | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * The workplace procedures for recording receipt and issue of supplies are merely stated or described, as opposed to explained or**,** if explained**,** are inappropriate or incomplete * Only the recording and/or the receipt and/or the issue of supplies has been explained but not all three | | * Appropriate workplace procedures for recording receipt and issue of supplies are all explained although the explanation may lack detail | | | * The workplace procedures for recording receipt and issue of supplies are all thoroughly explained in detail * Examples of the various documents involved may be evidenced | | |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.5  Describe why it is important to maintain records for quality standards | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * Why it is important to maintain records for quality standards is merely stated as opposed to described or, if described, is incorrect * The maintenance of records for quality standards is described but not its importance | | * A description of why it is important to maintain records for quality standards is given although the description may be limited | | | * A detailed and thorough description of why it is important to maintain records for quality standards is given along with an outline of the implications of not maintaining such records | | |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 2:** Understand the need for effective and efficient use of equipment | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain why equipment should be used effectively and efficiently | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | | | |
| * Why equipment should be used effectively and efficiently ismerely stated as opposed to explained or, if explained, is incorrect * Only an explanation of effective use or only an explanation of efficient use is given, but not both | * Why equipment should be used both effectively and efficiently is correctly explained although the explanation may be limited | | * Why equipment should be used both effectively and efficiently is thoroughly explained in detail * Examples are given to illustrate the consequences of not using equipment effectively and efficiently |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2  Describe how the use of equipment is monitored and controlled in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * How the use of equipment is monitored and controlled in the workplace is not described or, if described, is incorrect * Only the monitoring or only the control aspects are described, but not both | * How the use of equipment is both monitored and controlled in the workplace is described although the description may lack detail | | * The principle features of monitoring and controlling the use of equipment in the workplace are included in a thorough and detailed description |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.3  Explain why it is important to have a scheduled maintenance programme for equipment in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * An explanation of why it is important to have a scheduled maintenance programme for equipment in the workplace is not given or if given is minimal, incorrect or incomplete | * Why it is important to have a scheduled maintenance programme for equipment in the workplace is explained although the explanation may be limited | | * Why it is important to have a scheduled maintenance programme for equipment in the workplace is thoroughly explained in detail |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.4  Compile a simple maintenance programme for equipment in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * No evidence is provided that a simple maintenance programme for equipment in the workplace is compiled or, if provided, is minimal or incorrect | * Evidence is provided that a simple maintenance programme for equipment in the workplace is compiled although the evidence may be limited | | * Sound, ample and detailed evidence is provided that a simple maintenance programme for equipment in the workplace is compiled and may be exampled with documentation from the maintenance programme |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.5  Conduct a simple risk assessment of equipment security in the workplace and explain how these risks could be reduced | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * Evidence is not provided that a simple risk assessment of equipment security in the workplace has been undertaken or, if provided, is minimal, incorrect or inappropriate * No explanation is given of how these risks could be reduced | * Evidence is provided that a simple risk assessment of equipment security in the workplace has been undertaken, although the risks included may be limited * An explanation is given of how these risks could be reduced although the explanation may be limited | | * A range of detailed evidence is provided that a simple risk assessment of equipment security in the workplace has been undertaken, the evidence may include photographs or diagrams of the risk area * A detailed and thorough explanation is given of how these risks could be reduced |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Know how to minimise waste in an organisation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Identify potential waste in the organisation | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | | | |
| * Potential waste in the organisation is not identified or, if identified, is limited to one type of waste and/or is minimal or inappropriate | * More than one type of potential waste in the organisation is appropriately identified | | * A range of potential types of waste in the organisation are clearly identified in detail |
| / 4  (min. of 2) | | Pass or Referral |
| AC 3.2  Describe the techniques and/or methods for measuring and monitoring waste in the organisation | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * The techniques and/or methods for measuring and monitoring waste in the organisation are merely stated or identified, as opposed to described or, if described, are minimal, incorrect or inappropriate * Only one technique or method for measuring and monitoring waste in the organisation is described | * Two or more techniques and/or methods for measuring and monitoring waste in the organisation are briefly described correctly and appropriately although the description may be limited | | * Several techniques and/or methods for measuring and monitoring waste in the organisation are thoroughly described in detail and may include evidence of the documentation involved |  | | | |
| / 8  (min. of 4) | | Pass or Referral |

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| AC 3.3  Compile a simple action plan to minimise waste in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * A simple action plan to minimise waste in the workplace is not compiled or, if compiled, is minimal or inappropriate | | * A simple and appropriate action plan to minimise waste in the workplace is compiled and may include timescales and resources | | * A detailed and thorough action plan to minimise waste in the workplace is compiled and may include timescales and resources, responsibilities and costs | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding the communication process in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the nature and importance of the communication process in the workplace | | | 1.1  1.2  1.3  1.4 | Explain the importance of effective communication in the workplace  Describe the stages in the communication cycle  Identify possible barriers to communication in the workplace  Explain how to overcome a potential barrier to communication |
| 1. Understand the methods of communication | | | 2.1  2.2  2.3  2.4  2.5 | Describe the main methods of written and oral communication in the workplace and their uses  Identify the main advantages and disadvantages of written methods of communication  Identify the main advantages and disadvantages of oral communication  Explain how non-verbal communication can influence the effectiveness of oral communication  Explain the value of feedback in ensuring effective communication |
| 1. Be able to assess own effectiveness in communication | | | 3.1  3.2 | Assess own performance in a frequently used method of communication  Identify actions to improve own performance in communicating |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | The learner will be able to develop knowledge and understanding of the communication process in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: E11 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | |  | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The importance of effective communication at work and the effects of poor communication * The stages in communication: sender -encoding – transmission – decoding - receiver * Possible barriers to communication and methods to overcome them * Ways to ensure effective communication in the workplace | | | | |
| 2 | * Different types of communication including oral, written, visual, and electronic and their relative advantages and disadvantages * Active listening skills * Significance of non-verbal communication and body language * Techniques of face-to-face and indirect communication, and when each is appropriate * How to use feedback to check effectiveness of communication | | | | |
| 3 | * How to assess and develop own communication skills through feedback and reflection | | | | |

**Assignment Task for Unit: Understanding the communication process in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the communication process in the workplace. By understanding the process and methods used you can improve your own effectiveness in achieving results.  The task requires you to show an understanding of the process of communication and the main methods of communication and how to use them. You also need to complete a reflective self-assessment of your own communication skills and identify areas for performance improvement.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 8 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the nature and importance of the communication process in the workplace**  Show your understanding of the communication process by providing responses to cover these assessment criteria. | | * Explain the importance of effective communication in the workplace *(8 marks)* * Describe the stages in the communication cycle *(8 marks)* * Identify possible barriers to communication in the workplace *(8 marks)* * Explain how to overcome a potential barrier to communication *(8 marks)* |
| **Understand the methods of communication**  Show your understanding of the main methods of communication by providing responses to cover these assessment criteria. | | * Describe the main methods of written and oral communication in the workplace and their uses *(12 marks)* * Identify the main advantages and disadvantages of written methods of communication *(8 marks)* * Identify the main advantages and disadvantages of oral communication *(8 marks)* * Explain how non-verbal communication can influence the effectiveness of oral communication *(8 marks)* * Explain the value of feedback in ensuring effective communication *(8 marks)* |
| **Be able to assess own effectiveness in communication**  Select a method of communication e.g. giving briefings, e-mail, telephone that you use. Based on your knowledge of good practice in communication reflect on what your strengths and weaknesses are when using this method and prepare a short summary. Then identify and list any ways in which you could improve your performance as a communicator when using this method. | | * Assess own performance in a frequently used method of communication *(16 marks)* * Identify actions to improve own performance in communicating *(8 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding the communication process in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the nature and importance of the communication process in the workplace | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the importance of effective communication in the workplace | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | |  | | |
| * The importance of communication in the workplace is not explained | | * The importance of effective communication in the workplace is briefly explained | | * The importance of effective communication in the workplace is fully explained | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 1.2  Describe the stages in the communication cycle | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * The stages in the communication cycle are not described or are only partially described | | * All the stages in the communication cycle are briefly described | | * All the stages in the communication cycle are described in detail. Examples may be included of the various stages to expand the description | | |  | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 1.3  Identify possible barriers to communication in the workplace | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * Possible barriers to communication in the workplace are not identified * Only one possible barrier to communication in the workplace is identified | * Two or more possible barriers to communication in the workplace are briefly identified | | * A range of possible barriers to communication in the workplace are identified in detail |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.4  Explain how to overcome a potential barrier to communication | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * How to overcome a potential barrier to communication is not explained or if explained is incorrect or incomplete | * An explanation of how to overcome a potential barrier to communication is given, although the explanation may lack detail | | * A detailed explanation of how to overcome a potential barrier to communication is given |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand the methods of communication | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe the main methods of written and oral communication in the workplace and their uses | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * The main methods of written and oral communication in the workplace and their uses is not described * The main method of only written or only oral communication in the workplace is described * The uses of both written and oral communication in the workplace is not described or only the use of written or only the use of oral is described | * One main method of written and one main method of oral communication in the workplace are briefly described * One use of written and one use of oral communication in the workplace are briefly described | | * One main method of written and one main method of oral communication in the workplace are described in detail * One use of written and one use of oral communication in the workplace are described in detail |
| / 12  (min. of 6) | | Pass or Referral |

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| AC 2.2  Identify the main advantages and disadvantages of written methods of communication | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The main advantages and disadvantages of written methods of communication are not identified * Only one main advantage or only one main disadvantage of written methods of communication is identified | * One main advantage and one main disadvantage of written methods of communication are briefly identified | | * One main advantage and one main disadvantage of written methods of communication are fully identified |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.3  Identify the main advantages and disadvantages of oral communication | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The main advantages and disadvantages of oral communication are not identified * Only one main advantage or only one main disadvantage of oral communication is identified | * One main advantage and one main disadvantage of oral communication are briefly identified | | * One main advantage and one main disadvantage of oral communication are fully identified |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.4  Explain how non-verbal communication can influence the effectiveness of oral communication | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * An explanation of how non-verbal communication can influence the effectiveness of oral communication is not given or if given is incorrect | * How non-verbal communication can influence the effectiveness of oral communication is explained although the explanation may be limited | | * A detailed explanation of how non-verbal communication can influence the effectiveness of oral communication is given. * Examples may be included to amplify the explanation |  | | |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.5  Explain the value of feedback in ensuring effective communication | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The value of feedback in ensuring effective communication is not explained or is incorrect | * The value of feedback in ensuring effective communication is briefly explained | | * The value of feedback in ensuring effective communication is explained in detail |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 3:** Be able to assess own effectiveness in communication | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Assess own performance in a frequently used method of communication | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | |  | | | |
| * No assessment is undertaken of own performance in a frequently used method of communication * The assessment undertaken is only partially of self or is merely described | | * Limited criteria is used to assess own performance in a frequently used method of communication | | * An appropriate range of criteria are used to assess own performance in a frequently used method of communication | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Outline actions to improve own performance in communicating | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * Actions to improve own performance in communicating are not outlined * Only one action to improve own performance in communicating is outlined | | * Two or more actions to improve own performance in communicating are outlined | | * A range of actions to improve own performance in communicating are outlined | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding negotiation and networking in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **6** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Know how to influence and negotiate with others to achieve objectives | | | 1.1  1.2  1.3 | Explain the general principles of negotiation  Explain a relevant technique for influencing others to achieve workplace objectives  Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations |
| 1. Understand the value of networking | | | 2.1  2.2  2.3 | Explain the value of networking  Identify an appropriate network for a manager in the workplace  Describe methods to establish and maintain effective professional relationships with the identified network |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of negotiation and networking in the workplace as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: D1, D10 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.31 - Influencing others at work | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Formal and informal negotiation * Negotiation strategy, tactics and behaviour * Non-verbal communication and social skills * Techniques for influencing others * Value systems and other barriers to acceptance * Conflict and its resolution to achieve a win-win situation * Levels of power and authority, and the impact on negotiation | | | | |
| 2 | * Nature, purpose and value of networking * Identification of relevant networks * Effective networking practices and skills * Network and contact creation * Methods to establish and maintain effective professional relationships at various levels | | | | |

**Assignment Task for Unit: Understanding negotiation and networking in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the techniques of negotiation and of the value of networking.  The first part of this task requires you to show your knowledge of the process of collaborative negotiation where those with differing objectives are able to reach a collaborative solution that is mutually acceptable. As part of that process you need to show your understanding of skills in influencing others through preparing a reasoned argument, emphasising the positive aspects of your case, remaining calm and assertive and listening to others to identify areas of common agreement. There are a range of situations in which negotiation skills can be used and you should select one which you have been or could be involved in and use this to illustrate the stages in the negotiation process. In describing the process you would follow and the approach you would take you should ensure that you have addressed all the assessment criteria in section one.  The second part of the task looks at another way in which you can influence others and achieve your objectives, in this case through developing a network of useful business or professional contacts both within your own organisation and outside. You need to explain the value of business networking and how you would set about creating such a network, covering the assessment criteria in section two.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 6 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Know how to influence and negotiate with others to achieve objectives** | | * Explain the general principles of negotiation *(16 marks)* * Explain a relevant technique for influencing others to achieve workplace objectives *(20 marks)* * Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations *(16 marks)* |
| **Understand the value of networking** | | * Explain the value of networking *(16 marks)* * Identify an appropriate network for a manager in the workplace *(12 marks)* * Describe methods to establish and maintain effective professional relationships with the identified network *(20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding negotiation and networking in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to influence and negotiate with others to achieve objectives | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the general principles of negotiation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * The general principles of negotiation are merely stated or listed as opposed to explained * The general principles of negotiation are explained but the explanation is incorrect or minimal | | * The general principles of negotiation are correctly explained although the explanation may be limited | | * A thorough and detailed explanation is given of the general principles of negotiation | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Explain a relevant technique for influencing others to achieve workplace objectives | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | |
| * A relevant technique for influencing others to achieve workplace objectives is merely stated or described as opposed to explained * An explanation is given of a relevant technique for influencing others to achieve workplace objectives but the explanation is incorrect, inappropriate or minimal * An explanation is given of a relevant technique for influencing others in general but not applied to achieving workplace objectives | * A correct and appropriate explanation is given of a relevant technique (perhaps including, but not restricted to: negotiation tactics, behaviour, non-verbal communication, social skills) for influencing others to achieve workplace objectives although the explanation may be limited and/or the influence on objectives may be more implicit than explicit | | * An explanation is given of a relevant technique for influencing others to achieve workplace objectives is thoroughly explained in detail with the influence on objectives made explicitly clear |  | | |
| / 20  (min. of 10) | Pass or Referral |
| AC 1.3  Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | |
| * How to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations is merely stated as opposed to described * How to reduce resistance and minimise conflict is described in general **but** not related to achieving a win-win situation in the workplace and/or not related to negotiations * A description is given of how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations but the description is incorrect, inappropriate or minimal | * A description is given of how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations although the description may be limited | | * How to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations is thoroughly described in detail and the influence on the win-win situation during negotiations is made explicitly clear |  | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand the value of networking | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain the value of networking | **Referral [ca. 4/16]** | **Pass [8/16]** | **Good Pass [ca. 12/16]** |  | | | |
| * The value of networking is merely stated as opposed to explained * An explanation is given of the value of networking but the explanation is incorrect, inappropriate or minimal | * The value of networking is explained although the explanation may be limited | * A thorough and detailed explanation is given of the value of networking |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Identify an appropriate network for a manager in the workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * An appropriate network for a manager in the workplace is not identified * A network for a manager in the workplace is identified but is inappropriate or minimal | * A network for a manager in the workplace is identified | * A network for a manager in the workplace is identified in detail |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Describe methods to establish and maintain effective professional relationships with the identified network | **Referral [ca. 5/20]** | **Pass [10/20]** | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | | |
| * Methods to establish and maintain effective professional relationships with the identified network are merely stated or listed as opposed to described * A description is given of methods to establish and maintain effective professional relationships with the identified network but the description is incorrect, inappropriate or minimal | * At least two methods to establish and maintain effective professional relationships are described although the description may be limited and the relevance to the identified network may be implicit | * A thorough and detailed description is given of several methods to establish and maintain effective professional relationships explicitly with the identified network |  | | | |
| / 20  (min. of 10) | | Pass or Referral |

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| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | **Quality Assurance Use** | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** |

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| Title: | **Understand how to lead effective meetings** | | | |
| Level: | **3** | | | |
| Credit value: | **2** | | | |
| Unit guided learning hours | **4** | | | |
| Learning outcomes (the learner will) | | Assessment criteria (the learner can) | | | |
| 1. Understand how to prepare and plan a meeting | | 1.1  1.2  1.3  1.4 | Explain the purpose of a meeting  Explain the purpose and structure of an agenda  Explain how to select and invite the right people to attend the meeting  Describe how to prepare prior to a meeting |
| 1. Understand how to manage a meeting | | 2.1  2.2  2.3  2.4 | Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting  Explain basic meeting protocol and procedures  Explain positive and negative actions that can affect meetings  Explain the purposes of minutes and action plans |
| **Additional information about the unit** | |  | | | |
| Unit purpose and aim(s) | | To develop knowledge and understanding of meetings as required by a practising or potential first line manager. | | | |
| Unit review date | | 31/03/2017 | | | |
| 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: D11 | | | |
| 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) | | | |

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| Equivalencies agreed for the unit (if required) | | M3.33 - Effective meetings for managers |
| Location of the unit within the subject/sector classification system | | 15.3 – Business Management |
| Name of the organisation submitting the unit | | Institute of Leadership & Management |
| Availability for use | |  |
| **Additional Guidance about the Unit** | | | |
| **Indicative Content:** | | | |
| 1 | * The purpose, value and types of meeting * How to prepare an agenda for a meeting * How to consult with others and prepare to contribute effectively to a meeting * How to identify who are the appropriate people to attend a meeting * How to organise a meeting (physical resources, documentation, agenda) | | |
| 2 | * How to make an effective contribution to discussion/decision making during a meeting * Roles and responsibilities of the chairperson, the secretary and individuals at a meeting * How to ensure all meeting delegates get the opportunity to contribute * How to deal with ‘negative’ meeting behaviours * How to manage time during a meeting * How to ensure meeting purposes and objectives are met * Purposes of minutes and action plans * The importance of follow-up procedures after a meeting and how to use action plans to do so | | |

**Assignment Task for Unit: Understand how to lead effective meetings**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of how effectiveness on leading meetings can be increased by good planning, preparation, and the use of meeting management techniques.  Where appropriate, you may chose to include examples of documentation you have completed with brief explanations to cover context, background, and your reasons for taking the approach shown.  The requirements of the task are set out in the sections below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 9 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 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** |
| **Know how to prepare and plan a meeting**  Based on a meeting situation with which you are familiar provide responses to these assessment criteria showing how you plan and prepare for an effective meeting. Where appropriate, you may include examples of documentation you have completed with brief explanations. | | * Explain the purpose of a meeting *(12 marks)* * Explain the purpose and structure of an agenda *(12 marks)* * Explain how to select and invite the right people to attend the meeting *(12 marks)* * Describe how to prepare prior to a meeting *(12 marks)* |
| **Know how to manage a meeting**  Based on the example given above, explain the roles and responsibilities of those attending the meeting, including the correct protocols/procedures that should be followed.  Give some specific examples of the types of behaviour that in your view can have a positive or negative effect on the success of the meeting and in the case of negative behaviours explain how, as the chairman of the meeting you would address these. There are some models you could apply.  Explain how the meeting should be minuted, action points prepared and followed up. Where appropriate you may include examples of documentation you have completed with brief explanations. | | * Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting *(12 marks)* * Explain basic meeting protocol and procedures *(16 marks)* * Explain positive and negative actions that can affect meetings *(12 marks)* * Explain the purposes of minutes and action plans *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understand how to lead effective meetings**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand how to prepare and plan a meeting | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explained the purpose of a meeting | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * The purpose of a meeting is not explained or if explained, is inaccurate or incorrect | | * The purpose of a meeting is explained | | * The purpose of a meeting or of different types of meetings is clearly and accurately explained | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Explained the purpose and structure of an agenda | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * The purpose and structure of an agenda is not explained or if explained, is inaccurate or incorrect | | * The purpose and structure of an agenda is not explained | | * The purpose and structure of an agenda is clearly and accurately explained | | |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Explained how to select and invite the right people to attend the meeting | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * No explanation of how to select and invite the right people to attend the meeting is given or if given, is insufficient, inaccurate or incorrect | * Explanation of how to select and invite the right people to attend the meeting is given | | * Clear and accurate explanation of how to select and invite the right people to attend the meeting is given |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.4  Described how to prepare prior to a meeting | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * No description is given of how to prepare prior to a meeting or if described , is insufficient, inaccurate or incorrect | * How to prepare prior to a meeting is described | | * How to prepare prior to a meeting is clear and accurate and preparations may be described in some detail |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how to manage a meeting | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explained the roles and responsibilities of the chairperson, the secretary and individuals at a meeting | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** |  | | | |
| * No explanation is given of the roles and responsibilities of the chairperson, the secretary and individuals at a meeting or if given, is insufficient, inaccurate or incorrect or one of the roles is explained, not all the roles | * Explanation is given of the roles and responsibilities of the chairperson, the secretary and individuals at a meeting although the explanation may be limited | | * Clear and accurate explanation is given of the roles and responsibilities of the chairperson, the secretary and various individuals at a meeting |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Explained basic meeting protocol and procedures | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | | |
| * No explanation is given of basic meeting protocol and procedures | * Explanation is given of basic meeting protocol and procedures although the explanation may be limited | | * Clear and accurate explanation is given of basic meeting protocol and procedures |  | | | |
| / 16  (min. of 8) | | Pass or Referral |

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| AC 2.3  Explained positive and negative actions that can affect meetings | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * No explanation of positive and negative actions that can affect meetings are explained or are listed rather than explained or if explained, are inaccurate or incorrect, or has explained positive OR negative actions but not both | | * Both positive and negative actions that can affect meetings are explained although the explanation may be limited | | * Both positive and negative actions that can affect meetings are clearly and accurately explained, examples from own workplace may be given to enhance explanation | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.4  Explained the purposes of minutes and action plans | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The purposes of minutes and action plans are not explained or if explained, are insufficient, inaccurate or incorrect, or has explained purpose of minutes OR of actions plans but not both | | * The purposes of both minutes and action plans are explained | | * The purposes of both minutes and action plans are clearly and accurately explained in some detail | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding workplace information systems** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **6** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the need to maintain information systems | | | 1.1  1.2  1.3  1.4  1.5 | Explain the purpose of record-keeping for the organisation  Identify key information to be recorded to meet organisational and legal requirements  Identify appropriate systems to store and retrieve information  Explain the need to control data access  Identify records which are included under relevant legislation (for example the Data Protection Act of 1998) |
| 1. Understand the use and application of IT applications for information systems in an organisation | | | 2.1  2.2  2.3 | Identify different uses or applications of spreadsheets and/or databases in the organisation  Explain the value of electronic communication methods  Describe how data used to manage workplace information is backed up in the organisation |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of information systems as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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: E11 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.34 – Understanding workplace information systems | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * The purpose of record-keeping for the organisation including legal requirements * How to identify the essential content of records needed for internal and external use * Storage, indexing and information retrieval systems (manual and IT, as appropriate) * Confidentiality/security of records (level of access, backup, virus protection, legal aspects) * Data Protection Act 1998 | | | | |
| 2 | * Basics of using spreadsheets * Basics of using databases * Advantages and disadvantages of e-mail, internet and intranet * The method of IT backup within an organisation * Security and confidentiality | | | | |

**Assignment Task for Unit: Understanding workplace information systems**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of the nature of workplace information systems and some of the IT applications that can be used to support the organisation’s information systems, as required by a manager who is not an IT specialist.  The task requires you to show your understanding of how information systems are used within your organisation and some of the IT applications used.  The task should be completed by providing responses to cover each of the assessment criteria listed below following the structure as set out there.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understand the need to maintain information systems** | | * Explain the purpose of record-keeping for the organisation *(12 marks)* * Identify key information to be recorded to meet organisational and legal requirements *(12 marks)* * Identify appropriate systems to store and retrieve information *(12 marks)* * Explain the need to control data access *(12 marks)* * Identify records which are included under relevant legislation (for example the Data Protection Act of 1998) *(12 marks)* |
| **Understand the use and application of IT applications for information systems in an organisation** | | * Identify different uses or applications of spread sheets and/or databases in the organisation *(16 marks)* * Explain the value of electronic communication methods *(12 marks)* * Describe how data used to manage workplace information is backed up in the organisation *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding workplace information systems**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the need to maintain information systems | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the purpose of record-keeping for the organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * The purpose of record-keeping for the organisation is merely stated as opposed to explained * An explanation is given of the purpose of record-keeping for the organisation **but** it is incorrect, inappropriate or minimal | | * The purpose of record-keeping for the organisation is correctly and appropriately explained although the explanation may be limited | | * A thorough and detailed explanation is given of the purpose of record-keeping for the organisation | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Identify key information to be recorded to meet organisational and legal requirements | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * There is no identification of key information to be recorded to meet organisational and legal requirements * Key information to be recorded is identified but is not related to organisation and legal requirements and/or is incorrect, inappropriate or minimal | | * A correct identification is given of key information that needs to be recorded in order to meet both organisational and legal requirements although the particular requirement for the information is more implicit than explicit | | * A detailed identification is given of a range of key information that has to be recorded in order to meet organisational and legal requirements with the nature of those requirements made explicitly clear | | |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3  Identify appropriate systems to store and retrieve information | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * Less than two systems to store and retrieve information are identified * Two or more systems to store and retrieve information are identified **but** the systems are inappropriate * Systems to store information are identified **but** the systems do not recognisably enable retrieval | * Two or more appropriate systems to store and retrieve information are correctly identified | | * Several appropriate systems to store and retrieve information are identified in detail |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain the need to control data access | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * The need to control data access is merely stated as opposed to explained * Data control itself is explained **but** not the need for it * The need to control data is explained but the explanation is incorrect, inappropriate or minimal | * The need to control data access is correctly and appropriately explained although the explanation may be limited | | * The need to control data access is thoroughly explained in detail |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.5  Identify records which are included under relevant legislation (for example the Data Protection Act of 1998) | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * Records which are included under relevant legislation are not identified * Records which are included under relevant legislation (for example the Data Protection Act of 1998) are identified **but** the identification is incorrect or minimal | * Two or more records which are included under relevant legislation (for example the Data Protection Act of 1998) are identified | | * Several records which are included under relevant legislation (for example the Data Protection Act of 1998) are identified in detail |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand the use and application of IT applications for information systems in an organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Identify different uses or applications of spreadsheets and/or databases in the organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | |  | | | |
| * Less than two different uses or applications of spreadsheets and/or databases in the organisation are identified * Two or more different uses or applications of spreadsheets and/or databases in the organisation are identified **but** they are incorrect, inappropriate or minimal | | * At least two different uses or applications of spreadsheets and/or databases in the organisation are correctly and appropriately identified although the uses/applications may not be significantly different | | | * Several significantly different uses or applications of both spreadsheets **and** databases in the organisation are identified, with the way they are used also made clear | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Explain the value of electronic communication methods | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The value of electronic communication methods Is merely stated as opposed to explained * An explanation is given of the value of electronic communication methods **but** the explanation is incorrect, inappropriate or minimal * Electronic communication methods themselves are explained **but** not their value | | * The value of electronic communication methods is explained although the explanation may be limited | | | * A thorough and detailed explanation is given of the value of electronic communication methods | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Describe how data used to manage workplace information is backed up in the organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * How data used to manage workplace information is backed up in the organisation is merely stated as opposed to described * A description is given of how data used to manage workplace information is backed up in the organisation **but** it is incorrect, inappropriate or minimal and/or the description is not related to the organisation | | * A description is given of how data used to manage workplace information is backed up in the organisation although the description may be limited | | | * A thorough and detailed description is given of how data used to manage workplace information is backed up in the organisation | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding marketing for managers** | | | |
| Level: | | **3** | | | |
| Credit value: | | **1** | | | |
| Unit guided learning hours | | **4** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand basic marketing concepts | | | 1.1  1.2  1.3 | Explain the marketing concept and its relevance for the organisation  Describe the elements of the marketing mix and give an example of how each is used within the context of the organisation  Identify the key elements of an organisations marketing strategy |
| 1. Understand the marketing context | | | 2.1 | Conduct a simple organisational SWOT analysis in the marketing context |
| **Additional information about the unit** | | | This unit is meant for a general manager and not a marketing manager. | | |
| Unit purpose and aim(s) | | | To develop basic knowledge and understanding of marketing as required by a practising or potential first line manager. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | M3.35 – Marketing for managers | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Simple definition of marketing and its relevance to the organisation * The idea of the Marketing Mix (product, price, place and promotion, and 7P model for services) and its relevance * Nature and role of market segmentation * Outline of market planning and its purpose * Sales promotion and advertising methods * Public and customer relations activities | | | | |
| 2 | * Simple organisational SWOT analysis in the marketing context | | | | |

**Assignment Task for Unit: Understanding marketing for managers**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to give a basic understanding of the marketing context for the manager who needs awareness, but not detailed knowledge, of the principles and techniques used.  This task is about explaining why the marketing concept is relevant for managers. It is also about reflecting on your organisation’s strengths, weaknesses, opportunities and threats in the marketing context and about how each of the elements in the marketing mix is used within the context of your organisation.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 7 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 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** |
| **Understand the basic concepts of marketing**  Give an explanation of the marketing concept and its particular relevance to your own organisation or one with which you are familiar. You should also highlight how this impacts on your own role as a manager.  Investigate the organisation’s marketing strategy and identify the key elements. Also include a summary of  the marketing mix used by that organisation in relation to at least one of its key products or services. Show the links between that mix and a recognised marketing model. | | * Explain the marketing concept and its relevance for the organisation *(20 marks)* * Describe the elements of the marketing mix and give an example of how each is used within the context of the organisation *(20 marks)* * Identify the key elements of an organisations marketing strategy (*20 marks)* |
| **Understand the marketing context**  Using the SWOT model complete an analysis of you own organisation or one with which you are familiar. Make sure that your analysis is a full reflection of the internal strengths and weaknesses of your organisation from the customer’s point of view **AND** covers the opportunities and threats present within the external environment that could have an impact on future marketing plans. | | * Conduct a simple organisational SWOT analysis in the marketing context *(40 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding marketing for managers**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | |
| **Learning Outcome / Section 1:** Understand basic marketing concepts | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 1.1  Explain the marketing concept and its relevance for the organisation | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | |  | | | |
| * The marketing concept and its relevance for the organisation are merely stated, as opposed to explained or, if explained, or is incorrect or minimal * The marketing concept is explained but its relevance for the organisation is not explained | | * The marketing concept is explained along with its relevance for the organisation although the explanation may be limited | | | * A thorough and detailed explanation of the marketing concept and its relevance for the organisation is given which may include examples to enhance the explanation | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2  Describe the elements of the marketing mix and give an example of how each is used within the context of the organisation | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | | **Assessor feedback on AC** | | | |
| * The elements of the marketing mix are not described or are incorrect or only stated as opposed to described * Individual examples are not given for each element of the marketing mix to show how each is used within the context of the organisation | | * All the elements of the marketing mix are correctly described, although the description may be limited, **and** * An appropriate example of how each element is used within the context of the organisation is given | | | * All the elements of the marketing mix are thoroughly described in detail **and** * Detailed Appropriate examples of how each element is used within the context of the organisation are given | | | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.3  Identify the key elements of an organisation’s marketing strategy | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | | | **Assessor feedback on AC** | | | |
| * The key elements of an organisation’s marketing strategy are not identified or are incorrect or minimal * The elements identified are not recognised as being those of an organisation’s marketing strategy | | * The key elements of an organisations marketing strategy are identified although some elements may be briefly stated | | | * The key elements of an organisations marketing strategy are identified in detail | | | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the marketing context | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Conduct a simple organisational SWOT analysis in the marketing context | **Referral [ca. 10/40]** | | **Pass [20/40]** | | | **Good Pass [ca. 30/40]** | | | |  | | | |
| * A simple organisational SWOT analysis in the marketing context is not found or, if conducted, is incorrect, minimal or not in the marketing context | | * Evidence is presented that a simple organisational SWOT analysis in the marketing context has been conducted although the SWOT may be limited and/or some aspects of the SWOT may be subjective | | | * An organisational SWOT analysis in the marketing context has been thoroughly conducted in detail with the information being gathered from a range of objective or reliable sources | | | |
| / 40  (min. of 20) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | |
|  | | | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding support services operations in an organisation** | | | |
| Level: | | **3** | | | |
| Credit value: | | **3** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the range of support services required by the organisation and the legislation that impacts on these services | | | 1.1  1.2 | Describe the range of support services that is required by own organisation, distinguishing between ‘hard’ and soft’ services  Identify the legislation that impacts on these services |
| 1. Understand what support services are and how they are currently being provided and delivered | | | 2.1  2.2  2.3 | Describe the role of service level agreements, their typical structure and content  Describe how service level agreements are used with both customers and suppliers in own organisation  Describe what support services are currently being provided by the facilities management department and how these are delivered |
| 3 Understand the options of delivering support services | | | 3.1  3.2 | Explain various ways of providing support services to meet organisational requirements  Explain how the quality of support services is measured and monitored |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop an understanding of support services operations in an organisation. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM305, FM317 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.40 - Understanding support services operations in an organisation | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Knowledge and understanding of the products or services required by the organisation (for example location, resources available to pay for it, image, constraints of physical buildings) * Requirements of occupants of buildings in terms of the ‘soft’ facilities management support services they need to function effectively (for example catering, waste disposal, reprographics, mail room functions, visitor management) * Awareness of new trends in support service operations (for example scanning of documents, use of micro-fibres for cleaning, healthy eating, employer of choice campaigns, daytime cleaning, performance monitoring, re-cycling) * Relevant legislation (for example all applicable Workplace Health, Safety and Fire Regulation, Working Time Regulations, Workplace Regulations, Private Security Industry Act, Transfer of Undertakings for the Protection of Employment (TUPE), Environmental Legislation) | | | | |
| 2 | * Awareness and understanding of service level agreements, their typical and content and how they are used both with customers and suppliers * Interpretation of formal agreements with clients and customers for the delivery of services * Customer service procedures (for example help desk operations, how to log customer information, how to initiate service calls, how to close jobs) * Authorisation procedures (e.g. how to confirm caller identity, how to validate requests) * Escalation, resolution and complaint handling * Quality assurance procedures * Compliance with relevant legislation and regulations (e.g. Health and Safety at Work Act) * Maintenance and communication of facilities management/department brand or image   + Range of support services (for example cleaning, catering, security, reception, reprographics, ‘front of house’ and ‘back-office’ administration) | | | | |
| 3 | * + Range of delivery options (for example in-house, external contractor, partnership working, joint-ventures and shared services) * Performance measurement and monitoring tools (key performance indicators (KPIs), inspections, audits, customer surveys, visual management, in-house incident records, helpdesk reports) * Internal, external or third party certification audits * Managing contractors and suppliers, contract administration | | | | |

**Assignment Task for Unit: Understanding support services operations in an organisation**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop your understanding of support services operations within the context of your own organisation.  The task requires you to review the nature and scope of products and services required in your workplace and consider the range of delivery options available in order to ensure quality and performance standards are maintained.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 16 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Range of support services and legislation**  Provide a list of the essential support services currently delivered in the workplace and distinguish between ‘hard’ and ‘soft’ services (it is suggested four examples from each category would be sufficient).  Select from your list an example from each category and identify the main legislation and regulations that apply to the chosen support services (it is sufficient to supply brief details or references). | | * Describe the range of support services that is required by own organisation, distinguishing between ‘hard’ and soft’ services *(16 marks)* * Identify the legislation that impacts on these services *(12 marks)* |
| **Knowledge of support services being used and delivery methods**  Describe the key elements of a typical service level agreement that demonstrates understanding of their purpose, structure and content.  Using an example from your own workplace, briefly describe how a service level agreement is used by your organisation and outline the processes involved in its operation.  Describe which services are provided by the facilities management team or department to internal customers and provide an outline of the delivery mechanisms used (it is suggested communication channels and authorisation procedures be considered). | | * Describe the role of service level agreements, their typical structure and content *(16 marks)* * Describe how service level agreements are used with both customers and suppliers in own organisation *(12* marks) * Describe what support services are currently being provided by the facilities management department and how these are delivered *(16* marks) |
| **Options for delivering support services**  Explain how support services are provided to meet the performance standards required by the organisation. You should take into account the different delivery options available, for example in-house, external contractor etc.  Explain how quality of support services is measured and monitored and provide two examples of suitable tools that may be used. | | * Explain various ways of providing support services to meet organisational requirements *(16 marks)* * Explain how the quality of support services is measured and monitored *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding support services operations in an organisation**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the range of support services required by the organisation and the legislation that impacts on these services | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe the range of support services that is required by own organisation, distinguishing between ‘hard’ and soft’ services | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * The range of support services required by own organisation is merely stated or listed as opposed to described * No distinction is made between ‘hard’ and soft’ services * A description is given of a range of support services **but** there is no recognisable organisational need | | * An appropriate description is given of the range of support services required by own organisation, although the description may be limited, **and** * a correct distinction is made between ‘hard’ and soft’ services although the nature of the difference between the two categories may be more implicit than explicit | | * A thorough and detailed description is given of the range of support services required by own organisation, making explicitly clear the reason for the organisational requirement, **and** * a distinction is made between ‘hard’ and soft’ services, making explicitly clear the difference between the two categories | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Identify the legislation that impacts on these services | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The legislation that impacts on the services described for AC 1.1 is not identified or, if identified, is incorrect or minimal | * The legislation that impacts on the services described for AC 1.1 (e.g. Workplace Health, Safety and Fire Regulation, Working Time Regulations, Workplace Regulations, Private Security Industry Act, Transfer of Undertakings for the Protection of Employment (TUPE), environmental legislation, etc) is correctly identified although the nature of the impact is more implicit than explicit | | * A range of legislation that impacts on these services is thoroughly identified, making explicitly clear the nature of the impact |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand what support services are and how they are currently being provided and delivered | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe the role of service level agreements, their typical structure and content | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** |  | | | |
| * The role of service level agreements, their typical structure and content, is merely stated as opposed to described * The role of service level agreements, their typical structure and/or content, is described **but** is incorrect, inappropriate or minimal | * A correct and appropriate description is given of the role of service level agreements, their typical structure and content, although the description may be limited | | * A thorough and detailed description is given of the role of service level agreements, making clear their typical structure and content |
| / 16  (min. of 8) | | Pass or Referral |

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| AC 2.2  Describe how service level agreements are used with both customers and suppliers in own organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The way in which service level agreements are used with both customers and suppliers in own organisation is merely stated, as opposed to described * A description is given of how service level agreements are used with both customers and suppliers in own organisation **but** the description is incorrect, inappropriate or minimal * A description is given of how service level agreements are used with eithercustomers **or** suppliers, but not both * A non-specific description is given of how service level agreements are used in general **but** it is not related to own organisation | | * A correct and appropriate description is given of how service level agreements are used with both customers and suppliers in own organisation although the description of their use with customers **or** with suppliers may be limited | | | * A thorough and detailed description is given, for both customers and suppliers, of ways in which service level agreements are used in own organisation | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Describe what support services are currently being provided by the facilities management department and how these are delivered | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * The support services currently being provided by the facilities management department, and how these are delivered, are merely stated as opposed to described * A description is given of what support services are currently being provided by the facilities management department, and how these are delivered, **but** the description is inappropriate or minimal * A description is given of what support services are currently being provided by the facilities management department **but** not how they are delivered | | * An appropriate description is given of what support services are currently being provided by the facilities management department (e.g. cleaning, catering, security, reception, reprographics, ‘front of house’ and ‘back-office’ administration, etc) , and also how these are delivered, although the description may be brief and limited | | | * A thorough and detailed description is given of what support services are currently being provided by the facilities management department, making clear their delivery method(s) | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the options of delivering support services | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explain various ways of providing support services to meet organisational requirements | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | |  | | | |
| * An explanation is given of at least two different ways of providing support services to meet organisational requirements **but** the explanation is incorrect or minimal * Less than two ways of providing support services to meet organisational requirements are described **or** two or more ways are described that are similar | | * A correct explanation is given of at least two different ways of providing support services (e.g. in-house, external contractor, partnership working, joint-ventures, shared services, etc) to meet organisational requirements although the explanation may be limited and the organisational requirement may be more implicit than explicit | | | * A thorough and detailed explanation is given of a range of different ways of providing support services to meet organisational requirements, making explicitly clear the nature of the organisational requirement | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2  Explain how the quality of support services is measured and monitored | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The way(s) in which the quality of support services is measured and monitored is merely stated as opposed to explained * An explanation is given of how the quality of support services is measured and/or monitored **but** the explanation is incorrect, inappropriate or minimal | | * A correct and appropriate explanation is given of the way(s) in which the quality of support services is measured and monitored (e.g. Key Performance Indicators, inspections, audits, customer surveys, visual management, in-house incident records, helpdesk reports, etc) although the explanation may be limited | | | * A thorough and detailed explanation is given of the way(s) in which the quality of support services is measured and monitored | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| --- | --- | --- | --- | --- | --- |
| Title: | | **Understanding sustainability and environmental issues in an organisation** | | | |
| Level: | | **3** | | | |
| Credit value: | | **3** | | | |
| Unit guided learning hours | | **10** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand sustainability and corporate social responsibility | | | 1.1  1.2 | Explain the terms sustainability and corporate social responsibility  Identify the key legislation associated with sustainability and corporate social responsibility |
| 1. Understand environmental issues affecting the organisation and how these issues can be managed | | | 2.1  2.2  2.3 | List the environmental standards required in own organisation  Explain the environmental issues affecting own organisation  Describe environmentally friendly ways to manage issues affecting own organisation |
| 1. Understand the constraints and opportunities of an organisation’s building(s) in being environmentally friendly | | | 3.1    3.2 | Explain the constraints of own organisation’s building(s) on environmentally friendly procedures and practices  Explain the opportunities to enhance own organisation’s building(s) environmentally friendly performance |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing sustainability and environmental issues in an organisation. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM311 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.41 - Managing sustainability and environmental issues | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Legislative requirements and duty of care in terms of minimising environmental impact and damage (for example Environment Protection Act) * Explanation of sustainability and corporate social responsibility and how these relate to the role of the facilities manager (for example responsible purchasing, eco-design, stakeholder and community engagement, ‘green’ initiatives, energy awareness training and signage) | | | | |
| 2 | * Types of environmental issues (for example waste management, pollution, carbon footprint, climate change, resource efficiency, energy usage, biodiversity ) * Impacts of environmental issues on organisations (for example legal compliance and statutory duties, loss of reputation, poor publicity) * Relevant regulatory and legislative requirements (for example Duty of Care, Environment Protection Act, hazardous and non-hazardous waste, Waste Electrical and Electronic Equipment Regulations, Packaging Waste Regulations) * Environmental standards (for example ISO14001, Eco-Management Audit System [EMAS], Energy Efficiency Scheme) * Methods for minimising environmental impact and damage during work (for example environmental management system with policies, procedures and audits; reducing carbon footprint, regular maintenance of plant and equipment, setting targets, re-use and re-cycling) * The most suitable choice of materials and equipment given the nature of the work activity, and its potential impact on the environment (for example use of eco-friendly products, energy efficient equipment, low energy lighting) * Ways in which tools and materials should be used in order to minimise environmental impact and damage * Types of damage which may occur, the impact these can have on the environment, and the corrective actions to be taken * Identification and management of waste streams (for example methods of waste disposal which will minimise the risk to the environment, people and business) * How to recognise and deal with small scale environment incidents (for example * the role of the facilities manager and procedures for dealing with environmental incidents | | | | |
| 3 | * + Constraints of building(s) on environmentally friendly procedures and practices (for example type of heating and cooling, listed buildings, structure of roof, level of insulation, solar gain and thermal efficiency, noise or air pollution)   + Opportunities to enhance buildings’ environmentally friendly performance (for example Carbon reduction Commitment, alternative sources of energy, re-use , re-cycling, resource efficiency, natural ventilation, LED lighting, thermal glazing, grey water re-cycling, rain water harvesting, heat recovery and comfort conditioning systems, Building Research Establishment environmental assessment method [BREEAM], energy performance certificates [EPCs], thermo graphic surveys) | | | | |

**Assignment Task for Unit: Understanding sustainability and environmental issues in an organisation**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of managing sustainability and environmental issues within the context of your own organisation.  The task requires you to show your awareness of the main concepts, environmental standards and legislation that apply in a specific workplace. You will also need to demonstrate understanding of how these issues may be managed and how more environmentally friendly practices are, or could be, initiated.  You should provide a short context statement to introduce your responses. You may attach specific examples of documents you have produced to illustrate your answers.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 13 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Sustainability and corporate social responsibility**  You need to demonstrate your understanding of these terms in the context statement. Briefly explain what policies and practices are, or could be, in place in the organisation and how they relate to the role of the facilities manager.  Show that you can identify the main pieces of legislation that organisations must comply with in order to minimise environmental impact and meet the requirements of the Duty of Care. It is sufficient to supply brief details or references (examples might include the Environmental Protection Act and the Companies Act). | | * Explain the terms sustainability and corporate social responsibility *(16 marks)* * Identify the keylegislation associated with sustainability and corporate social responsibility *(16 marks)* |
| **Environmental issues**  Provide examples of environmental standards and briefly explain how they may apply to your own organisation.  Using examples from your own organisation show that you understand the issues that relate to your workplace and the systems in place to manage them.  Briefly explain methods that may be used to minimise environmental impact and damage, manage waste streams and work with suppliers. | | * List the environmental standards required in own organisation *(12 marks)* * Explain the environmental issues affecting own organisation (*16 marks*) * Describe environmentally friendly ways to manage issues affecting own organisation *(16 marks)* |
| **Constraints and opportunities**  Describe the characteristics of the building(s) occupied by your organisation and explain how they impact the management of environmental issues.    By reflecting on those building characteristics, provide examples of improvements that might be put in place to improve eco performance. | | * Explain the constraints of own organisation’s building(s) on environmentally friendly procedures and practices *(12 marks)* * Explain the opportunities to enhance own organisation’s building(s) environmentally friendly performance *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding sustainability and environmental issues in an organisation**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand sustainability and corporate social responsibility | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the terms sustainability and corporate social responsibility | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | | |
| * The terms sustainability and corporate social responsibility are not explained * An explanation is given of the terms sustainability and corporate social responsibility **but** it is incorrect, inappropriate or minimal * An explanation is given for the term sustainability or for corporate social responsibility but not for both | | * An appropriate and correct explanation is given of both the terms sustainability and also corporate social responsibility although the explanations may be limited | | | * The terms sustainability and corporate social responsibility are thoroughly explained in detail | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Identify the key legislation associated with sustainability and corporate social responsibility | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | |
| * The key legislation associated with sustainability and/or corporate social responsibility are not identified * The key legislation associated with sustainability and corporate social responsibility is identified **but** is incorrect | | * The key legislation associated with both sustainability and corporate social responsibility is correctly identified | | | * The key legislation associated with both sustainability and corporate social responsibility is identified in detail | | |  | | |
| / 16  (min. of 8) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand environmental issues affecting the organisation and how these issues can be managed | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 2.1  List the environmental standards required in own organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | | |
| * The environmental standards required in own organisation are not listed or only one environmental standard is listed * Environmental standards are listed but are not recognisably related to own organisation | | * At least two environmental standards required in own organisation are listed although the link to own organisation is more implicit than explicit | | | * A range of environmental standards required in own organisation are listed, the link to own organisation being explicit | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2  Explain the environmental issues affecting own organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | |
| * An explanation of the environmental issues affecting own organisation is not given or is merely stated as opposed to explained * Only one environmental issue affecting own organisation is explained * Environmental issues are explained but the explanation is incorrect, inappropriate or minimal and/or the issues are not recognisably related to own organisation | | * The environmental issues affecting own organisation are correctly and appropriately explained although the explanation may be limited and the link to own organisation may be more implicit than explicit | | | * A thorough and detailed explanation is given of the environmental issues affecting own organisation, the link to own organisation being explicit | | |  | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 2.3  Describe environmentally friendly ways to manage issues affecting own organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * Environmentally friendly ways to manage issues affecting own organisation are not described or are merely listed as opposed to describing * Only one environmentally friendly way to manage issues affecting own organisation is described * Environmentally friendly ways to manage issues are described but are incorrect, inappropriate or minimal and/or the link to own organisation is not made | | * Two or more environmentally friendly ways to manage issues affecting own organisation are correctly and appropriately described although the description may be limited and the link to own organisation may be implicit rather than explicit | | * A range of environmentally friendly ways to manage issues affecting own organisation are thoroughly described in detail, the link to own organisation being explicit | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Understand the constraints and opportunities of an organisation’s building(s) in being environmentally friendly | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explain the constraints of own organisation’s building(s) on environmentally friendly procedures and practices | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | |  | | | |
| * An explanation is given of the constraints of own organisation’s building(s) on environmentally friendly procedures and practices **but** the explanation is incorrect, inappropriate or minimal * The constraints of own organisation’s building(s) on environmentally friendly procedures and practices are not explained or are merely stated or described, as opposed to explained, or only one constraint is explained * The explanation given considers only procedures or practices but not both | | * Two or more appropriate constraints of own organisation’s building(s) on environmentally friendly procedures and practices are correctly explained although the explanation may be limited | | * Several constraints of own organisation’s building(s) on environmentally friendly procedures and practices are thoroughly explained in detail | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Explain the opportunities to enhance own organisation’s building(s) environmentally friendly performance | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The opportunities to enhance own organisation’s building(s) environmentally friendly performance are merely stated or listed as opposed to described * Only one opportunity to enhance own organisation’s building(s) environmentally friendly performance is explained * An explanation is given of the opportunities to enhance own organisation’s building(s) environmentally friendly performance **but** the explanation is incorrect, inappropriate or minimal | | * Two or more appropriate opportunities to enhance own organisation’s building(s) environmentally friendly performance are correctly explained although the explanation may be limited | | * Several opportunities to enhance own organisation’s building(s) environmentally friendly performance are thoroughly explained in detail | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding procurement and supplier management in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand procurement in own organisation | | | 1.1  1.2  1.3  1.4  1.5 | Explain procurement procedures in own organisation  Describe how procurement requirements can be identified and validated  Identify typical purchases in own area of responsibility  Describe supply chain in own organisation  Describe types of specifications used in the organisation |
| 1. Understand how specialists and suppliers are identified and managed in own organisation | | | 2.1  2.2 | List specialists and suppliers used by own organisation and explain how these specialists and suppliers are selected  Explain how the performance of specialists and suppliers is monitored and how continuous improvement is encouraged |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of procurement and supplier management. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM314, FM326 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.43 - Understanding procurement and supplier management in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Procurement procedures (for example policy, budgetary control, contracted-out provision, requisitioning and placing orders, CAPEX purchases, managing contracts, terms and conditions, authority level, payment terms) * Identify sources of supply and procurement needs (for example stock checks, demand analysis, service level agreements, buy, lease or rent decisions, collaborative and bulk buying) * Awareness of relevant legislative and ethical compliance issues (for example Sale of Goods Act, Late Payment of Debts Act, Transfer of Undertakings [TUPE], contract law, fair and honest dealings in supply chain, minimising risk of social exploitation, public procurement rules) * Specifications (input, output and function) * Examples of typical facilities management procurement activities (for example researching goods and services, writing and preparing tenders and specifications, placing contracts and orders, inventory management and managing deliveries and storage) * Examples of typical facilities management purchases (for example consumables, office furniture and equipment, utilities, courier services, cleaning materials and catering supplies, protective clothing) * Examples of supply chains (for example E-procurement, single service providers, Private Finance Initiatives [PFI], Public Private Partnerships [PPP], Corporate Social Responsibility aspects and transparency. Sector supply chains [education, NHS]) | | | | |
| 2 | * Range of specialists and suppliers in facilities management sector and organisations (for example contract cleaning, security, IT and telecoms, vehicle fleets, maintenance and repair, catering and consumables, HEVAC and electrical services, grounds maintenance) * Selection and appointment processes (for example sustainable procurement, competitive and fixed price tendering, pre-qualification questionnaires [PPQ], approved suppliers) * Performance and monitoring of suppliers and specialists working with organisations (for example writing and managing Service Level Agreements, setting and monitoring Key Performance Indicators [KPIs], contract management, internal and third party audits to ensure continuous improvement | | | | |

**Assignment Task for Unit: Understanding procurement and supplier management in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of procurement and supplier management.  The task requires you to analyse existing procurement and supply chain management processes and examine ways in which efficiency gains and improvements might be brought about within the context of your own organisation.  You should provide a short context statement to introduce your responses.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 11 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Procurement and supply chain management**   * Explain the key management processes and types of procedures used in the organisation to purchase goods and services. * Describe how those systems are, or may be used, to manage stock inventory, prevent losses or fraud, identify forward requirements, control budgets and ensure legal compliance. * Describe the capital and revenue procurement the facilities manager is, or may be responsible for. Identify the typical work activities involved in managing expenditure. * Using examples from your own organisation, describe the main characteristics of the supply chain. You should take into account the nature of contractual relationships, procurement strategies and consider any compliance issues. * Describe the different types of documents used in the organisation when initiating the procurement of facilities management goods and services. | | * Explain procurement procedures in own organisation *(12 marks)* * Describe how procurement requirements can be identified and validated *(12 marks)* * Identify typical purchases in own area of responsibility *(12 marks)* * Describe supply chain in own organisation *(12 marks)* * Describe types of specifications used in the organisation *(12 marks)* |
| **Identifying and managing specialists and suppliers**   * List the range of suppliers, including specialists, you use to deliver facilities management goods and services in your organisation. You should explain the methods, processes and selection criteria used and indicate the type of contracts that may be entered into. * Give an explanation as to how the performance of your supply chain is currently monitored and managed. By reflecting on your learning, suggest some best practice approaches, tools and techniques that may be adopted to encourage continuous performance improvement. | | * List specialists and suppliers used by own organisation and explain how these specialists and suppliers are selected *(20 marks)* * Explain how the performance of specialists and suppliers is monitored and how continuous improvement is encouraged *(20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding procurement and supplier management in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand procurement in own organisation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain procurement procedures in own organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | |  | | |
| * Procurement procedures in own organisation are merely stated as opposed to explained * An explanation is given of procurement procedures in own organisation **but** the explanation is inappropriate or minimal | | * An explanation is given of procurement procedures (e.g. policy, budgetary control, contracted-out provision, requisitioning and placing orders, CAPEX purchases, managing contracts, terms and conditions, authority level, payment terms) in own organisation although the explanation may be limited | | * A thorough and detailed explanation is given of step-by-step procurement procedures in own organisation | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.2  Describe how procurement requirements can be identified and validated | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * The way(s) by which procurement requirements can be identified and validated is merely stated as opposed to described * A description is given of how procurement requirements can be identified and validated **but** the description is incorrect or minimal * A description is given of **either** how procurement requirements can be identified **or** how they can be validated, but not both | * A correct description is given of how procurement requirements can be both identified and validated although the description of **either** identification **or** validation may be limited | * A thorough and detailed description is given of several ways by which procurement requirements can be both identified and validated |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Identify typical purchases in own area of responsibility | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * Less than two typical purchases in own area of responsibility are identified * Typical purchases in own area of responsibility are identified **but** are inappropriate | * At least two typical purchases (e.g. consumables, office furniture and equipment, utilities, courier services, cleaning materials, catering supplies, protective clothing, etc) in own area of responsibility are identified | * A range of typical purchases in own area of responsibility are identified in detail |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Describe supply chain in own organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * A description is given of the supply chain in own organisation **but** the description is inappropriate or minimal * The supply chain in own organisation is merely listed or stated as opposed to described | * A description is given of the supply chain (e.g. E-procurement, single service providers, Private Finance Initiatives [PFI], Public Private Partnerships [PPP], Corporate Social Responsibility aspects and transparency, sector supply chains) in own organisation although the description may be limited | * A thorough and detailed description is given of the supply chain in own organisation |  | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.5  Describe types of specifications used in the organisation | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * The types of specifications used in the organisation are merely stated or listed as opposed to described * Less than two types of specifications are described * A description is given of types of specifications used in the organisation **but** the description is incorrect, inappropriate or minimal | * A description is given of at least two types of specifications (e.g. input, output, function) used in the organisation although the description may be limited | | * A thorough and detailed description is given of a several varied types of specifications used in the organisation |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand how specialists and suppliers are identified and managed in own organisation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  List specialists and suppliers used by own organisation and explain how these specialists and suppliers are selected | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** |  | | | |
| * Less than two specialists and/or less than two suppliers are listed * Specialists and suppliers used by own organisation are listed **but** are inappropriate * The way of selecting suppliers is merely stated as opposed to explained or, if explained, the way is inappropriate or minimal | * At least two specialists and at least two suppliers (e.g. contract cleaning, security, IT, telecoms, vehicle fleets, maintenance and repair, catering, consumables, HEVAC and electrical services, grounds maintenance, etc) used by own organisation are listed **and** * an explanation is given of how these specialists and suppliers are selected (e.g. sustainable procurement, competitive and fixed price tendering, pre-qualification questionnaires, approved suppliers, etc) although the explanation may be limited | | * Several specialists and several suppliers used by own organisation are listed in detail, along with an outline of why and how they are used, **and** * A thorough and detailed explanation is given of the step-by-step method by which these specialists and suppliers are selected |
| / 20  (min. of 10) | | Pass or Referral |

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| AC 2.2  Explain how the performance of specialists and suppliers is monitored and how continuous improvement is encouraged | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * The way in which the performance of specialists and suppliers is monitored and/or the way in which continuous improvement is encouraged is merely stated as opposed to explained * An explanation is given of how the performance of specialists and suppliers is monitored and/or how continuous improvement is encouraged **but** the explanation is inappropriate or minimal * An explanation is given of **either** how the performance of specialists and suppliers is monitored **or** how continuous improvement is encouraged, but not both | | * An appropriate explanation is given of how the performance of specialists and suppliers is monitored (e.g. Service Level Agreements, Key Performance Indicators, contract management, internal and third party audits, etc) to ensure continuous improvement and also how continuous improvement is encouraged although the explanations may be limited | | | * A thorough and detailed explanation is given of the step-by-step method(s) by which the performance of specialists and suppliers is monitored and also by which continuous improvement is encouraged | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding and developing relationships in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **8** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the needs and/or expectations of others | | | 1.1  1.2 | Identify and examine the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace  Explain the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require |
| 1. Know how to meet the needs and/or expectations of others | | | 2.1  2.2 | Determine ways of meeting the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints  Explain ways of checking that the needs and/or expectations of others have been met |
| 1. Know how to manage relationships where it is not possible to meet the needs and/or expectations of others | | | 3.1 | Describe ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing and developing relationships in the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM302 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.45 - Managing and developing relationships in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Explanation of stakeholders and stakeholder analysis * Identify ways of determining the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace (for example surveys, interviews, focus-groups, feedback, suggestion boxes, comment cards) * Ways of examining/validating that identified needs and/or expectations are relevant and managed * The benefits of knowing what relevant others require | | | | |
| 2 | * Ways of meeting the needs and/or expectations of relevant others (active and effective listening, clear, accurate and relevant communication; understanding of their environment/situation, progress reporting, feeding back, timely delivery of the correct requirement) * Principles of effective communication * Ways of checking that the needs and/or expectations have been met (for example feedback, surveys, mystery shop, meetings, complaints and compliments, internal records) | | | | |
| 3 | * The importance of establishing trust and confidence * Ways of managing relationships where it is not possible to meet the needs and/or expectations of others (for example good communication, possible alternative solutions, possible future alternatives, informing superiors, clear explanation as to why it is not possible to meet the needs and/or expectations, building trust and confidence by being open, honest and transparent, being willing to listen, exploring all options and giving a clear rationale, politeness and courtesy, being customer focussed) * Principles of effective communication * Basic knowledge of negotiation and consultation skills * Basic knowledge of conflict management and problem solving | | | | |

**Assignment Task for Unit: Understanding and developing relationships in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of developing relationships in the workplace.  The task requires you to show your awareness of the main concepts that apply to effective communication and understand the essential skills required to develop and maintain relationships at work.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 10 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **The needs and/or expectations of others**  By considering the stakeholders in your organisation, describe what methods and tools may be used to determine their requirements.  Demonstrate why understanding of stakeholders’ requirements is important. You should give examples of ways in which you could ensure identified needs and/or expectations are both relevant and managed appropriately. | | * Identify and examine the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace *(16 marks)* * Explain the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require *(16 marks)* |
| **Meeting the needs and/or expectations of others**  By reflecting on your learning, explain how to ensure you communicate effectively to meet the needs and/or expectations of others in the workplace. You should consider both the skills required and relevant processes.  Describe how the communication process may be monitored. You should give examples of methods you could use with a brief explanation. | | * Determine ways of meeting the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints *(20 marks)* * Explain ways of checking that the needs and/or expectations of others have been met *(20 marks)* |
| **Managing relationships**  Show that you understand the principles of effective communication and the skills required to build trust, manage relationships and resolve conflict. | | * Describe ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints *(28 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding and developing relationships in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the needs and/or expectations of others | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify and examine the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * The needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace are not sufficiently identified to enable examination to take place * The needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace are merely stated or listed as opposed to examined * The examination of identified needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace is inappropriate or minimal | | * The needs and/or expectations of customers and colleagues and key stakeholders and relevant others in the workplace are all appropriately identified **and** * An examination is made of the positive and negative features of all of the identified needs and/or expectations although the examination may lack detail | | * The needs and/or expectations of customers and colleagues and key stakeholders and relevant others in the workplace are clearly identified **and** * a thorough and detailed examination is made of the positive and negative features of all of the identified needs and/or expectations | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Explain the importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require | **Referral [ca. 4/16]** | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * The importance of knowing what customers, colleagues, key stakeholders and relevant others in the workplace require is merely stated as opposed to explained * The importance of knowing what customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace require is explained **but** the explanation is incorrect, inappropriate or minimal | * A correct and appropriate explanation is given of the importance of knowing what customers and colleagues and key stakeholders and relevant others in the workplace require although the explanation may be limited | | | * A thorough and detailed explanation is given of the importance of knowing what customers and colleagues and key stakeholders and relevant others in the workplace require | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 2:** Know how to meet the needs and/or expectations of others | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Determine ways of meeting the needs and/or expectations of customers, colleagues, key stakeholders and relevant others in the workplace within organisational constraints | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** |  | | | |
| * Ways of meeting the needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace within organisational constraints are not determined or**,** if determined**,** are inappropriate or minimal * Ways of meeting the needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace are determined but do not take into account organisational constraints * Only one way of meeting the needs and/or expectations of customers and/or colleagues and/or key stakeholders and/or relevant others in the workplace within organisational constraints is determined | | * Two or more appropriate ways of meeting the needs and/or expectations of customers and colleagues and key stakeholders and relevant others in the workplace are determined although the organisational constraints may be more implicit than explicit | | | * Several ways of meeting the needs and/or expectations of customers and colleagues and key stakeholders and relevant others in the workplace are determined within explicitly stated organisational constraints |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Explain ways of checking that the needs and/or expectations of others have been met | **Referral [ca. 5/20]** | | **Pass [10/20]** | | | **Good Pass [ca. 15/20]** | **Assessor feedback on AC** | | | |
| * Ways of checking that the needs and/or expectations of others have been met is merely stated as opposed to explained * An explanation is given of theways of checking that the needs and/or expectations of others have been met **but** the explanation is incorrect, inappropriate or minimal * Only one way is given of checking that the needs and/or expectations of others have been met | | * A correct explanation is given oftwo or moreappropriateways of checking that the needs and/or expectations of others have been met although the explanation may be limited | | | * Several ways of checking that the needs and/or expectations of others have been met ~~is~~ are thoroughly explained in detail |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Know how to manage relationships where it is not possible to meet the needs and/or expectations of others | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Describe ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints | **Referral [ca. 7/28]** | **Pass [14/28]** | | | **Good Pass [ca. 21/28]** | |  | | | |
| * Ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints is merely stated as opposed to described * A description is given of the ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and/or constraints **but** the description is incorrect, inappropriate or minimal * Only one way is described of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints | * A correct description is given of two or more appropriate ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within organisational guidelines and constraints although the description may be limited and the organisational guidelines or constraints may be more implicit than explicit | | | * A thorough and detailed description is given of several ways of dealing with difficult situations where it is not possible to meet the needs and/or expectations of others within clearly stated organisational guidelines and constraints | |
| / 28  (min. of 14) | | Pass or Referral |

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| **Section comments** (optional): | | **Verification comments** (optional): | | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | **Quality Assurance Use** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |

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| Title: | | **Understand how to manage contracts and contractors in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **8** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand how contracts are managed in the workplace | | | 1.1  1.2 | Briefly outline contract management procedures and tools used in own workplace  Describe a contract that you have assisted in managing and explain how you do this |
| 1. Understand how contractors can be managed in the workplace | | | 2.1  2.2  2.3  2.4 | Explain how to communicate all relevant information to contractor(s) in the workplace  Give an example of a contractor that you manage and explain what information the contractor will require to perform their function safely  Using the example provided explain a control tool that you could use to monitor the contractors work  Using the example provided explain how you could stop a contractor working if the work were unsafe, unauthorised or causing business disruption |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of managing contracts and contractors in the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM326 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.46 - Managing contracts and contractors in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Basic awareness of contract law (for example the importance of agreement between two parties, the pre-requisites of offer, acceptance, consideration and intention to create legal relations) * Types of contracts (for example fixed price, measured term, framework, PFI, labor only, design and build, supply only, supply and fix, annual rolling) * Contract management procedures and tools (for example setting objectives, requirements, plans and specifications. Awarding and administering contracts. Pre-start contract meetings, regular reviews and reports , compliance audits, customer surveys, meetings, service level agreements, post-contract evaluation) * Basic awareness of the scale and scope of contracts (regional, national or global) * Basic awareness of the monitoring and evaluation of contracts including penalties and rewards for delivery * Basic awareness of the stages of commissioning or mobilising new contracts (for example enabling works, site access, documentation, transfer of staff, training, induction) (learners may be part of a team doing this, or expected to be able to work in a team doing this) | | | | |
| 2 | * Examples of types of relevant information required by contractors (for example fire, safety, site rules and code of conduct, accident reporting, hours of work, safety equipment, emergency arrangements) * Types of contractors commonly used in the workplace (for example photo-copier engineers, water cooler distributor, decorator, internal landscaping operatives, food seller and distributor, lift engineers, maintenance contractors, specialist cleaning contractors) * Examples of control tools (permit to work, risk assessment, method statement, security ID, criminal record checks, access control, insurance) * Robust contractor selection processes, site induction, risk assessment and method statement, permit to work system, supervision (for example discuss concerns, order work to cease immediately, inform employing organisation, report to enforcing authority, dismiss from site, safeguard work area) | | | | |

**Assignment Task for Unit: Understand how to manage contracts and contractors in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of managing contracts and contractors in the workplace.  The task requires you to demonstrate your awareness of the key aspects of contract and health and safety law and that you know how to ensure contractors working on your premises do not pose a risk to the organisation.  You should provide a short context statement to introduce your responses.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 13 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1500 words: the suggested range is between 1000 and 2000 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Managing contracts in the workplace**   * Briefly describe the main aspects of contract management within your own organisation. You should show that you understand the basics of contract law, types of contracts and the management systems in use. * Give an overview of a particular contract you have been involved with. Outline its scope and the stages involved in letting the contract. You should also explain how the contract was managed, monitored, evaluated and closed-out. | | * Briefly outline contract management procedures and tools used in own workplace *(16 marks)* * Describe a contract that you have assisted in managing and explain how you do this *(20 marks)* |
| **Managing contractors in the workplace**   * Using an example from your workplace, explain how communication channels were established. Briefly explain the information provided to the contractor(s) on site about the requirements of the task, the constraints on work activities and any other relevant arrangements. * Select either a single event work activity or an on-going contract and explain how site rules and health and safety information are communicated to the contractor(s) working on your premises. You should also explain the processes in place to communicate and manage potential risks and how emergency arrangements are established. * Provide details of an appropriate control measure used in your organisation and explain how it ensures legal compliance and/or reduces exposure to business and safety risks. * Show that you understand how to ensure only approved and competent contractors work on your premises. Explain the actions you would take if inappropriate methods of working or behaviours on the part of the contractor(s) presented a significant risk to safety or the business. | | * Explain how to communicate all relevant information to contractor(s) in the workplace *(16 marks)* * Give an example of a contractor that you manage and explain what information the contractor will require to perform their function safely *(16 marks)* * Using the example provided explain a control tool that you could use to monitor the contractors work *(16 marks)* * Using the example provided explain how you could stop a contractor working if the work were unsafe, unauthorised or causing business disruption *(16 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

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| Title: | | **Understanding incident management and disaster recovery in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand business risk management process and potential threats to the organisation | | | 1.1  1.2  1.3 | Explain the process of business risk management  Describe potential threats and major incidents that could occur in own workplace  Describe potential outcomes if hazards and incidents are not managed |
| 1. Understand how to reduce the impact of business interruption on people and the organisation | | | 2.1  2.2  2.3 | Explain how to reduce the impact of business interruption on people and the organisation  List mitigation measures used to prevent major incidents in the organisation  Describe monitoring and review processes that are used in own organisation |
| 3 Understand how to recover after a major incident has occurred in the workplace | | | 3.1  3.2 | Explain the recovery procedures in own organisation  Describe a major incident that could occur in own workplace and explain your role should this incident occur |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of incident management and disaster recovery in the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM320 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.48 - Understanding incident management and disaster recovery in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Explanation of business risks (for example financial, loss of market, operational, competitor activity, supply chain failure, non-availability of business premises and/or workforce, legal proceedings, loss of reputation) * Identify a range of business threats and their consequences (for example non-compliance resulting in prosecution and/or civil proceedings, fire, explosion, act of terrorism, theft, failure of major customer or supplier, major power outage or plant failure, flood) * Identify the people and their business processes that could be affected by potential threats * Identify the role of facilities management in business continuity processes | | | | |
| 2 | * Explanation of risk mitigation (for example business continuity planning, emergency preparedness, security, mitigation processes, training, insurance, prevention controls) * Risk management processes (for example policy, procedures, record keeping and reviews, training exercises) | | | | |
| 3 | * Explanation of business continuity and disaster recovery planning (for example identification of potential threats to the business, selection and training of recovery teams, availability of alternative premises informal arrangements, ‘hot’ and ‘cold’ start locations, liaison with emergency services, communication equipment and ‘cascade’ systems) (suggest that tutors work through examples and case studies) * The role of facilities management in business continuity or disaster recovery teams | | | | |

**Assignment Task for Unit: Understanding incident management and disaster recovery in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of incident management and disaster recovery and how it might be applied within the context of your own organisation.  The task requires you to show your awareness of the main concepts and management processes that apply to mitigating the consequences of an incident that leads to business interruption.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 11 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1200 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Business risk management process and potential threats to the organisation**  Show that you understand the key aspects of business risk management process by explaining the types of risk an organisation may be exposed to and the measures that may be used to prevent or minimise exposure to those risks.  In the context of your own organisation, briefly describe the nature of potential risk factors that could impact the business.  Demonstrate your understanding of business risk by considering the possible outcomes if no business risk management systems are in place. You should provide examples of possible scenarios and likely outcomes if hazards and incidents are not managed appropriately. | | * Explain the process of business risk management *(20 marks)* * Describe potential threats and major incidents that could occur in own workplace *(12 marks)* * Describe potential outcomes if hazards and incidents are not managed *(8 marks)* |
| **Reducing the impact of business interruption**  Briefly describe the measures that should be in place and explain how they would lower the impact of an incident upon the organisation.  Briefly explain what would be considered to be a major incident in your organisation and list the measures that are, or should be, in place to mitigate the consequences should such an incident occur.  By reflecting on your learning, demonstrate your understanding of the monitoring and reviewing systems that should be in place to ensure the processes and measures taken would be effective if a major incident occurred. You should show you understand both the ‘hard’ built environment issues and the ‘soft’ people aspects of business interruption. | | * Explain how to reduce the impact of business interruption on people and the organisation *(12 marks)* * List mitigation measures used to prevent major incidents in the organisation *(12 marks)* * Describe monitoring and review processes that are used in own organisation *(12 marks)* |
| **Recovering after a major incident in the workplace**  Provide a summary of the key processes that are in place, or should be in place, in your own organisation.  Select one of the potential risk factors that could impact your organisation and describe the task and responsibilities of the facilities management or disaster recovery team. | | * Explain the recovery procedures in own organisation *(12 marks)* * Describe a major incident that could occur in own workplace and explain your role should this incident occur *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding incident management and disaster recovery in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand business risk management process and potential threats to the organisation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the process of business risk management | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | |  | | |
| * The process of business risk management is merely stated as opposed to explained * An explanation is given of the process of business risk management **but** the explanation is incorrect or minimal | | * An explanation is given of the process of business risk (e.g. financial, loss of market, operational, competitor activity, supply chain failure, non-availability of business premises and/or workforce, legal proceedings, loss of reputation) management although the explanation may be limited | | * The process of business risk management is thoroughly explained, in detail, perhaps enhanced with workplace examples, making clear the possible consequences of not managing business risk | | |
| / 20  (min. of 10) | Pass or Referral |

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| AC 1.2  Describe potential threats and major incidents that could occur in own workplace | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * Potential threats and major incidents that could occur in own workplace are merely stated as opposed to described * A description is given of potential threats and major incidents that could occur in own workplace **but** the description is incorrect, inappropriate or minimal * Less than two potential threats and/or less than two major incidents are described | * A correct and appropriate description is given of two or more potential threats **and** at least two major incidents (e.g. prosecution and/or civil proceedings, fire, explosion, act of terrorism, theft, failure of major customer or supplier, major power outage or plant failure, flood) that could occur in own workplace although the description of either potential threats or major incidents may be limited | | * A thorough and detailed description is given, perhaps enhanced with workplace examples, of several potential threats and several major incidents that could occur in own workplace along with an outline of the possible consequences |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.3  Describe potential outcomes if hazards and incidents are not managed | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * Potential outcomes if hazards and incidents are not managed are merely stated or listed as opposed to described * A description is given of potential outcomes if hazards and incidents are not managed **but** the description is incorrect, inappropriate or minimal * Less than two potential outcomes are described | * A correct and appropriate description is given of at least two potential outcomes if hazards and incidents are not managed although the description may be limited | | * A thorough and detailed description is given, perhaps enhanced with workplace examples, of several potential outcomes if hazards and incidents are not managed |  | | |
| / 8  (min. of 4) | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | |

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| **Learning Outcome / Section 2:** Understand how to reduce the impact of business interruption on people and the organisation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain how to reduce the impact of business interruption on people and the organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | |  | | | |
| * A way of reducing the impact of business interruption on people and the organisation is merely stated as opposed to described * An explanation is given of how to reduce the impact of business interruption on people and the organisation **but** the explanation is incorrect, inappropriate or minimal | | * A correct and appropriate explanation is given of how to reduce the impact of business interruption on **both** people **and** also the organisation although the explanation may be limited | | | * A thorough and detailed explanation is given, perhaps enhanced with examples, of how to reduce the impact of business interruption on both people and also the organisation making clear the possible consequences of business interruption | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  List mitigation measures used to prevent major incidents in the organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Mitigation measures used to prevent major incidents in the organisation are listed **but** are incorrect or inappropriate to prevent incidents * Mitigation measures used to prevent major incidents in the organisation are not listed | | * A list is given of appropriate mitigation measures (e.g. business continuity planning, emergency preparedness, security, training, insurance, etc) used to prevent major incidents in the organisation although the way those measures achieve prevention are more implicit than explicit | | | * A detailed list is given of a range of mitigation measures used to prevent major incidents in the organisation making clear how the measures prevent major incidents | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.3  Describe monitoring and review processes that are used in own organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Monitoring and review processes that are used in own organisation are merely stated as opposed to described * A description is given of monitoring and review processes that are used in own organisation **but** the description is incorrect, inappropriate or minimal * Less than two monitoring and review processes are described | | * A correct and appropriate description is given of at least two monitoring and review processes that are used in own organisation | | | * A thorough and detailed description is given of several monitoring and review processes that are used in own organisation along with an outline of how they are used | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
| **Learning Outcome / Section 3:** Understand how to recover after a major incident has occurred in the workplace | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  Explain the recovery procedures in own organisation | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | |  | | | |
| * The recovery procedures in own organisation are merely stated as opposed to explained * An explanation is given of the recovery procedures **but** the explanation is inappropriate or minimal and/or the procedures do not relate to own organisation | | * An appropriate explanation is given of the recovery procedures (e.g. identification of potential threats, selection and training of recovery teams, alternative premises, ‘hot’ and ‘cold’ start locations, liaison with emergency services, communication equipment, ‘cascade’ systems, etc) in own organisation although the explanation may be limited | | | * A thorough and detailed explanation is given of several recovery procedures in own organisation | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Describe a major incident that could occur in own workplace and explain your role should this incident occur | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * A major incident that could occur in own workplace is merely stated as opposed to described * An appropriate explanation is given of own role should an incident occur **but** the explanation is incorrect, inappropriate or minimal | | * An appropriate description is given of a major incident that could occur in own workplace along with an explanation of own role should this incident occur although the description and or explanation may be limited and the possible consequences are more implicit than explicit | | | * A thorough and detailed description is given of a major incident that could occur in own workplace along with detailed explanation of own role should this incident occur, the possible consequences being made explicitly clear | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding security measures in the workplace** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand security measures in the workplace and associated legislation | | | 1.1  1.2 | Identify and explain security measures in the workplace  Describe relevant legislation affecting security measures in the workplace |
| 1. Understand whether the prescribed security measures are effective in the organisation | | | 2.1  2.2 | Examine the effectiveness of prescribed security measures in the workplace  Identify potential gaps between the intentions of prescribed security measures and what happens in practice |
| 3 Know how to identify improvements to existing security measures | | | 3.1 | State appropriate improvements to security measures based on the most important potential weaknesses identified |
| **Additional information about the unit** | | |  | | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding effective security measures in the workplace. | | |
| Unit review date | | | 31/03/2017 | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Facilities Management 2008 NOS: FM307 | | |
| 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) | | | Asset Skills | | |
| Equivalencies agreed for the unit (if required) | | | M3.49 - Understanding security measures in the workplace | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Explanation of security measures in organisation and workplace affecting people, place and business (for example access control, restricted areas, identification systems, protective clothing, locks and safes, authorisation procedures, manned guarding, employee criminal record and identity checks, closed circuit television (CCTV), remote monitoring, lone worker alarms, ‘man down’ alarms and panic buttons, passwords, fire-walls, anti-virus software checks, document protection systems, confidential waste management, data protection and security) * Relevant legislation (for example Data Protection Act, Human Rights, The Regulation of Investigatory Powers, Computer Misuse Act, Private Security Industries Act) | | | | |
| 2 | * Identify limitations and restrictions in a range of security measures and arrangements * Identifying gaps between requirements and reality (for example security reviews and) audits * Prioritisation of weaknesses | | | | |
| 3 | * Explanation of improving existing or providing alternative security measures and arrangements (for example new technology such as biometrics, security marking of assets, staff training on personal safety) | | | | |

**Assignment Task for Unit: Understanding security measures in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop knowledge and understanding of effective security measures within the context of your own workplace.  The task requires you to review the nature and scope of security measures in your workplace, reflect upon their effectiveness and make recommendations for improvement.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should take into account both physical security controls/measures and management arrangements.*  *You should plan to spend approximately 12 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1200 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Security measures in the workplace**  Describe the existing security measures in place that affect people, location and the organisation.  Identify and explain the main legislation that applies to security measures in your organisation. It is sufficient to provide brief details or references. | | * Identify and explain security measures in the workplace *(16 marks)* * Describe relevant legislation affecting security measures in the workplace *(16 marks)* |
| **Effectiveness of security measures**  Review the range of security measures and arrangements already in place and briefly summarise your findings.  Describe any gaps or shortfalls your findings have identified in your security system and briefly explain the potential impact on your organisation. | | * Examine the effectiveness of prescribed security measures in the workplace *(24 marks)* * Identify potential gaps between the intentions of prescribed security measures and what happens in practice *(24 marks)* |
| **Identifying improvements**  Based on your findings, make recommendations as to how the resilience of the security system may be improved by identifying alternative or additional security measures and arrangements. | | * State appropriate improvements to security measures based on the most important potential weaknesses identified *(20 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | |

**MARK SHEET – Understanding security measures in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand security measures in the workplace and associated legislation | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Identify and explain security measures in the workplace | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * Security measures in the workplace are not identified * Security measures in the workplace are merely listed as opposed to explained * An explanation is given of security measures **but** the explanation is incorrect, inappropriate or minimal and/or isnot set in the context of the workplace | | * At least two security measures in the workplace are identified **and** * a correct and appropriate explanation is given of security measures in the workplace although the explanation may be limited and the link to the workplace may be more implicit than explicit | | * Several security measures in the workplace are identified * A thorough and detailed explanation is given of security measures explicitly set within the workplace | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Describe relevant legislation affecting security measures in the workplace | **Referral [ca. 4/16]** | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | **Assessor feedback on AC** | | | |
| * Relevant legislation affecting security measures in the workplace are merely stated as opposed to described * A description is given of relevant legislation affecting security measures **but** is incorrect, inappropriate or minimal and/or isnot set in the context of the workplace | * Relevant appropriate legislation affecting security measures in the workplace is correctly described although the description may be limited and the link to the workplace may be more implicit than explicit | | * A thorough and detailed description is given of relevant legislation affecting security measures in the workplace explicitly set within the workplace |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand whether the prescribed security measures are effective in the organisation | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Examine the effectiveness of prescribed security measures in the workplace | **Referral [ca. 6/24]** | **Pass [12/24]** | | **Good Pass [ca. 18/24]** |  | | | |
| * The effectiveness of prescribed security measures in the workplace is merely described or explained as opposed to examined * An examination is made of the effectiveness of prescribed security measures in the workplace **but** is incorrect, inappropriate or minimal and/or isnot set in the context of the workplace * The effectiveness of only one prescribed security measure in the workplace is examined | * A correct and appropriate examination is made of the positive and negative features of the effectiveness of two or more prescribed security measures in the workplace although the examination may be limited and the link to the workplace may be more implicit than explicit | | * A detailed and thorough examination is made of the positive and negative features of the effectiveness of a range of prescribed security measures explicitly set in the context of the workplace |
| / 24  (min. of 12) | | Pass or Referral |

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| AC 2.2  Identify potential gaps between the intentions of prescribed security measures and what happens in practice | **Referral [ca. 6/24]** | **Pass [12/24]** | | **Good Pass [ca. 18/24]** | **Assessor feedback on AC** | | | |
| * Potential gaps between the intentions of prescribed security measures and what happens in practice are not identified or, if identified, are inappropriate or minimal * Only one potential gap between the intentions of prescribed security measures and what happens in practice is identified | * Two or more potential gaps between the intentions of prescribed security measures and what happens in practice are appropriately identified | | * Several potential gaps between the intentions of prescribed security measures and what happens in practice are identified in detail |  | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 3:** Know how to identify improvements to existing security measures | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 3.1  State appropriate improvements to security measures based on the most important potential weaknesses identified | **Referral [ca. 5/20]** | **Pass [10/20]** | | **Good Pass [ca. 15/20]** |  | | | |
| * Appropriate improvements to security measures are not stated * Improvements to security measures are stated **but** are not based on the most important potential weaknesses identified in AC 2.2 or are inappropriate or minimal * Only one improvement to security measures is stated | * Two or more appropriate improvements to security measures are stated**,** based on the most important potential weaknesses identified in AC 2.2 | | * Several detailed improvements to security measures are stated clearly and explicitly based on the most important potential weaknesses identified in AC 2.2 |
| / 20  (min. of 10) | | Pass or Referral |

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| **Section comments** (optional): | | **Verification comments** (optional): | | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | **Quality Assurance Use** | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |

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| Title: | | **Understanding how to manage remote workers** | | | |
| Level: | | **3** | | | |
| Credit value: | | **2** | | | |
| Unit guided learning hours | | **7** | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | |
| 1. Understand the nature of remote working | | | 1.1  1.2  1.3 | Explain the meaning of remote working  List the benefits of remote working for the organisation and the individual  List the potential barriers to remote working for the organisation and for the individual |
| 1. Know how to lead a remote working team | | | 2.1  2.2  2.3  2.4  2.5  2.6 | Explain the role of trust in remote working  Describe how to develop trust when managing remote workers  Explain the role of communication in remote working  Describe how to communicate effectively with remote workers  Explain the role and nature of motivation when managing remote workers  Describe how to give effective feedback to remote workers |
| 1. Know how to provide support for remote workers | | | 3.1  3.2  3.3 | Describe how to overcome isolation for remote workers  Describe how to ensure health and safety of remote workers  Describe how to provide technical support for remote working |
| **Additional information about the unit** | | | **'Individual' – in this context is the 'worker' not the manager.** | | |
| Unit purpose and aim(s) | | | To enable learners to understand the basics of the management of people of an organisation who work remotely. | | |
| Unit review date | | | 31/03/2017 | | |
| 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) | | |
| Equivalencies agreed for the unit (if required) | | | N/A | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | |
| Availability for use | | |  | | |
| **Additional Guidance about the Unit** | | | | | |
| **Indicative Content:** | | | | | |
| 1 | * Developments in flexible working practices * The business case for remote working - costs and benefits * Selecting the right people for remote working – nature of the job role, personal characteristics, availability of technical resources and suitable working environments | | | | |
| 2 | * Managing people remotely – communication, trust, motivating, creating a sense of belonging, skills development * Developing skills for remote working – time management , planning and prioritising work, problem solving and decision making, IT | | | | |
| 3 | * Remote working policy * Health and safety in relation to remote working * Types of technology and technical available to support remote working | | | | |

**Assignment Task for Unit: Understanding how to manage remote workers**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to develop the knowledge and skills required to manage a workforce that is working, for at least part of the time, from more flexible locations, with more flexible hours of work, greater autonomy over planning and managing their own workload and using information technology to support those methods of working.  The task requires you to understand the nature of remote working and to demonstrate how you would modify your management skills to suit remote working methods. You need to show that you understand, and are able to deal, with the specific challenges ofleading a team of people who have greater personal autonomy than in a conventional work situation, who do not meet together or with the manager on a day to day basis, and who rely heavily on electronic methods of communication with both the manager and other team members.  **NOTE:**  *You should plan to spend approximately 11 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.* | | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria | |
| **Understand the nature of remote working**  Explain how the nature of work has been changing and will continue to change in response to remote working opportunities.  Highlight the benefits and potential barriers to these forms of working both from the point of view of the organisation and the individual employee.  Give particular emphasis to the impact you feel this may have on the manager’s role. | | * Explain the meaning of remote working *(4 marks)* * List the benefits of remote working for the organisation and the individual *(8 marks)* * List the potential barriers to remote working for the organisation and for the individual *(8 marks)* | |
| **Know how to lead a remote working team**  Give responses to the assessment criteria showing that you understand the particular requirements of the remote working context. | | * Explain the role of trust in remote working *(8 marks)* * Describe how to develop trust when managing remote workers *(12 marks)* * Explain the role of communication in remote working *(8 marks)* * Describe how to communicate effectively with remote workers *(12 marks)* * Explain the role and nature of motivation when managing remote workers *(8 marks)* * Describe how to give effective feedback to remote workers *(8 marks)* | |
| **Know how to provide support for remote workers**  Give responses to the assessment criteria showing that you understanding of the particular requirements of the remote working context. | | * Describe how to overcome isolation for remote workers *(8 marks)* * Describe how to ensure health and safety of remote workers *(8 marks)* * Describe how to provide technical support for remote working *(8 marks)* | |
| **By submitting I confirm that this assignment is my own work** | | | | |

**MARK SHEET – Understanding how to manage remote workers**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | | | |
| Learning Outcome / Section 1: Understand the nature of remote working | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | | | |
| AC 1.1  Explain the meaning of remote working | **Referral [ca. 1/4]** | | **Pass [2/4]** | | **Good Pass [ca. 3/4]** | | |  | | | | |
| * The meaning of remote working is merely briefly stated as opposed to explained * An explanationis given of the meaning of remote working **but** it is incorrect, inappropriate or minimal | | * The meaning of remote workingis correctly explained | | * The meaning of remote workingis thoroughly explained in detail | | |
| / 4  (min. of 2) | | Pass or Referral |
| AC 1.2  List the benefits of remote working for the organisation and the individual | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | | | |
|  | | | | |
| * The benefits of remote working for **either** the organisation or the individual are listed **but** not both * The benefits of remote working are listed but do not relate to the organisation and/or to the individual | | * An appropriate list is given of the benefits of remote working both for the organisation and the individual | | * A detailed list is given of the benefits of remote working for both the organisation and the individual | | |
| / 8  (min. of 4) | Pass or Referral | | |

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| AC 1.3  List the potential barriers to remote working for the organisation and for the individual | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | | |
| * The potential barriers to remote working **either** for the organisation or for the individual are listed **but** not both * Potential barriers to remote working are listed but do not relate to the organisation and/or to the individual | * An appropriate list is given of the potential barriers to remote working both for the organisation and for the individual | | * A detailed list is given of the potential barriers to remote working both for the organisation and for the individual |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | **Verification comments** (optional): | | | | | | | |
| Learning Outcome / Section 2: Know how to lead a remote working team | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Explain the role of trust in remote working | **Referral [ca. 2/8]** | **Pass [4/8]** | | **Good Pass [ca. 6/8]** |  | | | |
| * The role of trust in remote working is merely stated as opposed to explained * An explanation is given of the role of trust in remote working **but** it is incorrect, inappropriate or minimal | * An explanation is given of the role of trust in remote working although the explanation may be limited | | * The role of trust in remote working is thoroughly explained in detail |
| / 8  (min. of 4) | | Pass or Referral |
| AC 2.2  Describe how to develop trust when managing remote workers | **Referral [ca. 3/12]** | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | | |
| * How to develop trust when managing remote workers is merely stated as opposed to described * A description is given ofhow to develop trust when managing remote workers **but** the description is incorrect, inappropriate or minimal * A description is given ofgenerallyhow to develop trust but which does not relate to the management of remote workers | * How to develop trust when managing remote workers is described although the description may be limited | | * How to develop trust when managing remote workers is thoroughly described in detail |  | | | |
| / 12  (min. of 6) | | Pass or Referral |

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| AC 2.3  Explain the role of communication in remote working | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The role of communication in remote working is merely stated as opposed to explained * An explanation is given of the role of communication in remote working **but** it is incorrect, inappropriate or minimal | * An explanation is given of the role of communication in remote working although the explanation may be limited | * The role of communication in remote working is thoroughly explained in detail |  |  |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.4  Describe how to communicate effectively with remote workers | **Referral [ca. 3/12]** | **Pass [6/12]** | **Good Pass [ca. 9/12]** | **Assessor feedback on AC** | | |
| * How to communicate effectively with remote workers is merely stated as opposed to described * A description is given ofhow to communicate effectively with remote workers **but** the description is incorrect, inappropriate or minimal * A general description is given ofhow to communicate effectively but which does not relate to remote workers | * How to communicate effectively with remote workers is described although the description may be limited | * How to communicate effectively with remote workers is thoroughly described in detail |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.5  Explain the role and nature of motivation when managing remote workers | **Referral [ca. 2/8]** | **Pass [4/8]** | **Good Pass [ca. 6/8]** | **Assessor feedback on AC** | | |
| * The role and nature of motivation when managing remote workers is merely stated as opposed to explained * An explanation is given of the role and nature of motivation when managing remote workers **but** it is incorrect, inappropriate or minimal * An explanation is given of the **either** the role or the nature of motivation when managing remote workers **but** not both | * An explanation is given of both the role and nature of motivation when managing remote workers although the explanation may be limited | * The role and nature of motivation when managing remote workers is thoroughly explained in detail |  | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 2.6  Describe how to give effective feedback to remote workers | **Referral [ca. 2/8]** | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | | | | |
| * How to give effective feedback to remote workers is merely stated as opposed to described * How to give effective feedback to remote workersis described **but** the description is incorrect, inappropriate or minimal * A general description is provided ofhow to give effective feedback but which does not relate to remote workers | * How to give effective feedback to remote workers is described although the description may be limited | | | * How to give effective feedback to remote workers is thoroughly described in detail | |  | | | | | | |
| / 8  (min. of 4) | | | Pass or Referral | |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | | | | | |
| Learning Outcome / Section 3: Know how to provide support for remote workers | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | | | | | |
| AC 3.1  Describe how to overcome isolation for remote workers | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | |  | | | | | | |
| * How to overcome isolation for remote workers is merely stated as opposed to described * A description is given ofhow to overcome isolation for remote workers **but** the description is incorrect, inappropriate or minimal * A non-specific description is given of how to overcome isolation in general but it is not related to remote workers | | * How to overcome isolation for remote workers is described although the description may be limited | | | * How to overcome isolation for remote workers is thoroughly described in detail | |
| / 8  (min. of 4) | | | Pass or Referral | |

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| AC 3.2  Describe how to ensure health and safety of remote workers | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * How to ensure health and safety of remote workers is merely stated as opposed to described * A description is given ofhow to ensure health and safety of remote workers **but** the description is incorrect, inappropriate or minimal * A description is given ofgenerallyhow to ensure health and safety but it does not relate to remote workers | | * How to ensure health and safety of remote workers is described although the description may be limited | | * How to ensure health and safety of remote workers is thoroughly described in detail | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3  Describe how to provide technical support for remote working | **Referral [ca. 2/8]** | | **Pass [4/8]** | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | |
| * How to provide technical support for remote workers is merely stated as opposed to described * A description is given ofhow to provide technical support for remote workers **but** the description is incorrect, inappropriate or minimal | | * How to provide technical support for remote workers is described although the description may be limited | | * How to provide technical support for remote workers is thoroughly described in detail | |  | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding good practice in workplace coaching** | | | | |
| Level: | | **3** | | | | |
| Credit value: | | **3** | | | | |
| Unit guided learning hours: | | **9** | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the context for effective workplace coaching | | | 1.1  1.2  1.3  1.4 | Describe and define the purpose of workplace coaching  Explain the role and responsibilities of an effective workplace coach  Describe the behaviours and characteristics of an effective workplace coach  Explain how coaches should contract and manage confidentiality to coach ethically |
| 1. Understand the process and content of effective workplace coaching | | | 2.1  2.2  2.3  2.4 | Explain how to manage a coaching process agreeing goals and following a simple coaching model  Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching  Explain why it is important to maintain basic records of coaching activity and what these should contain  Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To enable learners to understand good practice in workplace coaching. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM04, LSI CM10 | | | |
| 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) | | | Learning and Skills Improvement Service (LSIS) | | | |
| Equivalencies agreed for the unit (if required) | | | D3.01 – Understanding good practice in workplace coaching | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 - Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | | Restricted to City & Guilds | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Nature and role of coaching in the workplace * Behaviours required by a workplace coach * Skills, abilities and characteristics of an effective workplace coach * Importance of contracting and confidentiality * Development goals that can be met through coaching * Following a process of effective coaching using a recognised model (e.g. GROW, OSCAR, ARROW or similar) * The coaching relationship, how it gives power to a coach, and the responsibilities associated with the role * Exploration of the coach and line manager responsibilities – differences and potential conflicts * Importance of equality working in a diverse workforce, nature of values and attitudes and potential for abuse (e.g. power) in the coaching process * Promote equality of opportunity and avoid abusing their relationship with others * Contracting – purpose and content * The importance of confidentiality in coaching practice * Nature, purpose and importance of coaching records (diagnostic outcomes, development goals, coaching plans, coaching sessions, progress reviews, etc) * Progress monitoring methodologies and records | | | | |
| 2 | * Assessment techniques and purpose (formative, summative, competence, knowledge, etc) * Range and value of different learning resources and facilities available to support coaching * Accessing learning support services * Range of resources that might be used in coaching, their preparation and use * Layout and location of coaching environment * Potential hazards and risks associated with coaching environment, coach’s responsibility for ensuring a safe environment * Recognition of learner needs beyond coach’s competence (personal, social or psychological problems, learning difficulties or disabilities) and available support services * Assessment tools for understanding and exploring preferences in the workplace e.g. learning styles, VAK. Belbin, situational leadership, interpersonal skills inventory, competency frameworks, conflict resolution etc * Organisational information and their relevance when coaching – job descriptions, behaviours, competency frameworks * Concept of learning styles and a practical model for coaches to use * Use and interpretation of an appropriate learning needs and styles assessment tools * Appropriate coaching approach to use with different learning style preferences * Nature and purpose of, and best practice in agreeing, goals and learning outcomes * Personal factors which can inhibit responsiveness to coaching (e.g. previous experiences, expectations, attitudes to being coached) * Strategies to overcome personal barriers to coaching * Practical barriers to coaching in the workplace (physical environment, managerial attitudes, time, work pressures, etc) * Strategies to overcome workplace barriers to coaching (negotiation, alternative locations, etc) | | | | |

**Assignment Task for Unit: Understanding good practice in workplace coaching**

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| --- | --- | --- | --- |
| **Centre Number:** | **Centre Name:** | | |
| **Learner Registration No:** | **Learner Name:** | | |
| **TASK**  This assignment requires you to consider your knowledge and understanding of the context and environment for effective coaching within the workplace.  You are then asked to consider the process and content of workplace coaching in practice.  The assignment can be either “forward looking” or “backward looking”.  **Note:**  *An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).*  *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 18 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The nominal word count for this assignment is 2000 words; the suggested range is between 1500 – 2500 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understanding the context for effective workplace coaching** | | * Describe and define the purpose of workplace coaching (*16 marks)* * Explain the role and responsibilities of an effective workplace coach (*16 marks)* * Describe the behaviours and characteristics of an effective workplace coach (*12 marks)* * Explain how coaches should contract and manage confidentiality to coach ethically (*12 marks)* |
| **Understanding the process and content of effective workplace coaching** | | * Explain how to manage a coaching process agreeing goals and following a simple coaching model (*12 marks)* * Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching (*12 marks)* * Explain why it is important to maintain basic records of coaching activity and what these should contain (*8 marks)* * Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers (*12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | | |

**MARK SHEET – Understanding good practice in workplace coaching**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the context for effective workplace coaching | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe and define the purpose of workplace coaching | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * The purpose of workplace coaching is not defined, or is defined incorrectly * The purpose of workplace coaching is listed rather than described, or is described incorrectly | | * The purpose of workplace coaching is defined correctly and appropriately, although the context is limited * The principal features of workplace coaching are correctly described, although the context is limited | | * There is a full definition that states precisely the meaning of workplace coaching * The principal features of workplace coaching are fully and correctly described and the context is detailed and appropriate | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Explain the role and responsibilities of an effective workplace coach | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | | | | | |
| * The roles and responsibilities of an effective workplace coach are listed rather than explained, or are incorrect * There is only a partial (limited) explanation of the roles and responsibilities of an effective workplace coach, or it is incorrect | | * The roles and responsibilities of an effective workplace coach are broadly and correctly described, although what is meant by ‘effective’ is imprecise | | | * There is an explanation of the purpose of workplace coaching at both organisational and individual levels with a clear understanding of ‘effective’ and the context is detailed * The principal features of the roles, responsibilities and characteristics of an effective coach are explained in depth | |  | | | | | | | |
| / 16  (min. of 8) | | | Pass or Referral | | | |
| AC 1.3  Describe the behaviours and characteristics of an effective workplace coach | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | | | | | |
| * The behaviours and characteristics of an effective workplace coach are listed rather than described, or are incorrect * There is only a partial and insufficient description of the behaviours and characteristics of an effective workplace coach | | * The principal features of a limited but sufficient range of behaviours of an effective workplace coach are correctly described | | | * There is a correct and comprehensive description of the full range of behaviours and characteristics of an effective workplace coach | |  | | | | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | | |
| AC 1.4  Explain how coaches should contract and manage confidentiality to coach ethically | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | | | | | |
| * There is an insufficient explanation, or no explanation, of how confidentiality should be contracted in the coaching contract * There is insufficient or no explanation of the importance of managing confidentiality during the coaching process in order to coach ethically | | * There is a limited but sufficient and correct explanation of how confidentiality should be contracted in the coaching contract in order to coach ethically, although what is meant by ethical is imprecise * There is a limited but sufficient and correct explanation of the importance of managing confidentiality during the coaching process in order to coach ethically | | | * Explanation is given of what is meant by ethical coaching * There is a full and clear explanation of how to contract and manage confidentiality in coaching contracts that includes organisational as well as individual considerations * Impact of legislation on coaching confidentiality is explained | |  | | | | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | | |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the process and content of effective workplace coaching | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | | | | | | |
| AC 2.1  Explain how to manage a coaching process agreeing goals and following a simple coaching model | **Referral [ca. 3/12]** | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | |  | | | | | | |
| * The nature of a coaching process is not explained, or is incorrect or inappropriate * The importance of agreeing appropriate goals within the coaching process is not explained, or is incorrect or inappropriate * There is an insufficient explanation or no explanation of a simple coaching model, or the model is incorrect or inappropriate | * The nature of a coaching process is explained correctly and appropriately following a simple coaching model, although the context is limited * There is a correct but limited explanation of how to manage a coaching process to agree goals following a simple coaching model | | | * There is a comprehensive and correct explanation of a simple coaching model * There is a comprehensive explanation of a range of different correct and appropriate methods of managing the coaching process to agree goals | |
| / 12  (min. of 6) | | | Pass or Referral | | |
| AC 2.2  Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching | **Referral [ca. 3/12]** | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | | | | |
| * A range of appropriate assessment tools and techniques are listed rather than explained, or are incorrect * There is insufficient explanation, or no explanation, of how appropriate diagnostic tools and techniques can be used to support effective coaching, or the explanation is incorrect * There is insufficient explanation, or no explanation, of what learning preferences are * There is insufficient explanation, or no explanation, of how exploring learning preferences can support effective coaching | * There is a correct but limited explanation of how a narrow range of appropriate assessment tools and techniques can be used to support coaching * It is correctly explained how diagnostic tools and techniques can be used appropriately to support effective coaching, although the context is limited * There is a limited explanation of what learning preferences are * There is a limited explanation of how exploring learning preferences can support effective coaching * A limited explanation is given of how appropriate assessment tools can be used to identify preferences in the workplace to support coaching * There is a limited explanation of how an understanding of those preferences can be used to support coaching in the workplace | | | * There is an full and correct explanation of a wide range of tools and techniques that can be used to support coaching * There is a comprehensive explanation of how appropriate diagnostic tools can be used to support effective coaching * There is a comprehensive discussion of what is meant by learning preferences * There is a comprehensive explanation of how the exploration of learning preferences can be used to support effective coaching | |  | | | | | | |
| / 12  (min. of 6) | | | Pass or Referral | | |
| AC 2.3  Explain why it is important to maintain basic records of coaching activity and what these should contain | **Referral [ca. 2/8]** | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | **Assessor feedback on AC** | | | | | | |
| * There is insufficient explanation, or no explanation, of the importance of maintaining basic records of coaching activity * There is insufficient explanation, or no explanation, of what the content of the records should include | * There is sufficient explanation of the importance of maintaining basic records of coaching activity * There is sufficient explanation of what the content of the records should contain | | | * There is a full and correct explanation of the importance of maintaining basic records of coaching activity * There is a full and correct explanation of what the content of the records should contain | |  | | | | | | |
| / 8  (min. of 4) | | | | | Pass or Referral |
| AC 2.4  Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers | **Referral [ca. 3/12]** | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | | | | |
| * Potential barriers to coaching in the workplace are not recognised, or are incorrect or inappropriate * There is insufficient explanation, or no explanation, of any suitable strategies to overcome these barriers | * A limited but sufficient range of correct possible potential barriers to coaching in the workplace are recognised * There is a correct but limited explanation of a range of suitable strategies to overcome these potential barriers | | | * A comprehensive range of correct and possible potential barriers to coaching in the workplace are recognised * There is a comprehensive explanation of a range of suitable strategies at both organisational and individual level to overcome these barriers | |  | | | | | | |
| / 12  (min. of 6) | | | | | Pass or Referral |

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| **Section comments** (optional): | | | **Verification comments** (optional): | | | |
|  | | | | **/ 100**  **TOTAL MARKS** | | |
| **Assessor’s Decision** | | | **Quality Assurance Use** | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | **Signature of Assessor:**  **Date:** | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** |

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| --- | --- | --- | --- | --- | --- | --- |
| Title: | | **Understanding good practice in workplace mentoring** | | | | |
| Level: | | **3** | | | | |
| Credit value: | | **3** | | | | |
| Unit guided learning hours: | | **9** | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the context for effective workplace mentoring | | | 1.1  1.2  1.3  1.4 | Describe and define the purpose of workplace mentoring  Explain the role, remit and responsibilities of an effective workplace mentor  Describe the knowledge, skills and behaviour of an effective workplace mentor  Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship |
| 1. Understand the process for effective workplace mentoring | | | 2.1  2.2  2.3  2.4 | Explain how a model of mentoring can be used to manage a workplace mentoring relationship  Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring  Explain why it is important to maintain basic records of workplace mentoring and what these should contain  Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To enable learners to understand good practice in workplace mentoring. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Coaching & Mentoring 2012 NOS: LSI CM01, LSI CM02, LSI CM04, LSI CM10 | | | |
| 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) | | | Learning and Skills Improvement Service (LSIS) | | | |
| Equivalencies agreed for the unit (if required) | | | D3.05 – Understanding good practice in workplace mentoring | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 - Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | | Restricted to City & Guilds | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * The nature and purpose of workplace mentoring * Formal and informal workplace mentoring * The role and responsibilities of a workplace mentor * The remit of workplace mentor especially overlaps with any other working relationships etc * The range of stakeholders (including the mentee) who may have an interest in workplace mentoring and the role they may take * The knowledge, skills possessed by a quality workplace mentor * The behaviours exhibited by a quality workplace mentor * The role of professional standards in workplace mentoring * Importance of ethical standards in mentoring, including issues to do with diversity and equality of opportunity * The key content for a quality contract for workplace mentoring * The importance of confidentiality in workplace mentoring * Approaches to planning and managing quality workplace mentoring | | | | |
| 2 | * The differences and similarities between workplace mentoring and other developmental approaches including coaching and training * Models of mentoring practice * Key concepts, principles and practices of mentoring * Ethical and effective use of power and influence to achieve positive mentee-centred outcomes * Theories and techniques of goal and objective setting * Theories of communication and their application to workplace mentoring * Exploration and evaluation of own communication skills * Offering advice and guidance and the personal responsibilities this includes * Signposting and making introductions and the mentors extended role/responsibility * Assessment tools for understanding and exploring preferences in the workplace e.g. Learning Styles, VAK. Belbin, situational leadership, interpersonal skills inventory, competency frameworks, conflict resolution etc * Organisational information and their relevance when mentoring within the workplace – job descriptions, behaviours, competency frameworks * Approaches to developing and maintaining quality mentoring records and how these can be used effectively to monitor progress * Environmental considerations to ensure quality workplace mentoring * The range of barriers that may exist when implementing workplace mentoring including individual, operational and organisational level and strategies that may help minimise or overcome these | | | | |

**Assignment Task for Unit: Understanding good practice in workplace mentoring**

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| **Centre Number:** | **Centre Name:** | | |
| **Learner Registration No:** | **Learner Name:** | | |
| **TASK**  This assignment requires you to consider your knowledge and understanding of the context and environment for effective mentoring within the workplace.  You are then asked to consider the process and content of workplace mentoring in practice.  The assignment can be either “forward looking” or “backward looking”.  **Note:**  *An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).*  *If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 18 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The nominal word count for this assignment is 2000 words; the suggested range is between 1500 – 2500 words. However individuals have different writing styles, and there is no penalty if the word-count range is exceeded.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria |
| **Understanding the context for effective workplace mentoring** | | * Describe and define the purpose of workplace mentoring *(16 marks)* * Explain the role, remit and responsibilities of an effective workplace mentor *(16 marks)* * Describe the knowledge, skills and behaviour of an effective workplace mentor *(12 marks)* * Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship *(12 marks)* |
| **Understanding the process and content of effective workplace mentoring** | | * Explain how a model of mentoring can be used to manage a workplace mentoring relationship *(12 marks)* * Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring *(12 marks)* * Explain why it is important to maintain basic records of workplace mentoring and what these should contain *(8 marks)* * Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers *(12 marks)* |
| **By submitting I confirm that this assignment is my own work** | | | | |

**MARK SHEET – Understanding good practice in workplace mentoring**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass.’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the context for effective workplace mentoring | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Describe and define the purpose of workplace mentoring | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | | |
| * The purpose of workplace mentoring has not been described and defined, or the description and/or definition is incorrect, or the purpose of workplace has been described ***or*** defined, but not both * The purpose of workplace mentoring has been merely stated with no account of its principal features or context to describe its purpose | | * The purpose of workplace mentoring has been correctly defined and a limited account of its principal features correctly describes the purpose of workplace mentoring, although the context is limited | | | * The purpose of workplace mentoring has been correctly defined and a full account of its principal features within a broad context correctly describes the purpose of workplace mentoring | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Explain the role, remit and responsibilities of an effective workplace mentor | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | | |
| * The role, remit and responsibilities of an effective workplace mentor have not been explained, or is incorrect, inappropriate or deficient, or role ***or*** remit ***or*** responsibilities have been explained but not all three | | * A limited but sufficient and correct explanation of the role, remit and responsibilities of an effective workplace mentor has been provided, although the context is limited and the scope of ‘effective’ is narrow | | | * A full and correct explanation of the role, remit and responsibilities of an effective workplace mentor has been provided within a broad context and the full scope of ‘effective’ | | |  | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.3  Describe the knowledge, skills and behaviour of an effective workplace mentor | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * The knowledge, skills and behaviour of an effective workplace mentor has not been described, or is incorrect, inappropriate or deficient, or knowledge ***or*** skills ***or*** behaviour have been described but not all three * Knowledge, skills and behaviour have been merely listed or stated with no account of their principal features that describe an effective workplace mentor | | * A limited but sufficient and correct account is provided of the principal features of the knowledge, skills and behaviour that describe an effective workplace mentor, although the context is limited and the scope of ‘effective’ is narrow | | | * A full and correct account is provided of the principal features of the knowledge, skills and behaviour that describe an effective workplace mentor within a broad context and the full scope of ‘effective’ | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.4  Explain what a workplace mentoring contract should include to ensure a quality, ethical mentoring relationship | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * A workplace mentoring contract is not explained, or the explanation is incorrect, inappropriate or deficient, or the contents of a workplace mentoring contract are merely listed or described with no explanation of the practices associated with a workplace mentoring contract to explain how it ensures a quality, ethical mentoring relationship | | * A limited but sufficient and correct explanation of how the contents and practices associated with a workplace mentoring contract ensure a quality, ethical mentoring relationship, although the context is limited and the scope of ‘quality and ethical’ is narrow | | | * A full and correct explanation of how the contents and practices associated with a workplace mentoring contract ensure a quality, ethical mentoring relationship within a broad context and the full scope of ‘quality and ethical’ | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Understand the process for effective workplace mentoring | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC** | | |
| AC 2.1  Explain how a model of mentoring can be used to manage a workplace mentoring relationship | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | |  | | |
| * How a model of mentoring can be used to manage a workplace mentoring relationship is not explained, or the explanation is incorrect, inappropriate or deficient, or the model is incorrect or inappropriate * A model of mentoring is merely stated with no explanation of its principal features that can be used to manage a workplace mentoring relationship | | * A limited but sufficient and correct account is provided of the principal features of a correct and appropriate model of mentoring that correctly explains how that model can be used to manage a workplace mentoring relationship, although the context is limited | | | * A full and correct account is provided of the principal features of a correct and appropriate model of mentoring that correctly explains how that model can be used to manage a workplace mentoring relationship within a broad context | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.2  Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective workplace mentoring | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | | |
| * The range of tools and techniques that can be used to support effective workplace mentoring is not explained, or the explanation is incorrect, inappropriate or deficient, or the range does not include diagnostic tools and those exploring learning preferences * The range of tools and techniques is merely listed or described with no explanation of how they work to support effective workplace mentoring | | * A limited but sufficient and correct explanation is provided of how the range of tools and techniques, including diagnostic tools and those exploring learning preferences, can be used to support effective workplace mentoring, although the range of tools is narrow and the context is limited | | | * A full and correct explanation is provided of how the complete range of tools and techniques, including diagnostic tools and those exploring learning preferences, can be used to support effective workplace mentoring | | |  | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.3  Explain why it is important to maintain basic records of workplace mentoring and what these should contain | **Referral [ca. 2/8]** | | **Pass [4/8]** | | | **Good Pass [ca. 6/8]** | | | **Assessor feedback on AC** | | |
| * Why it is important to maintain basic records of workplace mentoring is not explained, or the explanation is incorrect, inappropriate or deficient, or what basic records should contain is not addressed * What basic records should contain is merely listed with no explanation of the practices of maintaining basic records to explain why it is important to maintain basic records of workplace mentoring | | * A limited but sufficient and correct account of the practices of maintaining basic records and the contents of basic records provides a correct explanation of why it is important to maintain basic records of workplace mentoring, although the context is limited | | | * A full and correct account of the practices of maintaining basic records and the contents of basic records provides a correct explanation within a broad context of why it is important to maintain basic records of workplace mentoring | | |  | | |
| / 8  (min. of 4) | Pass or Referral |

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| AC 2.4  Identify any potential barriers to workplace mentoring and explain suitable strategies to overcome these barriers | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * The potential barriers to workplace mentoring are not identified, or are incorrect or inappropriate * Strategies to overcome potential barriers are not explained, or are incorrect, unsuitable or deficient * Strategies for overcoming barriers are merely listed or described with no explanation as to how the way they work makes them suitable | | * Any potential barriers to workplace mentoring are appropriate and are correctly identified, although why they are potential barriers is imprecise * Limited but sufficient and correct explanations are provided as to how strategies to any potential barriers to workplace mentoring will operate, although the context(s) are limited | | | * Any potential barriers to workplace mentoring are appropriate and are correctly identified and it is clear why they are potential barriers * Full and correct explanations are provided as to how strategies to overcome any potential barriers to workplace mentoring will operate | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | | |
|  | | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Leading and motivating a team effectively** | | | | |
| Level: | | **3** | | | | |
| Credit value: | | **2** | | | | |
| Unit guided learning hours | | **7** | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Know how to communicate the organisations vision and strategy to the team | | | 1.1  1.2  1.3 | Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation  Explain the role that communication plays in establishing a common sense of purpose  Assess the effectiveness of own communication skills on the basis of the above |
| 1. Know how to motivate and develop the team | | | 2.1  2.2  2.3 | Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals  Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives  Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To enable learners to understand the need for teams to have a sense of vision and purpose that reflects the organisation’s, and the role that effective communication, motivation and individual and team development play in enabling this to happen. | | | |
| Unit review date | | | 31/03/2017 | | | |
| 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: B5, B6, D1, D13, E11 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (if required) | | | M3.36 – Leading a team effectively | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 – Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | Why organisations or projects need a vision, mission and strategy and what they mean for first line leadership  How to develop team objectives that support overall strategy and vision  The importance of a team having a common sense of purpose that links to vision and strategy  The role that effective communication plays in conveying the overall mission of the organisation or project and how the collective work of the team and it’s individual members support this  Effective techniques for communicating vision, goals and objectives in terms of:   * choosing effective times and places to communicate with the team and individuals * selecting appropriate communication methods * communicating clearly and accurately * active listening skills * receiving and responding appropriately to feedback | | | | |
| 2 | The critical importance of teams and individuals being motivated and committed to their objectives  Alternative theories of motivation, for example (select as appropriate):   * Maslow’s Hierarchy * MacGregor’s Theory X and Theory Y * Herzberg’s Two Factor Theory * Vroom’s Expectancy Theory * McClelland’s 3-Needs Theory   Motivational factors that are available to the leader, for example:   * safety and security * sense of belonging and common purpose * respect * empathy * recognition of achievement * involvement in decision making * sense of fulfilment * self-development * material rewards * sanctions   An appreciation of how these factors can apply to different situations, teams and individuals  How to select and use appropriate motivational factors  Giving feedback on performance  Basic support needs that individuals may have and how to meet these  The importance of continuous development for the team and individual members | | | | |

**Assignment Task for Unit: Leading and motivating a team effectively**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to understand the need for teams to have a sense of vision and purpose that reflects the organisation’s, and the role that effective communication, motivation and individual and team development play in enabling this to happen.  In order to demonstrate your knowledge of this you need to respond to all of the questions listed below.  **NOTE:**  *You may want to relate your answers to an organisation that you work in. If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.*  *You should plan to spend approximately 9 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment. The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.*  *Check your assignment carefully prior to submission using the assessment criteria.* | | | | |
| *Please use the sub-headings shown below when structuring your Assignment* | | Assessment Criteria | |
| **Connect the team with vision and strategy**  Briefly describe an organisation and the identified team’s role within it, outlining:   * its vision and strategy * the importance of having such a vision and strategy * how the vision and strategy has been translated into objectives for the team   Explain how you can communicate to team members the team’s objectives and how these will contribute to fulfilling the goals of the organisation.  Assess how effective you were in communicating this common sense of purpose to the team, using feedback from team members and other evidence to help identify your strengths and areas for improvement. | | * Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation *(16 marks)* * Explain the role that communication plays in establishing a common sense of purpose *(16 marks)* * Assess the effectiveness of own communication skills on the basis of the above *(12 marks)* | |
| **Motivate and develop the team**  Describe how you would:   * motivate a whole team to achieve agreed goals (using a specific theory or model of motivation to help you to explain your actions); * motivate an individual member of a team to achieve agreed goals, (using a specific theory or model of motivation to help you to explain your actions); * support an individual team member, giving practical examples of why this may be necessary; * develop a whole team, to work effectively together as a team , giving practical examples of why this may be necessary; * develop an individual team member to enable him or her to perform more effectively , giving practical examples of why this may be necessary. | | * Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals *(16 marks)* * Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives *(20 marks)* * Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary *(20 marks)* | |
| **By submitting I confirm that this assignment is my own work** | | | | |

**MARK SHEET – Leading and motivating a team effectively**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’.  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | **1. Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Know how to communicate the organisations vision and strategy to the team | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC** | | |
| AC 1.1  Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | |  | | |
| * An explanation of the importance of the team having a common sense of purpose is not given or**,** if given**,** the supporting of the overall vision and strategy of the organisation is not included * The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation is merely stated, as opposed to explained or, if explained, is incorrect, inappropriate or minimal | | * The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation is correctly and appropriately explained although the explanation may be limited and the link to organisational vision may be more implicit than explicit | | * A thorough and detailed explanation is given of the importance of the team having a common sense of purpose and its link to the overall vision and strategy of the organisation is made explicitly clear | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 1.2  Explain the role that communication plays in establishing a common sense of purpose | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | | **Assessor feedback on AC** | | | |
| * The role that communication plays in establishing a common sense of purpose is not explained or is merely outlined as opposed to explained * The role that communication plays in establishing a common sense of purpose is explained **but** the explanation is incorrect or minimal | | * The role that communication plays in establishing a common sense of purpose is explained although the explanation may be limited | | * A thorough and detailed explanation is given of the role that communication plays in establishing a common sense of purpose and an outline of how**,** in contrast, inappropriate communication may damage a common sense of purpose | |  | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.3  Assess the effectiveness of own communication skills on the basis of the above | **Referral [ca. 3/12]** | | **Pass [6/12]** | | **Good Pass [ca. 9/12]** | | **Assessor feedback on AC** | | | |
| * Own communication skills in establishing a common sense of purpose are not assessed against appropriate criteria or are merely listed or described | | * Own communication skills in establishing a common sense of purpose are assessed against appropriate criteria although the criteria may be limited | | * Own communication skills in establishing a common sense of purpose are thoroughly assessed in detail against a range of appropriate criteria and a judgement on self is made | |  | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Know how to motivate and develop the team | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | **Assessor feedback on AC** | | | |
| AC 2.1  Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals | **Referral [ca. 4/16]** | | **Pass [8/16]** | | **Good Pass [ca. 12/16]** | |  | | | |
| * The main motivational factors in a work context are merely stated as opposed to described The main motivational factors in a work context are described **but** the description does not apply to different situations and teams and individuals and/or the description is incorrect, inappropriate or minimal | | * The main motivational factors in a work context are described, although the description may be limited, **and** * the description applies to different situations and teams and individuals although the emphasis placed on each of these factors may be imbalanced | | * A thorough and detailed description of a range of the main motivational factors in a work context is given which clearly applies to different situations and teams and individuals * Examples may be provided to enhance the description given | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * The importance of a leader being able to motivate teams and individuals is merely stated as opposed to explained * An explanation of the importance of a leader being able to motivate teams and individuals is given but does not explain how their commitment to objectives might be gained and/or the explanation is incorrect or minimal | | * The importance of a leader being able to motivate teams and individuals and gain their commitment to objectives is explained although the explanation may be limited | | * A thorough and detailed explanation of the importance of a leader being able to motivate both teams and individuals, outlining the different approach to teams and individuals, and gain their commitment to objectives is given **and** * an outline of how, in contrast, a leader’s disregard of the importance motivation could undermine the gaining of team or individual commitment to objectives | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | | | |
| * An explanation of the role that the leader plays in both supporting and developing the team and its members is merely stated as opposed to explained, or if explained, is incorrect, inappropriate or minimal * No more than one practical example of when this will be necessary is given | | * A correct and appropriate explanation of the role that the leader plays in both supporting and developing the team and its members is given although the explanation may be limited * At least two practical examples of when this will be necessary is are given | | * A thorough and detailed explanation of the role that the leader plays in both supporting and developing both the team and its members is given and is supported by several practical and relevant examples of when this will be necessary | |  | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding the management role to improve management performance** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 4 | | | | |
| Unit guided learning hours | | 15 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals | | | 1.1  1.2 | Describe the goals and objectives of your organisation  Evaluate the specific responsibilities of middle managers in enabling your organisation to achieve its goals |
| 1. Understand how communication and interpersonal skills affect managerial performance in the workplace | | | 2.1  2.2 | Evaluate how interpersonal and communication skills affect managerial performance  Evaluate strategies to overcome barriers to effective managerial communication and interpersonal skills |
| 1. Be able to assess personal development opportunities to improve own managerial performance | | | 3.1  3.2  3.3 | Assess own knowledge, skills and behaviour, and their effect on own managerial performance  Identify areas for personal development to improve own managerial performance  Produce a personal development plan to improve own managerial performance |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To be able to demonstrate understanding of the middle management role and be able to plan your own development. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership 2004 NOS: A3, B1, B6, C4, D2, 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) | | | |
| Equivalencies agreed for the unit (if required) | | | M4.01 Understanding the management role | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * The nature and purpose of organisations, including mission and value statements * Stakeholders and their objectives * Organisation charts, including hierarchical and matrix structures; indication of the range of operational functions * Levels of management and associated roles and responsibilities within organisation * Profile and job functions of middle managers * Formal and informal organisational relationships * The management task, including planning, organising, motivating and controlling * Range of management styles * Differences between management and leadership * The importance of organisational goals and objectives * Organisational objectives as specific and measurable steps towards achieving a larger goal * Aligning middle management responsibilities to organisational goals and objectives | | | | |
| 2 | * Range of human behaviours, including how cultural and individual differences, verbal (esp. questioning and active listening skills) and non-verbal communication interact to affect understanding, and their effect on communication in the workplace * Methods/procedures to overcome particular communication challenges (eg those with learning difficulties, hearing impaired, visually impaired, foreign languages, etc) * Communications climate and culture * Importance of feedback skills to facilitate communication and workplace relationships * Networking skills * Personal style and approach; image and presentation; non-verbal communication; social skills applicable to workplace * Respect for others; balance between trust and control * Attitudes to knowledge management and sharing of information * Personal management styles and their effects on situations and individuals | | | | |
| 3 | * Attitudes to knowledge management and sharing of information * Personal management styles and their effects on situations and individuals * Personal development planning * Using self-assessment, feedback, and 360 feedback to assess own knowledge, skills and behaviour * Formal and informal personal development methods, internal and external training and development, ‘traditional’ learning and e-learning | | | | |

**ASSIGNMENT TASK for Unit:**

**Understanding the management role to improve management performance**

|  |  |  |
| --- | --- | --- |
| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to demonstrate understanding of the middle management role and to be able to plan your own development.  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals**  Provide correct and appropriate goals and specific and measurable objectives that describe future outcomes or direction for the organisation, and to then go on to evaluate the extent to which the specific responsibilities of middle managers enable the organisation to achieve its goals. | | * Describe the goals and objectives of your organisation (12 marks) * Evaluate the specific responsibilities of middle managers in enabling your organisation to achieve its goals (16 marks) | |
| **Understand how communication and interpersonal skills affect managerial performance in the workplace**  The second part of the task requires an evaluation of how interpersonal skills and communication skills affect managerial performance together with an evaluation of two or more strategies to overcome barriers to effective managerial communication and interpersonal skills. | | * Evaluate how interpersonal and communication skills affect managerial performance (16 marks) * Evaluate strategies to overcome barriers to effective managerial communication and interpersonal skills (16 marks) | |
| **Be able to assess personal development opportunities to improve own managerial performance**  Assess the effect of own knowledge and skills and behaviour on own managerial performance and to produce a personal development plan based on identified areas for personal development. | | * Assess own knowledge, skills and behaviour, and their effect on own managerial performance (16 marks) * Identify areas for personal development to improve own managerial performance (8 marks) * Produce a personal development plan to improve own managerial performance (16 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Understanding the management role to improve management performance**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1   * Describe the goals and objectives of your organisation | **Referral [*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [*9/12*]** | | | | |  | | | |
| * Goals and objectives are not described, or are incorrect or inappropriate, or there is no distinction between ‘goals’ and ‘objectives’, or goals and objectives are merely stated with no context to describe their principal features | | * There is a clear distinction made between ‘goals’ and ‘objectives’ * Correct and appropriate goals are provided that describe future outcomes or direction for the organisation ***and*** specific and measurable objectives are provided that are correct and appropriate, although the relationship between objectives and goal achievement is not explicit and/or only short-term ***or*** long-term objectives are provided, but not both | | | * There is a clear distinction made between ‘goals’ and ‘objectives’ * Correct and appropriate goals are provided that describe future outcomes or direction for the organisation ***and*** correct and appropriate long-term and short-term SMART objectives are provided that make explicit the relationship between objectives and goal achievement | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.2   * Evaluate the specific responsibilities of middle managers in enabling your organisation to achieve its goals | **Referral [*4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [*12/16*]** | | | | |  | | | |
| * The specific responsibilities of middle managers in enabling your organisation to achieve its goals are not evaluated, or the specific responsibilities of middle managers are evaluated in generic terms with no reference to enabling your organisation to achieve its goals, or the specific responsibilities of middle managers in enabling your organisation to achieve its goals are merely stated or described with no evaluation to provide a conclusion or recommendations | | * The specific responsibilities of middle managers in enabling your organisation to achieve its goals are evaluated to provide a conclusion or recommendations, although the evidence base for the evaluation is subjective or limited | | | * An objective and wide evidence base is used to evaluate the specific responsibilities of middle managers in enabling your organisation to achieve its goals and provide a conclusion or recommendations | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand how communication and interpersonal skills affect managerial performance in the workplace | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1   * Evaluate how interpersonal and communication skills affect managerial performance | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | | | |  | | | |
| * How interpersonal and communication skills affect managerial performance in the workplace is not evaluated, or has been evaluated incorrectly or inappropriately, or interpersonal skills ***or*** communication skills have been evaluated, but not both * How interpersonal and communication skills affect managerial performance is merely listed or described with no evaluation to provide a conclusion or recommendations | | * How interpersonal skills ***and*** communication skills affect managerial performance have both been correctly and appropriately evaluated to provide a conclusion or recommendations, although the range of interpersonal skills ***and*** communication skills evaluated is narrow | | | * How a wide range of interpersonal skills ***and*** communication skills affect managerial performance has been correctly and appropriately evaluated to provide a conclusion or recommendations | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2   * Evaluate strategies to overcome barriers to effective managerial communication and interpersonal skills | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | | | |  | | | |
| * No strategies to overcome barriers to effective managerial communication and interpersonal skills have been evaluated, or only one barrier has been evaluated, or strategies are incorrect or inappropriate in relation to the associated barriers * Strategies to overcome barriers to effective managerial communication and interpersonal skills are merely listed or described with no evaluation to provide a conclusion or recommendations | | * Two or more strategies to overcome barriers to effective managerial communication and interpersonal skills have been correctly and appropriately evaluated in relation to the associated barriers, although the strategies and associated barriers are similar | | | * Two or more dissimilar strategies to overcome barriers to effective managerial communication and interpersonal skills have been correctly and appropriately evaluated in relation to the associated dissimilar barriers | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Be able to assess personal development opportunities to improve own managerial performance | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1   * Assess own knowledge, skills and behaviour, and their effect on own managerial performance | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | | | |  | | | |
| * The effect of own knowledge, skills and behaviour on own managerial performance is not assessed, or is assessed incorrectly or inappropriately * The effect of own knowledge ***or*** skills **or** behaviour on own managerial performance is assessed, but not all three * The effect of own knowledge, skills and behaviour on own managerial performance is merely listed or described with no assessment to make a judgement using relevant criteria | | * The effect of own knowledge ***and*** skills ***and*** behaviour on own managerial performance has been correctly and appropriately assessed using relevant criteria, although the evidence base for the assessment is subjective and/or limited | | | * The effect of own knowledge ***and*** skills ***and*** behaviour on own managerial performance has been correctly and appropriately assessed using relevant criteria and a wide and objective evidence base | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 3.2   * Identify areas for personal development to improve own managerial performance | **Referral [2/8]** | | **Pass [4/8]** | | | **Good Pass [6/8]** | | | | |  | | | |
| * No areas for personal development to improve own managerial performance have been identified, or only one area has been identified, or areas identified are inappropriate or are not based on an assessment of own knowledge, skills and behaviour | | * An assessment of own knowledge, skills and behaviour has been used correctly and appropriately to identify areas for personal development, although the areas for personal development are not prioritised | | | * An assessment of own knowledge, skills and behaviour has been used correctly and appropriately to identify and prioritise areas for personal development | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3   * Produce a personal development plan to improve own managerial performance | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | | | |  | | | |
| * A personal development plan to improve own managerial performance has not been produced, or the personal development plan is incorrect, incomplete, or inappropriate, or the personal development plan is not based on identified areas for personal development to improve own managerial performance | | * A personal development plan to improve own managerial performance based on identified areas for personal development to improve own managerial performance has been produced, although the personal development plan does not fully address resources requirements and/or is not fully SMART and/or does not identify both long-term and short-term personal development needs | | | * A personal development plan to improve own managerial performance based on identified areas for personal development to improve own managerial performance has been produced that fully addresses resource requirements, is fully SMART, and identifies both long-term and short-term personal development needs | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Planning and leading a complex team activity** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 4 | | | | |
| Unit guided learning hours | | 6 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Be able to plan a complex team activity | | | 1.1  1.2  1.3  1.4 | Define the purpose, aims and objectives of the activity  Identify the tasks and resources required for the activity, including any operational constraints that apply  Produce a plan for the implementation of the activity  Assess the risks and any operational or safety issues that apply to the activity |
| 1. Be able to communicate information on the activity to your team | | | 2.1  2.2 | Present information on the activity to your team, inviting questions and seeking to clarify any uncertainties  Communicate allocations of roles and responsibilities to team members |
| 1. Be able to review own ability to lead a team through a complex activity | | | 3.1  3.2  3.3 | Collect feedback on your ability to lead the team through a complex activity.  Review own performance, identifying leadership strengths and weaknesses  Produce a development plan to improve own planning and leadership skills, using feedback and self-assessment |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To enable candidates to plan and lead a complex team activity which demonstrates their leadership skills. | | | |
| Unit review date | | | 31/12/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership NOS 2004: 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) | | | |
| Equivalencies agreed for the unit (if required) | | | M4.03 Planning Practical Leadership Activities and M4.04 Developing Leadership Through Practical Activities combined are equivalent to this unit. | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Importance of clarity of purpose in planning activities * Implementation planning, planning techniques and contingency planning * Ways of identifying the tasks needed to achieve an agreed goal and setting priorities or order in the tasks * The range of resources available, their operational constraints and safety requirements and how to ensure that they are appropriate and prepared for use * How to conduct a risk assessment * Operational constraints | | | | |
| 2 | * Briefing skills, questioning and listening skills * Techniques to check understanding * Allocation of roles and responsibilities to carry out a complex task * Nature, purpose and best practice in delegation, and delegation and role allocation techniques | | | | |
| 3 | * Collecting and analysing feedback from team members on own performance * Self-assessment and reviewing own performance * Leadership theories and leadership practice as a framework for assessing and developing leadership skills * Personal development planning | | | | |

**ASSIGNMENT Task for Unit: Planning and Leading a Complex Team Activity**

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| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to enable candidates to plan and lead a complex team activity which demonstrates their leadership skills  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Be able to plan a complex team activity**  Provide the purpose, aims and measurable objectives for a complex team activity and to identify the tasks and resources required, taking any operational constraints into consideration.  You are then required to produce a correct and appropriate implementation plan for the activity, assessing operational or safety issues that apply. | | * Define the purpose, aims and objectives of the activity (8 marks) * Identify the tasks and resources required for the activity, including any operational constraints that apply (12 marks) * Produce a plan for the implementation of the activity (16 marks) * Assess the risks and any operational or safety issues that apply to the activity (12 marks) | |
| **Be able to communicate information on the activity to your team**  Present information on the activity to your team: this will include inviting questions, responding appropriately to questions, and communicating roles and responsibilities to team members. | | * Present information on the activity to your team, inviting questions and seeking to clarify any uncertainties (16 marks) * Communicate allocations of roles and responsibilities to team members (8 marks) | |
| **Be able to review own ability to lead a team through a complex activity**  Review your ability to lead a team through a complex activity by using a combination of feedback from team members and leadership theory or practice to identify the strengths and weaknesses of your performance.  You are then required to produce a self-development plan based on feedback ***and*** a self-assessment to improve own planning and leadership skills. | | * Collect feedback on your ability to lead the team through a complex activity (8 marks) * Review own performance, identifying leadership strengths and weaknesses (8 marks) * Produce a development plan to improve own planning and leadership skills, using feedback and self-assessment (12 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET – Planning and leading a complex team activity**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Be able to plan a complex team activity | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Define the purpose, aims and objectives of the activity | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | | |  | | | |
| * The purpose, aims and objectives of the activity are not defined, or are inappropriate, or objectives are not specific or measurable | | * The purpose, aims and objectives of the activity are defined appropriately, although the objectives are not fully SMART | | | * The purpose, aims and objectives of the activity are defined appropriately with SMART objectives | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 1.2  Identify the tasks and resources required for the activity, including any operational constraints that apply | **Referral [*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [*9/12*]** | | | | |  | | | |
| * The tasks and resources have not been identified, or are incorrect or inappropriate, or tasks ***or*** resources have been identified, but not both, or operational constraints have not been considered | | * The tasks ***and*** resources have been correctly and appropriately identified, although consideration of operational constraints is limited | | | * The tasks ***and*** resources have been correctly and appropriately identified with full consideration of operational constraints | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 1.3  Produce a plan for the implementation of the activity | **Referral [*4/16*]** | | **Pass [*8/16*]** | | | **Good Pass [*12/16*]** | | | | |  | | | |
| * No implementation plan has been produced, or the implementation plan is incorrect or inappropriate | | * A correct and appropriate implementation plan is produced, although the plan needs further development for full implementation | | | * A correct, appropriate and fully-developed implementation plan is produced | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.4  Assess the risks and any operational or safety issues that apply to the activity | **Referral [*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [*9/12*]** | | | | |  | | | |
| * The risks and any operational or safety issues that apply to the activity have not been assessed, or have been assessed incorrectly or inappropriately, or risks and any operational or safety issues have merely been listed or described with no assessment to make a judgement | | * An appropriate range of risks and any operational or safety issues that apply to the activity have been correctly and appropriately assessed to make a judgement | | | * A comprehensive range of risks and any operational or safety issues that apply to all aspects of the activity have been correctly and appropriately assessed to make a judgement | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to communicate information on the activity to your team | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Present information on the activity to your team, inviting questions and seeking to clarify any uncertainties | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | | | |  | | | |
| * Information on the activity has not been presented to your team, or has not been presented accurately or appropriately * Questions have not been invited or uncertainties have not been clarified, or questions have been invited inappropriately or attempts at clarification are confusing, incorrect or inappropriate | | * Information on the activity has been presented accurately and appropriately to your team, although additional information is required to cover the full scope of the activity * Questions have been invited appropriately and most uncertainties clarified correctly and appropriately, although additional information is needed to clarify all uncertainties | | | * Information covering the full scope of the activity has been presented accurately and appropriately to your team * Questions have been invited appropriately and all uncertainties clarified correctly and appropriately | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.2  Communicate allocations of roles and responsibilities to team members | **Referral [*2/8*]** | | **Pass [*4/8*]** | | | **Good Pass [*6/8*]** | | | | |  | | | |
| * Allocations of roles and responsibilities have not been communicated to team members, or the communication is confusing, incorrect or inappropriate, or the roles and responsibilities are confusing, incorrect or inappropriate | | * Allocations of roles and responsibilities have been communicated to team members correctly and appropriately, although further development of roles and responsibilities is required to remove potential role conflicts | | | * Allocations of roles and responsibilities have been communicated to team members correctly and appropriately and no role conflict is evident | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 3:** Be able to review own ability to lead a team through a complex activity | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 3.1  Collect feedback on your ability to lead the team through a complex activity | **Referral [2/8]** | | **Pass [4/8]** | | | **Good Pass [6/8]** | | | | |  | | | |
| * No feedback on your ability has been collected, or the feedback is not evidenced, or the feedback is incorrect or inappropriate, or the feedback is insufficient to carry out a review | | * Evidence is provided that sufficiently correct and appropriate feedback on your ability has been collected on key aspects of the complex activity | | | * Evidence is provided that sufficiently correct and appropriate feedback on your ability has been collected on all aspects of the complex activity | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.2  Review own performance, identifying leadership strengths and weaknesses | **Referral [2/8]** | | **Pass [4/8]** | | | **Good Pass [6/8]** | | | | |  | | | |
| * Own performance has not been reviewed, or the review is incorrect, inappropriate or not based on collected feedback, or own performance is merely described with no review to make a judgement based on a combination of feedback and leadership theory or practice | | * Own performance has been reviewed correctly and appropriately to make a judgement based on a combination of feedback and leadership theory or practice, although the strengths and weaknesses identified require further development | | | * Own performance has been reviewed correctly and appropriately to make a judgement with fully-developed strengths and weaknesses based on a combination of feedback and leadership theory or practice | | | | |
| / 8  (min. of 4) | | Pass or Referral |
| AC 3.3  Produce a development plan to improve own planning and leadership skills, using feedback and self-assessment. | **Referral [3/12]** | | **Pass [6/12]** | | | **Good Pass [9/12]** | | | | |  | | | |
| * A development plan to improve own planning and leadership skills is not produced or is incorrect or inappropriate, or the development plan is produced to improve own planning ***or*** leadership skills but not both, or the development plan is based on feedback ***or*** self-assessment but not both | | * A development plan to improve own planning ***and*** leadership skills is based on feedback ***and*** self-assessment, although the development plan does not fully address resources requirements and/or is not fully SMART and/or does not identify both long-term and short-term personal development needs | | | * A development plan to improve own planning ***and*** leadership skills based on feedback ***and*** self-assessment addresses all resource requirements, is fully SMART, and identifies both long-term and short-term personal development needs | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| **section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Managing equality and diversity in own area** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 4 | | | | |
| Unit guided learning hours | | 12 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand equality and diversity law, legislation and internal policies in relation to own area of responsibility | | | 1.1  1.2 | Explain the implications of the legal requirements for equality and diversity on own area of responsibility  Evaluate own organisation’s policies and procedures relating to equality and diversity |
| 1. Be able to influence the management of equality and diversity in own area of responsibility | | | 2.1  2.2 | Evaluate the organisation’s implementation of equality and diversity legal requirements and internal policies  Make recommendations for improving the management of equality and diversity in own area of responsibility. |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | Be able to evaluate and influence the management of equality and diversity law, legislation and internal policies within own area of responsibility. | | | |
| Unit review date | | | 31/12/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2004 NOS: B11  Links to KSF: Core Dimension 6 ‘Equality & Diversity’ and provides evidence to support levels 3 & 4 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (if required) | | | N/A | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Equality and diversity defined * Diversity and its impact on the organisation * Legislation and how it affects individuals, organisational policies and procedures * Examining personal values, beliefs, attitudes and prejudices * Language and diversity * Harassment, bullying and victimisation in the workplace * Dress codes and discrimination * The business case for diversity | | | | |
| 2 | * Creating a diverse workforce * Promoting equality outcomes * Diversity monitoring * Equality impact assessments * Examining the organisation/team in relation to diversity * Business diversity action planning * Promoting equality and diversity * Inclusively and creating an inclusive culture * Examples of good practice in equality and diversity * Challenging inequalities and discrimination in the workplace | | | | |

**ASSIGNMENT TASK for Unit: Managing equality and diversity in own area**

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| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to enable candidates to evaluate and influence the management of equality and diversity law, legislation and internal policies within own area of responsibility.  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand equality and diversity law, legislation and internal policies in relation to own area of responsibility**  Provide reasons that correctly explain the implications of the legal requirements for both equality and diversity on own area of responsibility and to evaluate the organisation’s policies and procedures relating to both equality and diversity to provide a conclusion or recommendations. | | * Explain the implications of the legal requirements for equality and diversity on own area of responsibility (24 marks) * Evaluate own organisation’s policies and procedures relating to equality and diversity (24 marks) | |
| **Be able to influence the management of equality and diversity in own area of responsibility**  to evaluate the organisation’s ***implementation*** of equality and diversity legal requirements and internal policies to provide a conclusion or recommendations, and then to use this evaluation to make recommendations for improving the management of equality and diversity in own area of responsibility. | | * Evaluate the organisation’s implementation of equality and diversity legal requirements and internal policies (28 marks) * Make recommendations for improving the management of equality and diversity in own area of responsibility (24 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Managing equality and diversity in own area**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| Learning Outcome / Section 1: Understand equality and diversity law, legislation and internal policies in relation to own area of responsibility | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Explain the implications of the legal requirements for equality and diversity on own area of responsibility | **Referral [*6/24*]** | | **Pass [*12/24*]** | | | **Good Pass [*18/24*]** | | | | |  | | | |
| * The implications of the legal requirements for equality and diversity in own area of responsibility have not been explained, or the explanations are incorrect, inappropriate or incomplete, or the implications for equality ***or*** diversity in own area of responsibility have been explained, but not both * Implications are merely stated or listed with no reasons provided that explain the implications of the legal requirements for equality and diversity on own area of responsibility | | * Reasons are provided that correctly explain the implications of the legal requirements for both equality ***and*** diversity on own area of responsibility, although the reasons provided require some further development | | | * Detailed reasons are provided that correctly explain the implications of the legal requirements for both equality ***and*** diversity on own area of responsibility | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 1.2  Evaluate own organisation’s policies and procedures relating to equality and diversity | **Referral [*6/24*]** | | **Pass [*12/24*]** | | | **Good Pass [*18/24*]** | | | | |  | | | |
| * Own organisation’s policies and procedures relating to equality and diversity are not evaluated, or the evaluations are incorrect, inappropriate or incomplete, or policies and procedures relating to equality ***or*** diversity have been evaluated, but not both * Own organisation’s policies and procedures relating to equality and diversity are merely stated or described with no evaluation to provide a conclusion or recommendations | | * Own organisation’s policies and procedures relating to both equality ***and*** diversity have been correctly and appropriately evaluated to provide a conclusion or recommendations, although the conclusion or recommendations require some further development | | | * Own organisation’s policies and procedures relating to both equality ***and*** diversity have been correctly and appropriately evaluated to provide a fully-developed conclusion or fully-developed recommendations | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to influence the management of equality and diversity in own area of responsibility | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Evaluate the organisation’s implementation of equality and diversity legal requirements and internal policies | **Referral [7/28]** | | **Pass [14/28]** | | | **Good Pass [21/28]** | | | | |  | | | |
| * The organisation’s implementation of equality and diversity legal requirements and internal policies has not been evaluated, or the organisation’s implementation of equality ***or*** diversity ***or*** internal policies has been evaluated, but not all three * The organisation’s implementation of equality and diversity legal requirements and internal policies has been merely stated or described with no evaluation to provide a conclusion or recommendations | | * The organisation’s implementation of equality ***and*** diversity legal requirements ***and*** internal policies has been evaluated to provide a conclusion or recommendations, although the conclusion or recommendations require some further development | | | * The organisation’s implementation of equality ***and*** diversity legal requirements ***and*** internal policies has been evaluated to provide a fully-developed conclusion or fully-developed recommendations | | | | |
| / 28  (min. of 14) | | Pass or Referral |
| AC 2.2  Make recommendations for improving the management of equality and diversity in own area of responsibility | **Referral [*6/24*]** | | **Pass [*12/24*]** | | | **Good Pass [*18/24*]** | | | | |  | | | |
| * No recommendations have been made for improving the management of equality and diversity in own area of responsibility, or recommendations are incorrect or inappropriate, or recommendations are not based on any prior evaluation | | * Correct and appropriate recommendations based on a prior evaluation have been made for improving the management of equality and diversity in own area of responsibility, although the recommendations require further development for full implementation | | | * Correct and appropriate recommendations based on a prior evaluation and capable of being fully implemented have been made for improving the management of equality and diversity in own area of responsibility | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Managing risk in the workplace** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 3 | | | | |
| Unit guided learning hours | | 6 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the importance of managing risks in the workplace | | | 1.1  1.2 | Evaluate relevant laws and legislation relating to risk management in own area of responsibility  Evaluate internal policies relating to the management of risk in own area of responsibility |
| 1. Be able to identify and manage risks in own area of responsibility | | | 2.1  2.2  2.3 | Conduct a risk assessment within the context of own workplace  Propose how to minimise identified risks in own workplace  Explain how identified risks will be continuously monitored and reviewed |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To be able to manage risks within the context of the workplace. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2004 NOS: B10 | | | |
| 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) | | | |
| Equivalencies agreed for unit (if required) | | | M4.06 Managing Risk in the Workplace | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Establishing the context and scope of the workplace * Applicable laws and legislation relating to risk management * Internal risk management policies and procedures * Types of hazards and risks such as environmental, technological, information, physical * Principles of risk management * How to identify the circumstances and consequences of hazards and risks | | | | |
| 2 | * Identifying prevention and control measures * Five steps to risk * Prioritisation of risk * Objective likelihood/probability, impact and score * Risk assessment procedure and associated documentation * Avoidance, control, transfer to another entity or higher authority, retention (careful assessment and monitoring of risk) * Risk management registers * Risk management planning * Compare actual results with results expected/predetermined * Monitoring and re-assessing the level and implications of risk | | | | |

**ASSIGNMENT TASK for Unit: Managing risk in the workplace**

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| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to be able to manage risks within the context of the workplace.  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the importance of managing risks in the workplace**  Evaluate correctly and appropriately relevant laws and legislation relating to the management of environmental ***or*** technological ***or*** information ***or*** physical ***or*** any other appropriate category of risk in own area of responsibility to provide a conclusion or recommendations.  You are then required to evaluate internal policies relating to the management of risk in own area of responsibility and provide a conclusion or recommendations. | | * Evaluate relevant laws and legislation relating to risk management in own area of responsibility (20 marks) * Evaluate internal policies relating to the management of risk in own area of responsibility (20 marks) | |
| **Be able to identify and manage risks in own area of responsibility**  Conduct a risk assessment correctly and appropriately within the context of own workplace to identify, evaluate and analyse the risk.  You are then required to take full account of the risk assessment to propose how to minimise identified risks in own workplace and explain how identified risks will be continuously monitored and reviewed. | | * Conduct a risk assessment within the context of own workplace (20 marks) * Propose how to minimise identified risks in own workplace (20 marks) * Explain how identified risks will be continuously monitored and reviewed (20 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET – M4.06 Managing risk in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of managing risks in the workplace | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Evaluate relevant laws and legislation relating to risk management in own area of responsibility | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | | |  | | | |
| * Relevant laws and legislation relating to the management of environmental ***or*** technological ***or*** information ***or*** physical ***or*** any other appropriate category of risk in own area of responsibility have not been evaluated, or the evaluation is incorrect or inappropriate, or are generic and not directly related to own area of responsibility, or are merely listed or described with no evaluation to provide a conclusion or recommendations | | * Relevant laws and legislation relating to the management of environmental ***or*** technological ***or*** information ***or*** physical ***or*** any other appropriate category of risk in own area of responsibility have been evaluated correctly and appropriately to provide a conclusion or recommendations, although the conclusion or recommendations require further development to cover all aspects of managing the risk | | | * Relevant laws and legislation relating to the management of environmental ***or*** technological ***or*** information ***or*** physical ***or*** any other appropriate category of risk in own area of responsibility have been evaluated correctly and appropriately to provide a conclusion or recommendations that covers all aspects of managing the risk | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2  Evaluate internal policies relating to the management of risk in own area of responsibility | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | | |  | | | |
| * Internal policies relating to the management of risk in own area of responsibility have not been evaluated, or the evaluation is incorrect or inappropriate, or internal policies are merely listed or described with no evaluation to provide a conclusion or recommendations | | * Internal policies relating to the management of risk in own area of responsibility have been evaluated correctly and appropriately to provide a conclusion or recommendations, although the conclusion or recommendations require further development to cover all aspects of managing the risk | | | * Internal policies relating to the management of risk in own area of responsibility have been evaluated correctly and appropriately to provide a conclusion or recommendations that covers all aspects of managing the risk | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to identify and manage risks in own area of responsibility | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Conduct a risk assessment within the context of own workplace | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | | | |  | | | |
| * A risk assessment has not been conducted within the context of own workplace, or has been conducted incorrectly or inappropriately | | * A risk assessment has been conducted correctly and appropriately within the context of own workplace to identify, evaluate and analyse the risk, although compliance with relevant laws and legislation and internal policies is not made explicit | | | * A risk assessment has been conducted correctly and appropriately within the context of own workplace to identify, evaluate and analyse the risk, and compliance with relevant laws and legislation and internal policies is made explicit | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.2  Propose how to minimise identified risks in own workplace | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | | | |  | | | |
| * How to minimise identified risks in own workplace is not proposed, or the proposal is incorrect or inappropriate, or the proposal does not take full account of the risk assessment | | * How to minimise identified risks in own workplace takes full account of the risk assessment and is correctly and appropriately proposed, although the proposal requires further development for full implementation | | | * How to minimise identified risks in own workplace takes full account of the risk assessment and is correctly and appropriately proposed and sufficiently developed for full implementation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 2.3  Explain how identified risks will be continuously monitored and reviewed. | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | | | |  | | | |
| * How identified risks will be continuously monitored and reviewed is not explained, or the monitoring and review is incorrect or inappropriate, or the monitoring and review does not take full account of the proposal, or monitoring and review is merely stated with no account provided of how monitoring and review systems and procedures will work as an explanation | | * How identified risks will be continuously monitored and reviewed takes account of the proposal and is correctly and appropriately explained, although further development of the monitoring and review systems and procedures is required for full implementation | | | * How identified risks will be continuously monitored and reviewed takes full account of the proposal and is correctly and appropriately explained with reference to monitoring and review systems and procedures that are sufficiently developed for full implementation | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Delegating authority in the workplace** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 3 | | | | |
| Unit guided learning hours | | 3 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the benefits of delegation | | | 1.1  1.2 | Evaluate the benefits of effective delegation  Explain how delegation can be used to empower others |
| 1. Be able to delegate effectively in the workplace | | | 2.1  2.2 | Justify an appropriate process to follow when delegating work within your area of responsibility  Allocate and monitor work that you have delegated within your own area of responsibility |
| 1. Be able to improve own ability to delegate and empower others | | | 3.1  3.2 | Review how well you delegated the task, based on the outcomes of the delegated task and feedback from others  Assess how you can improve your own ability to delegate and empower others |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To enable candidates to delegate work effectively and empower others. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2004 NOS: B6, D5 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (if required) | | | M4.09 Delegating Authority in the Workplace | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Advantages and disadvantages of delegation * Principles of effective delegation * Delegating to empower others * Levels of delegation * Requirements of delegation and requirements of empowerment * Constraints and benefits of empowerment * The importance of making effective and efficient use of people’s knowledge and skills, and how to achieve this * Definitions of authority and power, responsibility and accountability | | | | |
| 2 | * Techniques for deciding the most appropriate individual to undertake the activity * Process of delegation including barriers and support mechanisms | | | | |
| 3 | * Techniques to monitor outcomes of delegation * Feedback, recognition and reward techniques * Review of own effectiveness in delegating tasks * Identifying actions that could improve ability to delegate | | | | |

**ASSIGNMENT TASK for Unit: Delegating authority in the workplace**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  The purpose of this unit is to enable learners to delegate work effectively and empower others.  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  **NOTE:**  *You should plan to spend approximately 21 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.*  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the benefits of delegation**  Evaluate the benefits of effective delegation to provide a conclusion or recommendations and to provide a correct and appropriate account of the practices of delegation to explain how delegation can be used to empower others. | | * Evaluate the benefits of effective delegation (12 marks) * Explain how delegation can be used to empower others (12 marks) | |
| **Be able to delegate effectively in the workplace**  Present an argument or rationale to justify a correct and appropriate process to follow when delegating work within your area of responsibility, and you are then required to allocate and monitor work you have delegated using an appropriate process. | | * Justify an appropriate process to follow when delegating work within your area of responsibility (16 marks) * Allocate and monitor work that you have delegated within your own area of responsibility (20 marks) | |
| **Be able to improve own ability to delegate and empower others**  Use evidence from the outcomes of the delegated task and feedback from others to review and to make a judgement as to how well the task was delegated, and then to assess how you can improve your own ability both to delegate and empower others using appropriate criteria to make a judgement. | | * Review how well you delegated the task, based on the outcomes of the delegated task and feedback from others (20 marks) * Assess how you can improve your own ability to delegate and empower others (20 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Delegating authority in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | |
| **Learning Outcome / Section 1:** Understand the benefits of delegation | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 1.1  Evaluate the benefits of delegation | **Referral [*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [*9/12*]** | | |  | | |
| * The benefits of effective delegation have not been evaluated, or the benefits are incorrect or inappropriate, or the benefits of effective delegation have been merely listed or stated with no evaluation to provide a conclusion or recommendations | | * The benefits of effective delegation have been correctly and appropriately evaluated to provide a conclusion or recommendations, although the evaluation is limited to the benefits for the appraiser and the appraisee | | | * The benefits of effective delegation for the appraiser, appraisee and for the organisation have been correctly and appropriately evaluated to provide a conclusion or recommendations | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2  Explain how delegation can be used to empower others | **Referral [*3/12*]** | | **Pass [*6/12*]** | | | **Good Pass [*9/12*]** | | |  | | |
| * How delegation can be used to empower others is not explained, or the explanation is incorrect or inappropriate, or how delegation can be used to empower others is merely listed or stated with no account of the practices of delegation provided to explain exactly how | | * A correct and appropriate account of the practices of delegation is provided that explains how delegation can be used to empower others, although the practices of delegation do not cover all levels of delegation | | | * A correct and appropriate account of the practices of delegation at all levels of delegation is provided that explains how delegation can be used to empower others | | |
| / 12  (min. of 6) | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |
| **Learning Outcome / Section 2:** Be able to delegate effectively in the workplace | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 2.1  Justify an appropriate process to follow when delegating work within your area of responsibility | **Referral [4/16]** | | **Pass [8/16]** | | | **Good Pass [12/16]** | | |  | | |
| * An appropriate process to follow when delegating work within your area of responsibility has not been justified, or the process is incorrect or is not appropriate, or a process has been merely listed or described with no argument or rationale presented | | * An argument or rationale has been used to justify a correct and appropriate process to follow when delegating work within your area of responsibility, although the argument or rationale has not considered all levels of delegation | | | * An argument or rationale that considers all levels of delegation has been used to justify a correct and appropriate process to follow when delegating work within your area of responsibility | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 2.2  Allocate and monitor work that you have delegated within your own area of responsibility | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | |  | | |
| * Work that has been delegated within your area of responsibility has not been allocated and monitored, or the delegated work has only been allocated ***or*** monitored (but not both) or the delegated work has been allocated and/or monitored incorrectly or without following an appropriate process | | * Work that has been delegated within your area of responsibility has been correctly allocated and monitored following an appropriate process, although monitoring is informal and ad hoc | | | * Work that has been delegated within your area of responsibility has been correctly allocated and monitored both formally and informally following an appropriate process | | |
| / 20  (min. of 10) | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | |

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| **Learning Outcome / Section 3:** Be able to improve own ability to delegate and empower others | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | | |
| AC 3.1  Review how well you delegated the task, based on the outcomes of the delegated task and feedback from others | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | |  | | | | | |
| * How well you delegated the task is not reviewed, or the review is incorrect, incomplete, or inappropriate * The review is based on the outcomes of the delegated task ***or*** feedback from others, but not both * Delegation of the task is merely listed or described with no evidence from the outcomes of the delegated task and from feedback from others used to review how well the task was delegated and to make a judgement | | * Evidence from the outcomes of the delegated task and from feedback from others is used to review how well the task was delegated and to make a judgement, although the evidence base is limited and/or subjective | | | * Detailed objective evidence from the outcomes of the delegated task and from feedback from others is used to review how well the task was delegated and to make a judgement | | |
| / 20  (min. of 10) | | | Pass or Referral | |
| AC 3.2  Assess how you can improve your own ability to delegate and empower others | **Referral [5/20]** | | **Pass [10/20]** | | | **Good Pass [15/20]** | | |  | | | | | |
| * How you can improve your own ability to delegate and empower others is not addressed, or is incorrect or inappropriate, or ability to delegate ***or*** empower others is addressed, but not both * How you can improve your own ability to delegate and empower others is merely listed or described with no assessment made using appropriate criteria to make a judgement | | * An assessment on how you can improve your own ability both to delegate ***and*** empower others is made using appropriate criteria to make a judgement, although the criteria are limited and/or subjective | | | * An assessment on how you can improve your own ability both to delegate ***and*** empower others is made using a wide range of appropriate detailed and objective criteria to make a judgement | | |
| / 20  (min. of 10) | | | Pass or Referral | |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | **/ 100** | | | | **TOTAL MARKS** | | | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | **Signature of QA:**  **Date of QA check:** | | | | |

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| Title: | | **Developing people in the workplace** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 5 | | | | |
| Unit guided learning hours | | 21 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the importance of promoting personal development | | | 1.1  1.2 | Assess the potential benefits to the organisation of developing individuals  Assess the benefits to the individual of personal development |
| 1. Be able to plan for an individual’s development | | | 2.1  2.2  2.3 | Assess how to manage an individual’s expectations in respect to personal development.  Evaluate development vehicles in the organisation appropriate to the development needs of the individual  Develop a plan to meet the identified development needs of an individual |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To be able to plan the personal development of individuals in the workplace. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership 2004 NOS: A2, D7, D9 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (if required) | | | M4.11 Developing and managing people in the workplace | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Examining the expectations and requirements of people * Determining groups and individuals for whom the manager has responsibility * Diversity in the workplace * Understanding the causes of conflict in the organisation * Promotion of work/life balance | | | | |
| 2 | * Administering people in accordance with guidelines and career pathways * Being aware of and understanding organisational policies (diversity, substance and alcohol abuse etc) * Understanding the variety of documentation required to manage people * Managing career development of people * Support structures within the organisation * Techniques for managing interpersonal conflict * Techniques for supervision and formal appraisal * Methods of ensuring fair and objective assessment/appraisal * Methods to monitor, evaluate and record individual feedback * Reporting performance appraisal including the importance of confidentiality * Promotion of a healthy life-style * Learning styles and the range of training/development opportunities available * Mechanisms to provide appropriate feedback to individuals * Career development strategies * Appropriate recording systems | | | | |

**ASSIGNMENT TASK for Unit - Developing people in the workplace**

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| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to be able to plan the personal development of individuals in the workplace.  **note**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  **NOTE:**  *You should plan to spend approximately 25 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.*  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the importance of promoting personal development**  The first part of this task is to assess and make judgements on two or more potential benefits to the organisation of developing individuals ***and*** two or more benefits to the individual of personal development. | | * Assess the potential benefits to the organisation of developing individuals (20 marks) * Assess the benefits to the individual of personal development (20 marks) | |
| **Be able to plan for an individual’s development**  The second part of the task requires an assessment of how to manage an individual’s expectations in respect to personal development together with an evaluation of development vehicles in the organisation appropriate to the development needs of the individual.  You are then required to develop a correct and appropriate plan to meet the identified development needs of an individual in the workplace. | | * Assess how to manage an individual’s expectations in respect to personal development (12 marks) * Evaluate development vehicles in the organisation appropriate to the development needs of the individual (24 marks) * Develop a plan to meet the identified development needs of an individual (24 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Developing people in the workplace**

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| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of promoting personal development | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Assess the potential benefits to the organisation of developing individuals | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | | |  | | | |
| * The potential benefits to the organisation of developing individuals has not been assessed, or the assessment is incorrect or inappropriate, or only one potential benefit has been assessed, or the potential benefits to the organisation of developing individuals are merely listed or described with no assessment to make a judgement | | * Two or more benefits to the organisation of developing individuals have been correctly and appropriately assessed to make a judgement, although the criteria for the assessment are limited or subjective | | | * Two or more benefits to the organisation of developing individuals have been correctly and appropriately assessed to make a judgement using a range of appropriate and objective criteria | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| AC 1.2  Assess the benefits to the individual of personal development | **Referral [*5/20*]** | | **Pass [*10/20*]** | | | **Good Pass [*15/20*]** | | | | |  | | | |
| * The benefits to the individual of personal development has not been assessed, or only one benefit has been assessed, or the assessment is incorrect or inappropriate, or the benefits to the individual are merely listed or described with no assessment to make a judgement | | * Two or more benefits to the individual of personal development have been correctly and appropriately assessed to make a judgement, although the criteria for the assessment are limited or subjective | | | * Two or more benefits to the individual of personal development have been correctly and appropriately assessed to make a judgement using a range of appropriate and objective criteria | | | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to plan for an individual’s development | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Assess how to manage an individual’s expectations in respect to personal development | **Referral [3/12]** | | **Pass [6/12]** | | | **Good Pass [9/12]** | | | | |  | | | |
| * How to manage an individual’s expectations in respect to personal development has not been assessed, or the assessment is incorrect, inappropriate or deficient, or how to manage an individual’s expectations in respect to personal development is merely listed or described with no assessment to make a judgement | | * How to manage an individual’s expectations in respect to personal development has been correctly and appropriately assessed to make a judgement, although the criteria for the assessment are limited or subjective | | | * How to manage an individual’s expectations in respect to personal development has been correctly and appropriately assessed to make a judgement based on a range of objective criteria | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Evaluate development vehicles in the organisation appropriate to the development needs of the individual | **Referral [*6/24*]** | | **Pass [*12/24*]** | | | **Good Pass [*18/24*]** | | | | |  | | | |
| * Development vehicles in the organisation appropriate to the development needs of the individual have not been evaluated, or the development vehicles are incorrect or inappropriate, or the evaluation is incorrect or inappropriate, or development vehicles are merely listed or described with no evaluation to provide conclusions or recommendations | | * Development vehicles in the organisation appropriate to the development needs of the individual have been correctly and appropriately evaluated, although the conclusions or recommendations are limited or subjective and/or there is no comparison of the relative usefulness of the development vehicles | | | * Development vehicles in the organisation appropriate to the development needs of the individual have been correctly and appropriately evaluated to provide objective conclusions or recommendations and a comparison of the relative usefulness of the development vehicles | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| AC 2.3  Develop a plan to meet the identified development needs of an individual | **Referral [*6/24*]** | | **Pass [*12/24*]** | | | **Good Pass [*18/24*]** | | | | |  | | | |
| * A plan is not developed to meet the identified development needs of an individual, or the plan is incorrect, inappropriate or deficient | | * A correct and appropriate plan is developed to meet the identified development needs of an individual, although the plan requires further work for full implementation | | | * A comprehensive, correct and appropriate plan that needs no additional work for full implementation is developed to meet the identified development needs of an individual | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |

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| Title: | | **Developing your leadership styles** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 4 | | | | |
| Unit guided learning hours | | 10 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the outcomes of effective leadership | | | 1.1 | Evaluate the importance of performance and engagement with followers in an organisation |
| 1. Be able to assess own leadership styles | | | 2.1  2.2 | Review the six specific scales for leadership  Assess the effectiveness of own leadership style in terms of the six scales |
| 1. Understand the implications of own leadership styles for self and for leadership within own organisation | | | 3.1  3.2 | Using the self-assessment of own leadership styles, evaluate the implications for self and own organisation  Evaluate the impact of changes in the situation on the effectiveness of the adopted style |
| 1. Be able to assess own leadership behaviour, in terms of the three global factors which determine effective leadership | | | 4.1  4.2 | Evaluate the three global factors which impact on leadership effectiveness  Assess own leadership behaviour in terms of the three global factors |
| 1. Understand how to develop own leadership style and effectiveness | | | 5.1  5.2  5.3 | Produce an action plan for developing own leadership style and effectiveness  Explain the benefits of implementing the action plan  Explain how you will monitor and evaluate the action plan |
| **Additional information about the unit** | | | This is an optional unit and uses the Integrated Leadership Style Measure (ILM72). Centres choosing this unit should contact AQR Ltd directly at [ilm@aqr.co.uk](mailto:ilm@aqr.co.uk) or on telephone number 01244 572050 to arrange access for their candidates to this measure and to obtain the cost of using this per candidate. This would be a direct arrangement between AQR Ltd and the Centre wishing to obtain access to the ILM 72 instrument for their candidates. | | | |
| Unit purpose and aim(s) | | | To be able to develop own leadership style to improve own and organisational performance. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership 2004 NOS: A2 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (of required) | | | M4.24 Developing your leadership styles | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Definition of leadership * The difference between leadership and management * Importance of performance and interaction (engagement) with followers in an organisation | | | | |
| 2 | * Influential leadership models * Great person models * Trait theories (intelligence, personality etc) * Behavioural models (Pull Theory, Transactional Models, Transformational Models, Action Centred Leadership, The 7 Habits etc) * Situational Models (Hersey-Blanchard, Tannenbaum-Schmidt etc) * ILM 72 (Integrated leadership measure) * Situational leadership * Six specific scales to measure aspects of leadership style * task vs person * flexible vs dogmatic * de-centralised vs centralised * reward vs punishment * the means vs the end * structured vs organic) | | | | |
| 3 | * Ability to assess and understand various situations * Implications of leadership styles for self and for organisational performance (productivity, open to ideas and suggestions, effective delegation, developing people and processes etc) * Implications for different situations | | | | |
| 4 | * Three global scales * Determination to deliver * Individual cohesion * Team working * Assessing own leadership behaviour in terms of the three global scales * Understanding how these work in terms of motivation theory | | | | |
| 5 | * Compiling an action plan (current behaviours, goal setting, implementation practice, identification of what the difference in performance would be) * Benefits of implementing an action plan | | | | |

**ASSIGNMENT TASK for Unit - Developing your leadership styles**

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| --- | --- | --- |
| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to be able to develop own leadership style to improve own and organisational performance.  **note**  This is an optional unit and uses the Integrated Leadership Style Measure (ILM72). Centres choosing this unit should contact AQR Ltd directly at [ilm@aqr.co.uk](mailto:ilm@aqr.co.uk) or on telephone number 01244 572050 to arrange access for their candidates to this measure and to obtain the cost of using this per candidate. This would be a direct arrangement between AQR Ltd and the Centre wishing to obtain access to the ILM 72 instrument for their candidates.  **NOTE:**  *You should plan to spend approximately 21 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.*  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the outcomes of effective leadership**  The first part of this task is to evaluate the importance of both performance and engagement with followers in an organisation. | | * Evaluate the importance of performance and engagement with followers in an organisation (8 marks) | |
| **Be able to assess own leadership styles**  The second part of the task requires you to review the six specific scales for leadership, and then to use the six specific scales to assess the effectiveness of own leadership style. | | * Review the six specific scales for leadership (8 marks)   Assess the effectiveness of own leadership style in terms of the six scales (8 marks) | |
| **Understand the implications of own leadership styles for self and for leadership within own organisation**  For this section you are required to use the self-assessment of own leadership styles to evaluate and draw conclusions on the implications of own leadership style for both self and own organisation, and to evaluate the impact on the effectiveness of the adopted style of two or more changes in the situation | | * Using the self-assessment of own leadership styles, evaluate the implications for self and own organisation (12 marks) * Evaluate the impact of changes in the situation on the effectiveness of the adopted style (12 marks) | |
| **Be able to assess own leadership behaviour, in terms of the three global factors which determine effective leadership**  This section requires you to evaluate the three global factors which impact on leadership effectiveness and then to assess own leadership behaviour in terms of the three global factors. | | * Evaluate the three global factors which impact on leadership effectiveness (12 marks) * Assess own leadership behaviour in terms of the three global factors (12 marks) | |
| **Understand how to develop own leadership style and effectiveness**  The final part of the task requires you to produce an action plan with priorities and timescales for developing both own leadership style and effectiveness.  Two or more benefits of implementing the action plan must then be explained, along with a clear explanation of how the action plan is to be monitored and evaluated. | | * Produce an action plan for developing own leadership style and effectiveness (16 marks) * Explain the benefits of implementing the action plan (4 marks) * Explain how you will monitor and evaluate the action plan (8 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –DEVELOPING your leadership styles**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Centre Number :** | | |  | | **Centre Name :** | | | |  | | | | | | | | | |
| **Learner Registration No :** | | |  | | **Learner Name:** | | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1:** Understand the outcomes of effective leadership | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1  Evaluate the importance of performance and engagement with followers in an organisation | **Referral [*2/8*]** | | | **Pass [*4/8*]** | | | | **Good Pass [*6/8*]** | | | | |  | | | | |
| * The importance of only performance or only engagement with followers in an organisation has been evaluated * The importance of performance and engagement with followers in an organisation has been evaluated but the evaluation has been based on inappropriate criteria or is incomplete * The importance of performance and/or engagement with followers in an organisation has been described or stated without any evaluation | | | * Both the importance of performance and engagement with followers in an organisation has been evaluated based on subjective or limited evidence | | | | * Both the importance of performance and engagement with followers in an organisation has been evaluated based on a wide range of objective evidence to produce appropriate conclusions | | | | |
| / 8  (min. of 4) | | Pass or Referral | |
| **Section comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to assess own leadership styles | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1  Review the six specific scales for leadership | **Referral [*2/8*]** | | | **Pass [*4/8*]** | | | | **Good Pass [*6/8*]** | | | | |  | | | | |
| * The six specific scales for leadership are not reviewed, or are only partially reviewed using only evidence or theory but not both * Less than six of the six specific scales for leadership are reviewed using a combination of evidence and theory | | | * The six specific scales for leadership are all reviewed to form a judgement using both appropriate evidence and a suitable theory although the review is limited in detail or depth | | | | * The six specific scales for leadership are all reviewed to form a judgement using both appropriate evidence and a suitable theory, the review having detail and depth | | | | |
| / 8  (min. of 4) | | Pass or Referral | |
| AC 2.2  Assess the effectiveness of own leadership style in terms of the six scales | **Referral [*2/8*]** | | | **Pass [*4/8*]** | | | | **Good Pass [*6/8*]** | | | | |  | | | | |
| * The effectiveness of own leadership style is not assessed or is assessed but not in terms of the six specific scales, or only partially assessed in terms of the six specific scales * The effectiveness of own leadership style in terms of the six scales is assessed but no judgement is made or formed as a result | | | * The effectiveness of own leadership style is assessed using the six specific scales however the evidence base may be subjective or mainly personal opinion resulting in limited outcomes | | | | * The effectiveness of own leadership style is assessed using the six specific scales, the evidence base being objective or drawn from feedback from others resulting in a range of impacts or outcomes | | | | |
| / 8  (min. of 4) | | Pass or Referral | |
| **Section comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand the implications of own leadership styles for self and for leadership within own organisation | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 3.1  Using the self-assessment of own leadership styles, evaluate the implications for self and own organisation | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * Implications for self and/or own organisation are not evaluated, or are evaluated but not using the self-assessment of own leadership styles * The self-assessment of own leadership styles is used but the implications for self and/or own organisation are simply described | | | * The implication for both self and own organisation are evaluated using self-assessment of own leadership style although the conclusions drawn may be limited | | | | * The implication for both self and own organisation are evaluated using self-assessment of own leadership style resulting in appropriate conclusions and recommendations | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| AC 3.2  Evaluate the impact of changes in the situation on the effectiveness of the adopted style | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The impact of changes in the situation on the effectiveness of the adopted style are not evaluated * Only one change in the situation is evaluated or the change or changes in situation are unclear or too similar to be able to draw meaningful conclusions | | | * The impact on the effectiveness of the adopted style of two or more appropriate changes in the situation are evaluated although the evidence base employed may be largely subjective or limited | | | | * The impact on the effectiveness of the adopted style of two or more appropriate changes in the situation are evaluated, the evidence base employed being objective or quantitative | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| **Section comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 4:** Be able to assess own leadership behaviour, in terms of the three global factors which determine effective leadership | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 4.1  Evaluate the three global factors which impact on leadership effectiveness | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * No evaluation is made of the three global factors which impact on leadership effectiveness * The evaluation of the global factors is incomplete or incorrect or only includes one or two of the global factors | | | * Evaluation is made of the three global factors which impact on leadership effectiveness although the conclusion drawn may be limited or brief | | | | * Evaluation is made of the three global factors which impact on leadership effectiveness resulting in a range of appropriate conclusions | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| AC 4.2  Assess own leadership behaviour in terms of the three global factors | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The assessment of own leadership behaviour in terms of the three global factors is incomplete | | | * Own leadership behaviour is assessed in terms of the three global factors although the evidence base may be largely subjective or limited | | | | * Own leadership behaviour is assessed in terms of the three global factors the evidence base being largely objective or quantitative | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| **Section comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 5:** Understand how to develop own leadership style and effectiveness | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 5.1  Produce an action plan for developing own leadership style and effectiveness | **Referral [4/16]** | | | **Pass [8/16]** | | | | **Good Pass [12/16]** | | | | |  | | | | |
| * An action plan for developing own leadership style and effectiveness is not produced, or is produced but for only leadership style ***or*** effectiveness, but not for both | | | * An action plan is produced for developing both own leadership style and effectiveness including priorities and timescales | | | | * An action plan is produced for developing both own leadership style and effectiveness including priorities, timescales, resources, and responsibilities | | | | |
| / 16  (min. of 8) | | Pass or Referral | |
| AC 5.2  Explain the benefits of implementing the action plan | **Referral [1/4]** | | | **Pass [2/4]** | | | | **Good Pass [3/4]** | | | | |  | | | | |
| * The benefits of implementing the action plan are not explained or are simply described or listed | | | * Two or more benefits of implementing the action plan are explained in reasonable detail | | | | * Two or more benefits of implementing the action plan are fully explained | | | | |
| / 4  (min. of 1) | | Pass or Referral | |
| AC 5.3  Explain how you will monitor and evaluate the action plan | **Referral [2/8]** | | | **Pass [4/8]** | | | | **Good Pass [6/8]** | | | | |  | | | | |
| * An explanation is given of how only monitoring or only evaluation of the action plan is to be undertaken | | | * A clear explanation of how the action plan is to be monitored and evaluated is given | | | | * A detailed explanation of the techniques to be used to monitored and evaluated action plan is given | | | | |
| / 8  (min. of 2) | | Pass or Referral | |
| **Section comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | | |
| **Assessor’s Decision** | | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Understanding financial management** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 3 | | | | |
| Unit guided learning hours | | 12 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand finance within the context of an organisation | | | 1.1  1.2  1.3  1.4 | Describe the organisation’s sources of finance or funding  Analyse the range of financial stakeholders and explain their various expectations of the organisation  Explain the importance of cash flow forecasting and cash flow management to the organisation  Provide a general assessment of business/organisational performance using appropriate financial measures |
| 1. Understand the value of recording financial management information | | | 2.1  2.2 | Explain the role of financial performance indicators in monitoring the achievement of objectives  Explain the purposes of the main financial documents used within the organisation |
| 1. Understand budgets for the management of own area of operation | | | 3.1  3.2 | Explain the process of budget setting used in the organisation  Explain how to use budgetary techniques to contribute to controlling cost in own area of operation |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To develop understanding of finance within the context of an organisation, as required by a practising or potential middle manager. | | | |
| Unit review date | | | 31/03/2017 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership 2004 NOS: E2 | | | |
| 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) | | | |
| Equivalencies agreed for the unit (if required) | | | N/A | | | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | | | |
| Name of the organisation submitting the unit | | | Institute of Leadership & Management | | | |
| Availability for use | | |  | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Financial information and its value for management and decision-making * Principles of Management accounting * Income & Expenditure Accounts (for non-profit organisations) * Financial measures of business/organisational performance – calculation and interpretation of Accounting Ratios * Cash, profit and cash flow forecasting and credit control * Sources of finance/funding and their characteristics * Range of stakeholders and their various expectations of the organisation * Role of the management accountant – as provider of management information | | | | |
| 2 | * Performance indicators and their role in achieving objectives * Source documents in accounting (invoices, etc) * Balance Sheet, Profit & Loss Account | | | | |
| 3 | * Nature and purpose of financial and non-financial budgets * Methods of preparing budgets * Zero based budgets * Budgetary techniques for controlling operations * How variances are calculated and used to analyse extent, source and cause of budgetary deviation * Variable budgets * Techniques for monitoring and controlling costs | | | | |

**ASSIGNMENT TASK for Unit - Understanding financial management**

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| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to develop understanding of finance within the context of an organisation, as required by a practising or potential middle manager.  **note**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity.  **NOTE:**  *You should plan to spend approximately 18 hours researching your workplace context, preparing for and writing or presenting the outcomes of this assignment for assessment.*  The nominal word count for this assignment is 2000 words: The suggested range is between 1500 and 2500 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand finance within the context of an organisation**  The first part of this task is to describe the principal features of the organisation’s sources of finance or funding, and then to analyse the organisation’s financial stakeholders in order to provide an explanation of their various expectations of the organisation.  An account of the practices of both cash flow forecasting and cash flow management must then be provided to explain why they are both important, and you are then required to use appropriate financial measures to provide a general assessment of business/organisational performance. | | * Describe the organisation’s sources of finance or funding (8 marks) * Analyse the range of financial stakeholders and explain their various expectations of the organisation (16 marks) * Explain the importance of cash flow forecasting and cash flow management to the organisation (12 marks) * Provide a general assessment of business/organisational performance using appropriate financial measures (16 marks) | |
| **Understand the value of recording financial management information**  The second part of the task requires an explanation of how a range of financial performance indicators are used to monitor the achievement of objectives.  You are then required to explain the purposes of the main financial documents used within the organisation. | | * Explain the role of financial performance indicators in monitoring the achievement of objectives (12 marks) * Explain the purposes of the main financial documents used within the organisation (12 marks) | |
| **Understand budgets for the management of own area of operation**  The final part of the task requires you to explain the process of budget setting in the organisation and how budgetary techniques are used to contribute to controlling cost in own area of operation. | | * Explain the process of budget setting used in the organisation (12 marks) * Explain how to use budgetary techniques to contribute to controlling cost in own area of operation (12 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Understanding financial management**

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| **Centre Number :** | | |  | | **Centre Name :** | | | |  | | | | | | | | | |
| **Learner Registration No :** | | |  | | **Learner Name:** | | | |  | | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | | | 1. **Learner named above 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: □** | | | | | | | | |
| **Learning Outcome / Section 1:** Understand finance within the context of an organisation | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 1.1   * Describe the organisation’s sources of finance or funding | **Referral [*2/8*]** | | | **Pass [*4/8*]** | | | | **Good Pass [*6/8*]** | | | | |  | | | | |
| * The organisation’s sources of finance or funding are not described, or are merely listed, or are incorrect or inappropriate | | | * The organisation’s sources of finance or funding are correctly and appropriately described giving a limited account of their principal features | | | | * The organisation’s sources of finance or funding are correctly and appropriately described giving a full account of their principal features | | | | |
| / 8  (min. of 4) | | Pass or Referral | |
| AC 1.2   * Analyse the range of financial stakeholders and explain their various expectations of the organisation | **Referral [4/16]** | | | **Pass [8/16]** | | | | **Good Pass [12/16]** | | | | |  | | | | |
| * The range of financial stakeholders is not analysed to provide an explanation of their various expectations of the organisation, or stakeholders are merely listed or described, or the analysis is incorrect or inappropriate | | | * The range of financial stakeholders is correctly and appropriately analysed to provide a limited explanation of their various expectations of the organisation | | | | * The range of financial stakeholders is correctly and appropriately analysed to provide a full explanation of their various expectations of the organisation | | | | |
| / 16  (min. of 8) | | Pass or Referral | |
| AC 1.3   * Explain the importance of cash flow forecasting and cash flow management to the organisation | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The importance of cash flow forecasting and cash flow management to the organisation is not explained, or is merely listed with no account of the practices associated with cash flow forecasting and cash flow management, or is incorrect or inappropriate | | | * A limited account of the practices associated with cash flow forecasting ***and*** cash flow management is provided to correctly and appropriately explain the importance of both | | | | * A full account of the practices associated with cash flow forecasting ***and*** cash flow management is provided to correctly and appropriately explain the importance of both | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| AC 1.4   * Provide a general assessment of business/organisational performance using appropriate financial measures | **Referral [4/16]** | | | **Pass [8/16]** | | | | **Good Pass [12/16]** | | | | |  | | | | |
| * A general assessment of business/organisational performance using appropriate financial measures is not provided, or is incorrect or inappropriate, or a general assessment of business/organisational performance is provided but the financial measures used are incorrect or inappropriate | | | * A general assessment of business/organisational performance using appropriate financial measures is correct and appropriate, although the assessment is based on a limited range of financial measures | | | | * A general assessment of business/organisational performance using a wide range of appropriate financial measures is correct and appropriate | | | | |
| / 16  (min. of 8) | | Pass or Referral | |
| **Assessment comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 2:** Understand the value of recording financial management information | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 2.1  Explain the role of financial performance indicators in monitoring the achievement of objectives | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The role of financial performance indicators in monitoring the achievement of objectives is not explained with an account of how this is done, or is merely listed, or is incorrect or inappropriate | | | * The role of a limited range of financial performance indicators in monitoring the achievement of objectives is correctly and appropriately explained with an account of how this is done | | | | * The role of a wide range of financial performance indicators in monitoring the achievement of objectives is correctly and appropriately explained with an account of how this is done | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| AC 2.2  Explain the purposes of the main financial documents used within the organisation | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The purposes of the main financial documents used within the organisation are not explained, or are incorrect or inappropriate, or are merely listed, or only one purpose is explained. | | | * The purposes of the main financial documents used within the organisation are correctly and appropriately explained, although the explanations are limited | | | | * The purposes of the main financial documents used within the organisation are correctly and appropriately explained in detail | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| **Assessment comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
| **Learning Outcome / Section 3:** Understand budgets for the management of own area of operation | | | | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | | |
| AC 3.1  Explain the process of budget setting used in the organisation | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * The process of budget setting used in the organisation is not explained with an account of how this is done, or is incorrect or inappropriate | | | * The process of budget setting used in the organisation is correctly and appropriately explained with a limited account of how this is done | | | | * The process of budget setting used in the organisation is correctly and appropriately explained with a detailed account of how this is done | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| AC 3.2  Explain how to use budgetary techniques to contribute to controlling cost in own area of operation | **Referral [3/12]** | | | **Pass [6/12]** | | | | **Good Pass [9/12]** | | | | |  | | | | |
| * How to use budgetary techniques to contribute to controlling cost in own area of operation is not explained with an account of how this is done, or is incorrect or inappropriate | | | * How to use budgetary techniques to contribute to controlling cost in own area of operation is correctly and appropriately explained with a limited account of how this is done | | | | * How to use budgetary techniques to contribute to controlling cost in own area of operation is correctly and appropriately explained with a detailed account of how this is done | | | | |
| / 12  (min. of 6) | | Pass or Referral | |
| **Assessment comments** (optional): | | | | | | | **Verification comments** (optional): | | | | | | | | | | | |
|  | | | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | | |
| **Assessor’s Decision** | | | | | | | **Quality Assurance Use** | | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | | **Signature of QA:**  **Date of QA check:** | | | |

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| Title: | | **Management Communication (M4.27)** | | | | |
| Level: | | 4 | | | | |
| Credit value: | | 4 | | | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | | | |
| 1. Understand the importance of effective communication in management | | | 1.1  1.2  1.3 | Explain the relevance of the communication cycle for effective communication in management  Explain, with examples, the importance of selecting an appropriate tone, language, and level of formality in management communications  Assess the effectiveness of a range of verbal and written communication methods within your area of the organisation |
| 1. Be able to develop effective communication skills as a reflective manager | | | 2.1  2.2  2.3 | Develop appropriate criteria to evaluate own ability to communicate effectively  Collect and analyse feedback on own verbal and written communication skills  Evaluate own communication skills as a manager, identifying strengths and areas for improvement |
| **Additional information about the unit** | | |  | | | |
| Unit purpose and aim(s) | | | To develop understanding and ability to communicate effectively, as required by a practising or potential middle manager. | | | |
| Unit expiry date | | | 30/06/2014 | | | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: A3, B6, C2, D2, D3, 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) | | | Management Standards Centre (MSC) | | | |
| 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 | | | Private | | | |
| Units available from | | | 01/10/2007 | | | |
| Unit guided learning hours | | | 18 | | | |
| **Additional Guidance about the Unit** | | | | | | |
| **Indicative Content:** | | | | | | |
| 1 | * Communication theories, including the communication cycle and overcoming barriers * Different types of communication, including verbal, written, visual and electronic and their relative advantages and disadvantages * Non-verbal communication, such as body language and facial expression * Business language, including tone, style and vocabulary * Need for feedback, and implications of not receiving feedback * Value of the written word and the importance of objectives and the reader(s) * Letters, memos, reports, e-mails or other forms of written communication in use within the organisation * Team meetings, one-to-ones and other forms of verbal communication * Planning for writing, including use of available information and the needs of the recipient * Tone, language, level of formality * Image, structure, layout conventions including “house styles” * Inclusion of statistical/visual materials and appendices in reports | | | | |
| 2 | * Criteria for evaluating the effectiveness of communication * Collecting and analysing feedback * Techniques for evaluating own strengths and areas for improvement * Personal development planning | | | | |

**ASSIGNMENT TASK for Unit: Management Communication**

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| --- | --- | --- |
| **Centre Number** | **Centre Name** | |
| **Learner Registration No** | **Learner Name** | |
| **TASK**  The purpose of this unit is to develop understanding and ability to communicate effectively, as required by a practising or potential middle manager.  **note:**  An ILM Assessment Task provides an opportunity to relate your learning directly to your current organisation. It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  If you are not currently working within an organisation, then you may complete this task in relation to an organisation with which you are familiar. This could include experience working in a voluntary capacity  The nominal word count for this assignment is 2500 words: The suggested range is between 2000 and 3000 words, however individuals have different writing styles, and there is no penalty if the word-count range is exceeded. | | | | |
| *Please use the headings shown below when writing up your assignment* | | **Assessment Criteria** | |
| **Understand the importance of effective communication in management**  Use a model of the communication cycle to explain why it is relevant for effective communication in management.  You are then required to provide relevant examples to explain the importance of selecting an appropriate tone and language and level of formality in management communications, and to devise suitable criteria to assess and make a judgement on the effectiveness of verbal and written communication methods within your area of the organisation. | | * Explain the relevance of the communication cycle for effective communication in management (16 marks) * Explain, with examples, the importance of selecting an appropriate tone, language, and level of formality in management communications (16 marks) * Assess the effectiveness of a range of verbal and written communication methods within your area of the organisation (24 marks) | |
| **Be able to develop effective communication skills as a reflective manager**  Develop appropriate criteria in order to evaluate own ability to communicate effectively and to collect and analyse feedback on your verbal and written communication skills.  You are then required to use the criteria you have developed and the feedback you have collected and analysed to evaluate own communication skills as a manager and identify strengths and areas for improvement. | | * Develop appropriate criteria to evaluate own ability to communicate effectively (12 marks) * Collect and analyse feedback on own verbal and written communication skills (16 marks) * Evaluate own communication skills as a manager, identifying strengths and areas for improvement (16 marks) | |
| By submitting I confirm that this assessment is my own work | | | | |

**MARK SHEET –Management Communication**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Centre Number :** | |  | | **Centre Name :** | | |  | | | | | | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | | |  | | | | | | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | | 1. **Learner named above 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: □** | | | | | | | |
| **Learning Outcome / Section 1:** Understand the importance of effective communication in management | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 1.1  Explain the relevance of the communication cycle for effective communication in management | **Referral [ca. 4/*16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. 12/16]** | | | | |  | | | |
| * The communication cycle is not addressed, or is incorrect * The communication cycle is merely described with no explanation as to how it works * The communication cycle is explained in generic terms with no explanation as to its relevance for effective communication in management specifically | | * The communication cycle is correctly explained with a clear focus as to its relevance for effective communication in management specifically, although the theoretical model used may be limited | | | * The communication cycle is correctly explained with a detailed theoretical model and clear focus as to its relevance for effective communication in management specifically | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.2  Explain, with examples, the importance of selecting an appropriate tone, language, and level of formality in management communications | **Referral [ca. 4/*16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. 12/16]** | | | | |  | | | |
| * Examples to explain the importance of selecting an appropriate tone, language, and level of formality in management communications have not been used, or the examples are incorrect, or the examples are not focused on management communications specifically * Examples are provided for tone and/or language and/or level of formality in management communications, but not for all three | | * Limited but sufficient and appropriate examples are used to explain the importance of selecting an appropriate tone and language and level of formality in management communications specifically | | | * Comprehensive and appropriate examples are used to explain the importance of selecting an appropriate tone and language and level of formality in management communications specifically | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 1.3  Assess the effectiveness of a range of verbal and written communication methods within your area of the organisation | **Referral [ca. 6/24]** | | **Pass [*12/24*]** | | | **Good Pass [ca. 18/24]** | | | | |  | | | |
| * The effectiveness of a range of verbal and written communication methods within your area of the organisation is not addressed, or is assessed in generic terms with no organisational context * The effectiveness of verbal or written communication methods within your area of the organisation is assessed, but not both * A range of verbal and written communication methods within your area of the organisation are merely described with no judgements made based on appropriate criteria to assess their effectiveness | | * The effectiveness of verbal and written communication methods within your area of the organisation are both assessed using appropriate criteria to make judgements, although the evidence base for the judgements may be limited | | | * The effectiveness of verbal and written communication methods within your area of the organisation are both assessed using a wide evidence base and appropriate criteria to make judgements | | | | |
| / 24  (min. of 12) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
| **Learning Outcome / Section 2:** Be able to develop effective communication skills as a reflective manager | | | | | | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | | |
| AC 2.1  Develop appropriate criteria to evaluate own ability to communicate effectively | **Referral [ca. 3/12]** | | **Pass [*6/12*]** | | | **Good Pass [ca. 9/12]** | | | | |  | | | |
| * No criteria have been developed to evaluate own ability to communicate effectively, or the criteria are incorrect or inappropriate | | * Limited but sufficient and appropriate criteria have been developed to evaluate own ability to communicate effectively | | | * Detailed and appropriate criteria have been developed to evaluate own ability to communicate effectively | | | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 2.2  Collect and analyse feedback on own verbal and written communication skills | **Referral [ca. 4/*16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. 12/16]** | | | | |  | | | |
| * Feedback has not been collected, or insufficient feedback has been collected, or feedback on own verbal or written communication skills is collected, but not both * Feedback is merely listed or described with no analysis to discover the meaning or essential features and to draw conclusions | | * Limited but sufficient feedback has been collected on own verbal and written communication skills, and the feedback has been analysed to discover the meaning or essential features and to draw limited conclusions | | | * Comprehensive feedback from a wide range of sources has been collected on own verbal and written communication skills, and the feedback has been analysed in detail to discover the meaning or essential features and to draw conclusions | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| AC 2.3  Evaluate own communication skills as a manager, identifying strengths and areas for improvement | **Referral [ca. 4/*16*]** | | **Pass [*8/16*]** | | | **Good Pass [ca. 12/16]** | | | | |  | | | |
| * Own communication skills as a manager are merely listed or described with no evidence of evaluation to identify strengths and areas for improvement | | * Own communication skills have been evaluated, using the appropriate criteria developed, to identify limited but sufficient strengths and areas for improvement | | | * Own communication skills have been evaluated and ranked, using the appropriate criteria developed, to identify detailed strengths and areas for improvement | | | | |
| / 16  (min. of 8) | | Pass or Referral |
| **Assessment comments** (optional): | | | | | **Verification comments** (optional): | | | | | | | | | | |
|  | | | | | | | | | **/ 100** | | | **TOTAL MARKS** | | | |
| **Assessor’s Decision** | | | | | **Quality Assurance Use** | | | | | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date of QA Check:** | | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | | | **Signature of QA:**  **Date of QA check:** | | | | | |