

Guide to Assessing ILM qualifications VRQ units 2012

V3 September 2017

Contents

Document Change History	3
Scope	4
The Structure of Units	5
Programme Design & Delivery	6
Principles of Assessing VRQ units	7
Assessment Methods	9
Designing Integrated Assessments	11
Preparing Learners for Assessments	13
Judging Sufficiency in Assessment	15
Assessing VRQ Units	17
Frequently Asked Questions	21
Appendix 1 – An Example of an ILM Unit	27
Appendix 2 – An Example of an ILM Assessment Task	30
Appendix 3 –Example of Short Answer Questions (SAQs)	32
Appendix 4 – An Example of an ILM Result Sheet	33
Appendix 5 – Changes to ILM assessment method (assessment task) form	36
Appendix 6 – ILM Submission Cover Sheet	38
Appendix 7 – Definitions of ILM's Assessment Verbs	43
Continuous Improvement	44

Document Change History

Changes to specific sections of the document are listed below:

Section: Structure of Units

Page No	Change
---------	--------

5	References to the QCF have been removed.
---	--

Section: Programme Design and Delivery

Page No	Change
---------	--------

7	References to spiky profiles have been removed.
---	---

Section: Designing Integrated Assessments

Page No	Change
---------	--------

12	Section has been updated with the latest guidance.
----	--

Section: Judging Sufficiency in Assessment

Page No	Change
---------	--------

16	Section has been updated with the latest guidance.
----	--

Section: Appendixes 5 and 6

Page No	Change
---------	--------

36 and 38	The relevant forms have been updated.
-----------	---------------------------------------

Section: Throughout the document

Page No	Change
---------	--------

Various	“Assignment task” substituted with “assessment task” and “mark sheet” substituted with “result sheet”.
---------	--

Scope

ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. ILM offers a specialist suite of qualifications ranging from Level 2 to Level 7, which are awarded by The City and Guilds of London Institute. ILM also specialise in assessment, learning content, and accreditation of training.

This policy applies to prospective and existing ILM Centres and ILM Providers who wish to deliver the 2012 suite of ILM Vocationally Related Qualifications (VRQs).

This ILM policy provides guidance on the assessment approach for ILM VRQs 2012. This policy supersedes and replaces the ILM Guide to Assessing VRQ 2012 Units Version 2 August 2013.

The Structure of Units

Each VRQ unit contains information that is important for the design and delivery of a programme as well as its assessment. All units include:

Level

The level of the unit indicates the level of complexity, autonomy and/or range of achievement expressed within the unit. This is very pertinent to assessment and the standard of work expected. Ofqual has defined 9 levels: entry level plus levels 1 up to level 8, with level 3 being comparable to 'A' level standard while level 7 is comparable to a Master's degree. ILM qualifications allow programmes to include some units from different levels provided the guidelines are followed.

Learning Outcomes

Each unit is divided into learning outcomes (see appendix 1). Learning outcomes describe what a learner should know, understand and/or be able to do at the end of a programme. Learning outcomes are a regulated component of a unit and therefore may not be amended.

Assessment Criteria

Each learning outcome is articulated by its assessment criteria, which are descriptions of what the learner is expected to do (see Appendix 1) to demonstrate that that learning outcome has been achieved. Assessment criteria are pivotal to assessment and are the most commonly used component when marking. In essence, assessment is a judgement on whether a learner has satisfied the relevant criteria.

It is a regulatory requirement that EVERY unit in a learner journey must be assessed and the assessment overall must address EVERY learning outcome and assessment criterion from those units. In order to achieve a unit, the learner must satisfy EVERY assessment criterion. The ONLY acceptable reason for referring a learner is their failure to satisfy one or more assessment criteria.

Every assessment criterion contains a verb that states specifically what the learner must do to satisfy the assessment criterion and links to the complexity and autonomy of the qualification level. In order to meet each assessment criterion, it is crucial that the requirement of its verb is understood and addressed. For example, if the criterion required a learner to 'describe' something it would be insufficient to merely 'identify' it. The assessment criterion would not be satisfied and the unit would not be passed. Assessment criteria are a regulated component of units and, as such, they must be used exactly as written by ILM. They MUST NOT be altered nor can any assessment criteria be omitted.

Indicative Content

The indicative content of the unit (see Appendix 1) identifies the range of topics, theories and models that ILM believes should be covered by a learner journey and lesson plan to enable the learner to achieve the unit. Indicative content can be useful for an assessor when judging the relevance, appropriateness or correctness of a learner's piece of work.

Programme Design and Delivery

ILM does not specify how learning and development should be achieved. However a learner journey and lesson plan must be designed to position learners to successfully undertake the relevant ILM assessments. Therefore, for a learner to develop the necessary knowledge and skills to satisfy the assessment criteria, these need to form an integral part of programme objectives and lesson planning. This does not prevent a Centre from contextualising their training or tailoring a programme to a particular need.

A learner should be exposed to the full range of learning experiences in their training and their assessment within an overall learner journey. Indeed, each unit should ideally aim to lead learners through a range of different learning experiences to ensure that they have the opportunity to reflect on what they have learned and plan how they might use it in their own workplaces.

This means that assessment methods such as knowledge tests, Structured Answer Questions and multiple choice questions (which mainly test knowledge acquisition and, to an extent, can test understanding) must be used sparingly and must be balanced with more work-based assessments that encourage reflection and application.

Diagram courtesy: Kolb, D. (1984) *Experiential Learning: Experience As The Source Of Learning And Development*. Prentice-Hall.

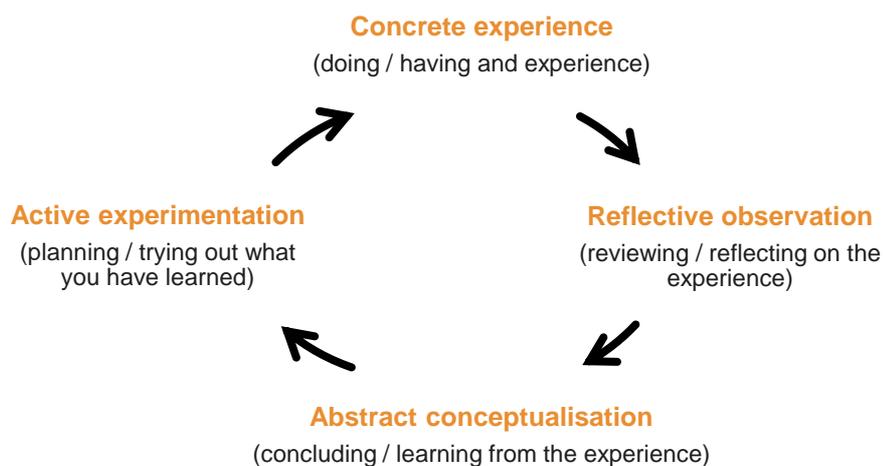


Diagram courtesy: Kolb, D. (1984) *Experiential Learning: Experience As The Source Of Learning And Development*. Prentice-Hall.

Figure 1: Kolb's Experiential Learning Model

Principles of Assessing VRQ Units

Assessment Principles

Assessment is an essential part of any qualification programme and serves to:

1. **Reinforce learning** by requiring the learner to engage with their training;
2. Encourage learners to **apply their learning**, and improve their performance in the process, to the benefit of both the learner and his/her employer;
3. Demonstrate that learners can **perform to the specified standard** to enable units and credit to be awarded. More traditional forms of assessment (exams, essays, etc) also serve this third purpose but do little to reinforce learning (especially exams, which often encourage short term memorisation rather than deeper learning) and certainly do not promote application.

Assessment should stimulate reflection, planning and application and thus help learners to fit new learning into their existing knowledge, understanding, practices and behaviours. The human brain is constantly changing, as new linkages between synapses (which are the building blocks of memory) are created, existing ones strengthened and old ones broken. This benefit is more likely if learning is designed to build on what is already there, as existing structures can be added to and strengthened more readily than creating new ones. Assessment can contribute very significantly to this.

By working through Kolb's experiential learning cycle, learners relate ideas to existing knowledge and behaviour, plan how to use it, use it and reflect on the experience. Assessment tasks can enable and stimulate this to happen, with an emphasis on one or more of the stages in the cycle (e.g. on reflection or active experimentation) as appropriate.

ILM is convinced that 'learning by doing' is the most effective approach for most people, above all, through application to their organisation and/or in their workplace. Consequently application is commonly required in assessments, as the name assessment **task** suggests, so the learner has to engage with what they have learned, reflect on it and put it to good use in his/her workplace. In the process, they not only generate most of the evidence needed to pass their assessment, they also internalise that learning and maximise its transference into the employing organisation. This reflects ILM's ethos: work-based, relevant learning, underpinned by theory but not excessively academic, that is applied in the job to the immediate and long-term benefit of both the learner and their employer.

ILM certainly does not expect theory, principles or models to be ignored. What we do expect is that they will be **used** to explain behaviour or activities. For example, a learner who is developing his/her coaching ability may well explain how the development of particular behaviours was based on the principles of transactional analysis or NLP.

When a learner is assessed, a judgement is being made as to the extent to which knowledge and/or understanding and/or skill have been acquired as articulated by the learning outcomes and assessment criteria. In order to satisfy an assessment criterion, the learner must demonstrate that he/she has completed the activities as stipulated

(e.g. apply a simple decision making technique to evaluate options to arrive at the best solution). Crucially, assessment is conducted with reference to the relevant assessment criterion: is this learner evidence suitable, correct and sufficient to satisfy that assessment criterion? No other consideration can be applied.

Using Marks in Assessment

ILM recommends the awarding of numerical marks for VRQ units assessment. Marks perform two functions:

- i. to convey the relative effort likely to be required to satisfy a criterion; and
- ii. to quantify the extent to which a learner has over-achieved against the minimum required standard or, if the learner has failed to satisfy a criterion, how big the gap is in this area of evidence

The degree to which each assessment criterion has been satisfied can be reflected in the mark given. Furthermore this can lead to a quantification of the assessment in the form of an overall percentage result even though the eventual outcome is pass/referral. ILM VRQs do not offer 'merit' or 'distinction' grades.

The quantification of the assessment judgement, as represented by the mark, enables centres, learners and their employers to gauge how well a learner has performed. Numerical marking is strongly recommended by ILM so this is the default method for all of our result sheets.

The ILM pass mark is 50%, which represents the minimum acceptable standard. If this standard is not achieved, the learner must be referred. The only acceptable reason for a referral is a failure to meet one or more assessment criteria.

Although there can be grounds for being unable to mark an assessment, learners cannot be referred purely because of poor literacy, presentation or missing a deadline – the reason must relate to the requirements of the assessment as articulated by the criteria. This principle applies for all ILM qualifications and every unit.

Assessment Methods

It is important first to distinguish between an assessment per se and its assessment method. The assessment is the set of learning outcomes and assessment criteria specified in the unit (see Appendix 1). These cannot be modified by centres. In contrast, the assessment methods (e.g. assignment) can be modified by centres subject to an approval by your ILM Quality and Compliance Manager.

Assessment Tasks

ILM provide an assessment task (previously called assignment tasks) for each unit (see appendix 2) which centres are recommended to use. For a few qualifications, there is the alternative of using Structured Answer Questions (SAQs – see Appendix 3). When completed, these should generate the evidence the assessor needs, using the result sheet (previously known as mark sheet), to make a judgement on whether the learner has passed the unit.

A key benefit to using assessment tasks is the ability to contextualise them to the learn context. When the assessment is contextualised to the organisation and applied in the workplace, this maximises the relevance both to the learner and their employer. The assessment can be used as a valuable briefing or discussion paper by the learner's organisation. Furthermore, in carrying out a workplace task for her/his assessment, at its best, the learner can be undertaking a task that was needed anyway and is of use to their employer over and above the ILM programme. Used creatively in this work-based tailored way, assessment can be immediately relevant and of benefit to all concerned.

Centre-Chosen Assessment Methods

Centres are free to design their own assessment methods. However, before doing so, they must first gain approval from their ILM Quality and Compliance Manager. The ILM 'Change to ILM assessment method (assessment task)' form (see Appendix 5) must be completed for this and your ILM Quality and Compliance Manager can help you with this. Typical reasons for a centre to design their own method are to contextualise it to an organisation and/or tailor it to particular learners. When doing this, many Centres start with ILM's assessment task and adapt it to their needs, which is perfectly acceptable.

Choosing an Assessment Method

Centres must ensure the validity of their method as a suitable way of assessing the unit so that it tests what it is supposed to test. The assessment verb can be significant here because some criteria and some verbs lend themselves to being assessed in certain ways while being unsuitable for other assessment methods. Also it is imperative that all of the assessment criteria for the unit are included and that they are exactly as written in the unit without being changed. This is why the ILM Quality and Compliance Manager must approve the assessment method (with the ILM 'Change of assessment method form') before it is used.

There is a wide range of assessment methods available. These include (in alphabetical order):

- Case studies
- Critical incident reviews
- Knowledge tests
- Observation
- Oral questions and answers
- Oral presentations
- Professional discussion
- Projects
- Reflective logs or diaries
- Reflective reviews
- Investigations
- Management reports
- Role plays
- Structured Answer Questions
- Work-based assignments.

Depending on the circumstance, what is to be assessed and the particular needs of the learners, any of these can be used by ILM centres. However there are restrictions. In the bigger qualifications, a range of different assessments methods should be used that tap into the learning cycle (as described above). Also, instead of just testing knowledge and regurgitating abstract facts, assessment methods should as far as possible be organisationally relevant, work-related and/or reflective and should preferably be applied actually in the workplace. In short, as well as leading to individual development, assessment should ideally aim to provide organisational benefits.

Designing Integrated Assessments

Units can be assessed either one by one or combined into clusters. In the latter approach, when two or more units are assessed with one method, this is called an integrated assessment.

When integrating, **it is crucial that every criterion from the units that make up the integrated assessment is included**. Even if two criteria from different units are similar, they must both be included. However one piece of evidence from a learner may satisfy both criteria so word count guidance for the integrated assessment may well be able to be reduced.

Advantages and disadvantages of integrating assessments

Integration can offer lots of benefits, so it is advocated by ILM, but it is not straightforward. Also there is a downside to integration, so the pros and cons must be considered first.

A notable advantage is that integration certainly produces fewer assessments. Also, if astutely integrated, it can reduce the overall amount of assessment. Especially on the bigger qualifications, this is a major consideration. Furthermore real life is integrated: management does not happen in discrete 'boxes' called units so an integrated assessment is more representative in giving a more 'joined up' experience.

A significant disadvantage is that integration produces a bigger assessment, which can be intimidating. This means that, especially when a big integrated assessment is to be used, assessment strategy becomes important, above all with inexperienced learners or those lacking in confidence. Consequently ILM suggests that a learner journey should start with small, single unit assessment and any larger, integrated assessments should be phased in later.

Choosing which units to combine

ILM encourages centres to integrate assessments. However only some combinations of units are appropriate because integration needs to be more than merely 'bolting together' units. Integration is likely to be optimised by using units of up to 5 credits in size. To be suitable, some kind of relationship between units is necessary in order to give a logically 'joined up' experience for the learner. There are three sound rationales for integration:

- i. **Logical sequencing**. Many units logically follow another one and build upon it. For example, induction naturally follows recruitment and selection so the assessments of these units would be ideal for integrating. With the one unit following the other, it produces a natural flow and progression.
- ii. **Overlap between units**. Some units cover some of the same ground so this can be exploited in an integrated assessment. For example, SWOT analyses and SMART objectives appear in the assessment criteria of several units which, if integrated, can be assessed only once rather than several times. This is where the overall amount of assessment can be reduced.

- iii. **Link between units.** In some cases the integrated assessment links units. For example, learners may complete a presentation of a project they have completed thus giving the opportunity to meet the criteria for two units.
- iv. All the criteria from all the units need to be included in the assessment exactly as worded in the unit. However, to save the learner from having to do much the same thing repeatedly, one piece of work by the learner may well simultaneously satisfy two or more similar criteria. In this way, the assessments for the three units 'Understanding quality management in the workplace', 'Solving problems and making decisions' and 'Planning change in the workplace' could be successfully integrated.

The assessment task and result sheets

An integrated assessment is, in effect, a new assessment, and will require a new assessment task to be created that matches exactly the grouping and sequencing of the integrated assessment criteria.

The assessment task and the new integrated assessment must be approved by ILM before being provided to learners.

There is no need to devise a new, single, result sheet for the integrated assessment; ILM recommends that each unit used in the integrated assessment keeps its own separate result sheet as this avoids complexity in allocating marks for two or more units on a single result sheet and better facilitates Unit achievement.

Also, the ILM Assessment Service has always used separate result sheets to ensure consistency and standardisation and the ILM Assessment Service Portal does not fully support integrated result sheets

For a detailed guide on how to integrate VRQ units, please refer to the *ILM Guidelines for integrating assessment of two or more ILM units*.

Preparing Learners for Assessment

Deliverers, tutors and assessors need a common and thorough understanding of the requirements of the assessment task and the assessment criteria so that learners are provided with clear and consistent guidance throughout the learning and assessment process. The internal verifier's role is vital in achieving this at the early stages of any new programme.

If learners are to be successful in completing assessment tasks they should be briefed in detail on the meaning and significance of the assessment criteria of the units they are completing. This is of particular significance when **all assessment criteria must be passed** as there is a potential for a submission that is very good overall to still be referred because an assessment criterion has been ignored.

The importance of tutorial support

Tutorial support is crucial in the preparation for successful assessment. Tutorial support is a requirement for ILM centre approval, is an ongoing mandatory obligation and has been shown to be key to good results. The expectation is that the majority of pieces of work from most learners will be scrutinised and critiqued by the centre prior to being submitted for assessment. Certainly, learners should not be routinely submitting their assessments without these having been reviewed by a tutor. This also applies for assessment submitted to the ILM Assessment Service for marking.

It can happen that a piece of work ends up being referred that, from the employing organisation's point of view, is of a high standard and organisational value. This can cause confusion and conflict. The issue is that something that was excellent for one purpose is not necessarily adequate for another purpose, which can happen if assessment criteria have not been satisfied.

The need to declare authenticity

It is a regulatory requirement that every learner must formally declare the authenticity of their work for each submission for assessment. This is a prerequisite for an assessment to be assessed because no investigation for plagiarism can be carried out without this confirmation. As part of their briefing on plagiarism and cheating (typically in the programme induction and the centre's handbook), this requirement must be made explicitly clear to learners. Declarations must be in an auditable form because ILM External Verifiers cannot ratify any assessments where the learner has not specifically confirmed it is their own work.

ILM provides a Submission Cover Sheet for this purpose (see appendix 7) that centres are strongly recommended to use. Not having a declaration for authenticity by learners submitting assessments would be considered as malpractice.

For further information please refer to the *ILM Plagiarism Policy* and *ILM Malpractice and Maladministration Policy*.

Word count

ILM gives a recommended word count for each of its assessment tasks (see appendix 2). These are for guidance only and indicate the average length of assessment that achieves the minimum standard. If a learner is to gain over 50%, it is likely that a longer assessment would be needed.

Word counts are not prescriptive. They cannot be used as a basis for referring an assessment because they are not an assessment criterion requirement. However, as the word count is based on the length required to gain a bare pass, an assessment containing less than this would be unlikely to pass. Equally, a lengthy assessment is no guarantee of a pass, let alone a high mark, because it is about quality rather than quantity.

Very long assessments can be a problem for centres because they take much longer to mark and, of course, this has commercial implications. Centres have the right not to accept over-long assessments for marking. As long as the acceptable limit is made known to learners from the outset, for example in the Induction, then an excessive assessment can be returned for re-working to an acceptable length. This is also the benefit of having good tutorial support.

Literacy and presentation

An assessment cannot be referred solely on the grounds of poor literacy or presentation. With very few exceptions, these are not required by assessment criteria. Therefore aspects like spelling, punctuation, grammar, layout and organisation of the information in the assessment are not to be judged as part of the assessment and must not affect the marks given.

However, if an assessor is unable to make enough sense of an assessment, it will be impossible to mark it properly. This is why the minimum literacy requirement is for a learner to be able to express themselves well enough to be clearly understood.

When the learner has not used the recommended headings for the assessment, the assessor is obliged to look for relevant evidence even if it has been 'scattered' through the submission.

However poor presentation or structure can significantly extend the time taken to assess which, as above, has commercial implications. Consequently, although poor writing cannot be a reason to refer an assessment, an assessor can reject it for marking and return it to the learner for re-writing. ILM strongly recommends that the learner should be provided with tutorial support and assessments checked before submission. This also applies for assessment submitted to the ILM Assessment Service for marking.

Judging Sufficiency in Assessment

Judging the sufficiency of a learner's piece of work is a key aspect in assessment. The test of whether it is of sufficient quantity and quality is very much informed by the verb used in the relevant assessment criterion which, in turn, is substantially determined by the level of the unit.

A word count and a suggested time period are indicated for preparing and completing the assessment for each unit. These are not prescriptive and are merely guidance on the typical amount of work needed to gain the minimum 50%.

A decision to pass or refer a learner must be based on the achievement of the assessment criteria and not based on presentation skills, literacy or numeracy. However, especially at the higher qualification levels, centres are expected to emphasise the need to present and write to a standard consistent with the level of the qualification and the management role. Furthermore the more demanding verbs prevalent at higher levels are more demanding, which necessitates better literacy skills.

The importance of assessment verbs in assessment criteria

Each assessment criterion contains a verb such as 'identify', 'explain' or 'assess' (see appendix 1). Between them, these verbs define the nature of the task for the assessment. Refer to Appendix 9 for definitions of verbs commonly used in ILM's assessment criteria. These are not drawn from a dictionary but are working definitions used by ILM's unit writers.

Assessment verbs state specifically what the learner must do to satisfy the criterion. At level 2, simple verbs like 'identify', 'list' and 'outline' are common. In contrast, a level 5 learner is often given more demanding tasks such as 'analyse', 'assess' or 'evaluate'. Units in the higher levels tend to use assessment verbs that expect a fuller learner response with greater breadth and depth.

In the case of 'identify' the learner is simply expected to select suitable subject matter relevant to the context. However, when required to 'assess', the learner can start by identifying but must progress to a much more detailed examination of the subject material based on standard criteria and leading to a judgement. In this case, to simply 'describe' would be insufficient to satisfy the assessment criterion.

Other key words in assessment criteria

The other important type of word in assessment criteria is those that specify the quantity and/or quality required (e.g. 'list **an** example' or 'describe **in detail**') and thus indicate the assessment sufficiency.

The requirement to list an example can be problematic to an assessor. If the learner does not give an example then the only response can be to award zero marks. However the dilemma is produced when the learner offers more than the one example required. ILM's guidance, in the situation where a learner gives more than one example, is that the assessor should examine the various examples offered and mark only one. That example can be the one that best satisfies the criterion.

Because of these marking dilemmas, for its VRQ units, ILM has opted to not specify a number (e.g. describe **three** examples) in the assessment criteria. Simple plurals (e.g. give examples) are used, which always mean a minimum of two is needed. This allows the learner to exceed the minimum requirement, as is encouraged, safe in the knowledge that this can produce higher marks without any risk of penalty.

'Range' is a related key word that is sometimes used in assessment criteria, as in 'give a range of examples'. This requires at least three examples but, furthermore, the examples are required to be diverse. To satisfy the criterion, a spread is needed, such as high, medium, low; or best, middle, worst.

There are other key words to indicate the quality of work required. Although less specific, terms like 'in detail', 'thorough' and 'comprehensive' all give an indication that extra is needed for sufficiency.

In general, assessment criteria must be read with care because any or all of the words can have significance. For example, there is more than meets the eye to the criterion 'assess own organisation's ability to efficiently and effectively delegate responsibilities for the achievement of targets and objectives'. The learner must develop a judgement on both the organisation's efficiency AND its effectiveness in delegating responsibilities – one or the other will not suffice. Equally, consideration of both the achievement of targets AND of objectives is essential. So, in addition to the key verb, the assessment criterion contains more than one element that must be addressed.

Assessing VRQ units

Using ILM result sheets when assessing

ILM provides a result sheet (previous called a mark sheet) for most VRQ units, which centre assessors could use. It is not compulsory to use the ILM result sheets (see appendix 4), and centres are free to design their own assessment methods and, especially in the case of an integrated assessment, they are free also to design their own result sheets or adapt the ILM ones. Nevertheless, the ILM result sheets offer a model of good practice.

If centres wish to use the ILM Assessment Service they must use the ILM result sheets for all of their submissions, including integrated assessments.

In the units and their recommended ILM result sheets, there are weighted marks available to each assessment criterion. As the pass mark is 50%, learners must gain at least half the marks available (e.g. 6/12) for every assessment criterion. If any criteria are not satisfied, and are awarded less than half-marks, this produces an automatic referral. Consequently, it is possible to gain over 50% overall and still not pass because an assessment criterion has not been satisfied.

Marks should be awarded according to the degree to which the learner's evidence is judged to satisfy each assessment criterion. For example, if an assessment criterion carries a maximum of 8 marks, then the following shows the marks that should be given for the various standards of learner work:

- 0 marks =** this part of the assessment is incorrect or no evidence is found relevant to the criterion
- 1-3 marks =** some evidence but partly incorrect and/or less than sufficient
- 4 marks =** just sufficient to meet criterion: no more, no less
- 5-6 marks =** exceeds bare sufficiency qualitatively and/or quantitatively
- 7-8 marks =** comprehensive, very thorough and close to a definitive answer

When the learner has not used the recommended headings for the assessment, the assessor is obliged to look for relevant evidence even if it has been 'scattered' through the submission.

Centres now have the opportunity to opt out of using marks. This option was newly introduced for the VRQ units because there is a view that this approach to assessing is simpler and quicker, although it has to be said there is a body of thought with the opposite viewpoint.

ILM recommends the use of marks because it considers that this is best practice. If a centre chooses not to use marks, a judgement must be still made whether each assessment criterion has been met. However, instead of awarding numerical marks, a pass/refer is recorded. As usual, if any criterion receives a 'refer' then the entire submission must be referred.

Using ILM sufficiency descriptors when assessing

In order to enhance consistency and improve standardisation in assessment, ILM provide sufficiency descriptors for each assessment criterion (see appendix 4). These clarify the assessment requirement by differentiating between different standards of learner work. Sufficiency descriptors specify the quantity and quality that barely meets the ILM standard for the particular criterion and typical ways in which the standard can be exceeded and attract higher marks. They also describe common errors or omissions that lead to that criterion not being satisfied.

	Referral [ca. 6/24]	Pass [12/24]	Good Pass [ca. 18/24]
AC 3.1 Apply a simple decision making technique to evaluate options to arrive at the best solution	<p>The best solution is isolated but is not one of the options or a combination of them</p> <p>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</p>	<p>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</p>	<p>A decision-making technique has been used to thoroughly evaluate options, individually or together, with the decision-making criteria described</p> <p>Options are weighted and ranked to arrive at the best solution with facts to fully support the decision-making, the weightings and rankings</p> <p>Resource implications are detailed in both the option summaries and the decision-making technique</p>

To clarify the assessment requirement and guide marking, sufficiency descriptors are provided on result sheets. Three are given for each assessment criterion, labelled as: referral, pass and good pass. These illustrate the different standards that approximate to one-quarter marks (e.g. about 5/20), half marks (the minimum standard required) and around three-quarter marks for that assessment criterion.

Assessment must always be carried out with reference to the assessment criteria. By clarifying the assessment criteria, sufficiency descriptors are merely guides for marking.

Sufficiency descriptors can be invaluable even when a centre opts out of using numerical marks. However, in that case, the 'good pass' descriptor in the last column cannot be used.

The final decision for every criterion is still a pass or referral, and therefore only the 'pass' and 'referral' descriptors are used to make this judgement. The 'good pass' descriptors are there to describe performance that exceeds the required standard but this is not formally acknowledged on the centre certificates.

These descriptors are intended primarily for centre staff. However, they could usefully be given to learners, and this is recommended, but they would probably need some explanation. Consequently, sufficiency descriptors should probably form part of the assessment briefing and can be invaluable for tutorial support.

Providing feedback to learners when assessing

Result sheets of some type must be used when marking in order to give feedback to the learner and to provide an audit trail. As mentioned above, the ILM result sheets (see Appendix 4) are recommended but not mandatory. Whatever result sheet is used, the assessor must provide comments and feedback to learners. Although it can be useful to do so as an interim measure while marking, on their own it is not acceptable to simply tick or circle the 'referral'/'pass'/'good pass' boxes on the sufficiency descriptor. As a minimum, *assessment* feedback is required, i.e. the rationale behind the marks awarded for every criterion and the assessment decision taken.

ILM advocates extending the result sheet comments to include *improvement* feedback. Based on the learner's work in the assessment, this means suggesting how the learner could improve and, even if the learner passed, how the submission could have been better. If the assessor does not know the learner then this is the limit to the feedback that can be given. However it is possible for result sheet comments to go as far as full *developmental* feedback, which is most commonly given in the context of an employer-centre.

An expandable box is provided on ILM result sheets to the right of every assessment criterion. This is where the assessor is required to insert his/her comments. This is the minimum required (see below).

<p>LO 1 Description of the problem AC 1.1 The problem, its nature, scope and impact are described</p>	<p>Strengths The nature of problem is clearly described. There is a brief description of the scope and impact of the problem.</p> <p>Areas for improvement It would have been beneficial to include statistics to support both the scope and impact of the problem.</p>
--	---

In case the assessor wants to provide more overall comments, there is also an optional box at the end of each section. Unlike previously, the comments boxes on the VRQ result sheets are no longer divided into 'strengths' and 'weaknesses'/'areas for improvement' because some assessors found this to be an impediment. For those who preferred that approach, headings can easily be inserted into the single box to segregate 'strengths' (or whatever term is favoured) and 'areas for improvement' feedback.

Good result sheet feedback should be based on the assessor's judgement on the extent to which the learner has satisfied the assessment criteria. It is recommended that comments draw on the wording of the assessment criteria and of the sufficiency descriptors when highlighting the strengths and, especially in the case of a referral outcome, areas where further development is required.

Assessors may also be inclined to encourage and motivate learners by providing comments of the 'good effort type' such as 'this assessment shows you have taken the time to conduct a wide range of research around your topic' or 'guidance for the future' suggestions such as 'your assessment would have been improved by the use of headings'. This type of feedback can be valuable but needs to be *as well as* assessment feedback that is a direct reflection of the assessment criteria. Centres may decide that in addition to the ILM result sheet they wish to add an additional 'comments' box to reflect a wider range of individualised feedback designed to aid further learning and to motivate.

Assessors are expected to give feedback to learners at both the formative stage through face-to-face or telephone/on-line tutorial support and summative feedback in the form of result sheet comment.

Frequently Asked Questions

Why are results limited to Pass or Referral?

ILM has decided not to grade its VRQ units and qualifications. Although there are attractions to grading to recognise outstanding achievement, this would have implications for quality assurance, certification and appeals. All of this would have cost and price implications.

What will appear on the certificates?

Certificates will not make any reference to marks or 'good passes' and we are not planning to introduce Merit or Distinction grades. However there is nothing to stop centres from referring to marks or good passes in any documentation they issue to learners. You can also have a 'learner of the year' or similar awards.

If a learner meets the assessment criteria, why don't they get full marks? In other words, if they've met the requirements do they lose marks?

Because ILM's pass mark is 50%. Therefore, for each assessment criterion, if a submission only just meets the standard, then half of the marks available to that criterion (e.g. 6/12) should be awarded. In order to gain more than 50%, the submission has to contain more than this basic minimum, showing greater depth or breadth. ILM wishes to encourage learners to strive to do better than the minimum standard. By setting the pass mark at 50%, this leaves ample scope for learners to excel and have this recognised by higher marks.

If a learner who meets the criteria gets only half marks, what is needed to get a higher mark?

As clarified above, *merely satisfying* an assessment criterion attracts half-marks. Therefore when a submission **exceeds** the requirements of an assessment criterion, this produces more than half the marks available. This is typically achieved with greater depth and/or breadth, extra detail, more explanation, etc. Similarly when a learner is required to describe something, if he/she describes it very thoroughly and in detail, this should be recognised with more than half-marks.

Is each assessment criterion of equal importance?

No. The recommended ILM result sheets give a numerical mark for each criterion. The mark is weighted to reflect its importance and/or its demand on the learner. This acts as a guide to the learner on how much is expected and to what standard.

The learner gained over 50% but was still referred – why was that?

In such a case, despite gaining what is usually a pass mark overall, the learner must have failed to satisfy one or more assessment criteria.

How can a submission receive a referral result if it has proven itself in the ‘real world’ by being well received as a management report?

Just because a piece of work is suitable for one application does not make it fit for purpose for another. Assessments need to be designed specifically to satisfy the assessment criteria, which is unlikely with something like a workplace report.

If a learner receives a referral result, how many times can he/she reattempt? Is there any limit on resubmissions? How many referrals are acceptable and reasonable?

ILM does not set a limit on the number of resubmissions within the three-year registration period. Centres have the discretion to set their own policy on referrals and resubmissions with their clients as a way of managing the costs of assessment. As long as it is made clear to all learners at the outset, a cap can be set on the number of re-assessments that a centre is prepared to undertake for the price paid. However at least one resubmission should be allowed.

If I feel my assessment was harshly marked can I appeal?

Yes.

For centre-assessed units and qualifications, every centre must have an appeals procedure and learners must follow this in the first instance. If a learner has exhausted the centre appeal’s procedure and is still unsatisfied with the outcome, they may escalate the matter to ILM.

For assessments marked by the ILM Assessment Service, centre can submit an enquiry. ILM would then, independently of the original assessment, have the assessment re-assessed.

For further information please refer to the ILM Enquiries and Appeal Policy.

What if an assessment criterion says ‘assess examples’ and the learner assesses only one in the submission? Is that an automatic referral?

Yes. ‘Examples’ is plural so at least two are required and anything less is insufficient.

If an assessment criterion says ‘list examples’ and the learner gives four, how should that be marked?

‘Examples’ is plural so two would suffice, as long as they are appropriate.

If an assessment criterion asks for an example and the learner gives four, how should that be marked?

The criterion asks specifically for only one example so the assessor cannot give marks for all four given. The assessor must look through the examples given and award a mark for the one that best meet the criterion.

Can marking schemes be modified to suit clients' cohorts?

Neither learning outcomes nor assessment criteria can be changed. However the assessment method and result sheets can be changed by the centre as long as they first get it approved by their Quality and Compliance Manager.

Crucially, under no circumstances must any modifications this undermine or lower the assessment standard.

Is it mandatory to use marks?

No. ILM advocates the use of numerical marks as good practice. However centres can choose to indicate pass/refer for each assessment criterion with no overall percentage.

Does the assessment need to be written, or could it be provided as an audio file?

Most ILM assessment tasks lend themselves to a written response. However this is not essential and many are suitable for being assessed through an oral presentation. Furthermore, in certain circumstances, typically to do with access arrangements for people with disability, audio files are permissible. However, ILM must first give approval for this.

Please refer to the *ILM Access Arrangements and Special Considerations* policy for further information. This is designed to remove barriers that would otherwise disadvantage learners with special needs.

Must I be employed in a specific work role, such as a manager, in order to undertake an ILM assessment task?

No. Assessments rarely require you to be in a particular job or role. All that is usually needed is access to situations where the required knowledge and skills can be applied. You don't need to be a coach in order to coach someone but you do need to be able to undertake workplace coaching. At the higher levels when the focus is on strategic management, it may be necessary to undertake coaching away from the workplace or outside of work time. This will provide access to the necessary situations and/or information to be able to deal with the assessment requirements.

Can I base my assessment on a previous employment/job role?

It is highly recommended that assessments are based on your current job and organisation. This is the only way that your learning can be quickly of benefit to you, your job and your employer – the ideal reaction is: 'I can use that in the morning!' This is the principle on which ILM's ethos is founded.

However, ILM qualifications are open to learners who are not in employment. In such cases, as the qualification specifications make clear, learners are guided to base their assessment on relevant experience elsewhere, including a previous job. However, this need not be paid work and so could include, for example, working in a voluntary capacity as a School Governor, youth group leader or in a community activity.

Is the word count indicated on assessment briefs mandatory?

No. This is only provided as a guide.

If a learner's submission is less than the suggested word count range should it be referred? How strict do centres have to be on word count?

No, because none of the criteria are to do with word count. However it is true that a submission with less than the recommended word count is unlikely to have sufficient evidence to pass. However the learner would be referred on the basis of the evidence provided – or not provided – as opposed to falling short of the word count.

The word count is for guidance only so centres do not need to be strict with this. Most centres find word counts useful but you can remove word count information from the assessment if you prefer. The VRQ units also provide guidance on how long the assessment should take on average. Some centres might find this a more useful indicator.

Similarly, can an assessment be referred because the submission is excessively large?

No, because none of the criteria are to do with word count. In fact, a large assessment is more likely to exceed the assessment criteria requirements and thus attract higher marks. However, large assessments have implications for marking time and therefore for costs. Consequently, centres have the discretion to set their own policy on word count as a way of managing the costs of assessment. Thus they can refuse to accept excessively large assessments, as long as they have communicated this restriction to learners, for example in the Programme Induction.

Some assessments are very badly written, with poor spelling, punctuation, grammar, etc. Especially in management & leadership qualifications, surely this is grounds for referral?

No, it is not grounds for an automatic referral because none of the criteria are to do with literacy or presentation. Although there are increased expectations at higher levels, and it is anticipated that presentation and literacy will reflect the management level, the basic requirement is merely for learners to adequately communicate their evidence. If an assessment was incomprehensible or unreadable, then the appropriate action would be to not accept it for marking, as opposed to referring it.

In the 'real world', aspects like literacy, presentation and report writing are crucial skills in any manager. How can we pass any assessment, especially when it is in the form of a report that does not display these attributes?

Even if badly written and/or poorly presented, if the learner has expressed themselves well enough to be understood and the assessment satisfies the assessment criteria, then it cannot be referred. Where relevant, a few assessments do specifically require adequate presentation and report writing but most do not. As described above, the basic requirement is for learners to be able to communicate in writing and, because of the greater complexity and extra breadth and depth needed, this requirement increases at the higher levels.

The assessment tasks say: 'Please use the headings shown below when writing up your Assessment'. What if a learner does not do this?

This is not an assessment criterion so no marks can be deducted because of this and it is certainly not a reason for a referral.

However if the assessment is badly structured it can make it difficult for the assessor to locate the required evidence, leading to marks not being awarded. Consequently learners are strongly recommended to arrange their work into sections using the headings. This should make the assessment easier to write and easier for the assessor to mark.

Some submissions are badly arranged and have no logical flow. This means that evidence can be ‘scattered’ throughout the script. To what extent is the assessor expected to ‘go looking’ for evidence that has been badly presented by the candidate? Can the submission be referred on this basis?

No, this is not grounds for a referral unless presentation and organisation of material was an assessment criterion requirement. Within reason, an assessor is obliged to find evidence even when badly written and poorly arranged.

Similarly, what if, in the ‘wrong’ section, the assessor finds evidence that would have been relevant to another section? Should an assessor ignore candidate evidence that has been written in the wrong place?

No. This is certainly not a case for an assessor to reject/ignore this evidence. Within reason, an assessor must take account of all relevant evidence found and award marks accordingly. However it would be understandable if an assessor failed to spot an item in an unexpected or illogical place in the assessment so learners should be advised that poor organisation and layout risks marks being ‘lost’.

Are there any differences in assessing qualifications at different levels?

The principles of assessing are the same at every level. However, because of the kind of assessment verbs used, the test of sufficiency is usually greater at higher levels. In short, evidence that would be adequate at level 3 is likely to be well short at level 5. This higher standard usually takes the form of greater depth, breadth and detail being required.

How does ILM assessment of VRQs differ from the assessment of competence, as in NVQs?

VRQs assess capability – the capability to perform to the standard required. Competence assessment requires learners to demonstrate that they do regularly perform in the workplace to the standard required, by using real workplace evidence. This often lacks the developmental nature of the ILM ‘can be’ approach, which is designed to support and guide development, encourage application of learning and assess how well the learner has met the standard and do so to the benefit of the learner and his/her organisation.

Why is there so much assessment?

It was a regulatory requirement that every unit in a qualification must be assessed. In order to maximise choice, flexibility and adaptability, ILM has opted for small, ‘slim’ units. However this does mean that there are more units and therefore more assessments. However this does not mean that there is a greater overall quantity of assessment because smaller units have smaller assessments.

Furthermore, by integrating assessments using methods detailed in this guide, both the number of assessments and the amount of assessment can be reduced.

If my assessment is selected for External Quality Assurance by the EV, could a pass be revoked if the EV considered the Centre to have marked too leniently?

Possibly. Unless a centre has Direct Claims Status, centre results are ratified only when confirmed by the EV.

What does ILM suggest I do if I judge that, because they are communicating in English as a second language, learners will have difficulty in completing the assessment tasks?

Welsh and Irish speakers can complete their assessments in these languages. Apart from these languages, if a difficulty is limited to the writing of English, then many units are suitable to be assessed by methods such as oral presentation or professional discussion. As usual with a change to assessment, QCM approval must be obtained before the learner starts.

For further information and guidance please refer to the ILM Use of Language Policy.

Appendix 1 –An example of an ILM unit

Title:	Solving problems by making effective decisions in the workplace	
Level:	4	
Credit value:	3	
Unit guided learning hours	14	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to analyse a complex problem in the context of the workplace	1.1 Define a complex problem in the workplace including its scope and impact 1.2 Analyse information on the identified problem, to help inform the decision making process	
2 Be able to apply decision making techniques when assessing possible solutions	2.1 Propose a range of alternative solutions to the problem 2.2 Using a decision making technique, evaluate a range of solutions to identify the most appropriate option	
3 Be able to plan how you will implement the solution	3.1 Develop a detailed plan for implementing the solution 3.2 Communicate the plan to relevant stakeholders 3.3 Assess appropriate monitoring and review techniques to ensure successful implementation of solution	
Additional information about the unit		

Unit purpose and aim(s)	To enable candidates to make effective decisions to solve complex problems in the workplace.
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: C2, C5, C6, F6
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)	M4.08 solving problems by making effective decisions
Location of the unit within the subject/sector classification system	15.3 Business Management
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Complex problems with multiple possible solutions as a challenge and an opportunity for improvement • Ways to recognise, investigate, and analyse complex problems such as Root Cause Analysis (RCA), Cause and Effect, Ishikawa, Why-Why, and brainstorming and a range of other creative thinking techniques • Framing and scoping problems with a 'Problem Definition' • Setting objectives in relation to problems • Collecting primary and secondary data for decision making • Data analysis techniques for quantitative and qualitative data • Differences between 'data' and 'information'
2	<ul style="list-style-type: none"> • Conditions under which decisions are made (certainty, uncertainty) • Creative and rational decision-making • Techniques for generating creative solutions and rational solutions in decision-making • Establishing criteria for decision-making • Setting priorities • Evaluating options • Rational decision making models and techniques such as grid analysis, paired comparison analysis, decision trees, 'pros and cons' • Creative decision-making using brainstorming and a range of other creative thinking techniques • Types of decisions (routine, adaptive, innovative etc) • Decision making in relation to goals which specify the quality or quantity of the desired results

3	<ul style="list-style-type: none">• Implementation planning (for example – human resources, finance, marketing, operations, health and safety)• Resource allocation (money, people, facilities, equipment etc)• Implementation planning tools and techniques such as GANTT charts, PDCA Cycle (plan-do-check-act), PDSA (plan-do-study-act)• SMART objectives• Communication plans• Monitoring and review techniques such as Critical Path Analysis (CPA), Programme Evaluation and Review (PERT)

Appendix 2 – An example of an ILM assessment task

Assessment Task for Unit: Solving problems and making decisions

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>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.</p> <p>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'.</p> <p>NOTE: <i>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.</i></p>	
<i>Please use the sub-headings shown below</i>	Assessment Criteria
<p>Background</p> <p>Briefly describe your organisation, what it does, and your role within it.</p>	<ul style="list-style-type: none"> 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
<p>Present situation (Analysis of the problem)</p> <p>Describe:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Describe a problem, its nature scope and impact (12 marks)
<p>Investigation and identification of possible solutions to problem</p> <p>Briefly describe possible solutions to the problem. To do this you must gather and interpret information to identify possible solutions.</p> <p>The evidence you gather should be <u>fact</u> supported by evidence and not just your opinion.</p>	<ul style="list-style-type: none"> 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)
<p>Evaluation of possible solutions</p> <p>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.</p> <p>State your chosen solution clearly and concisely.</p>	<ul style="list-style-type: none"> Apply a simple decision making technique to evaluate options to arrive at the best solution (24 marks)
<p>Recommend implementation plan to solve the problem</p> <p>Provide an action plan for the implementation and communication of the solution. Your action plan should include actions, timescales and required resources including people.</p> <p>Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of your chosen solution.</p>	<ul style="list-style-type: none"> 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 assessment is my own work

Appendix 3 – Example of ILM Structured Answer Questions (SAQ's_

STRUCTURED ANSWER QUESTIONS

Solving problems and making decisions

Note: The 'lines/box' below a question is for guidance purposes only. Marks are not deducted for writing more. It is perfectly acceptable for all answers to be continued on additional forms provided they are attached to the assessment when making a submission. The availability of the form electronically allows learners to expand the 'lines/box' as required.

KNOW HOW TO DESCRIBE A PROBLEM, ITS NATURE, SCOPE AND IMPACT

1.1 Describe a problem, its nature scope and impact **(12 marks)**

KNOW HOW TO GATHER AND INTERPRET INFORMATION TO SOLVE A PROBLEM

2.1 Gather and interpret information to identify possible solutions to a problem **(Present the information gathered and your analysis. It is recommended that you attach this as a separate document) (24 marks)**

2.2 Prepare a summary of the options providing facts and evidence **(Present the summary. It is recommended that you attach this as a separate document) (16 marks)**

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 **(Your use of a decision making model must be set out. It is recommended that you attach this as a separate document) (24 marks)**

KNOW HOW TO PLAN, MONITOR AND REVIEW THE IMPLEMENTATION AND COMMUNICATION OF DECISIONS

4.1 Plan the implementation and communication of the decision **(Illustrate your answer by presenting a plan setting out objectives, actions required, timescales and responsibilities for the implementation of this change. It is recommended that you attach this as a separate document) (16 marks)**

4.2 Describe which monitoring and review techniques could be used to evaluate outcomes **(8 marks)**

Appendix 4 – An Example of an ILM result sheet

RESULT SHEET – Solving problems and making decisions

Centre Number :		Centre Name :		
Learner Registration No:		Learner Name:		
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.</p> <p>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'.</p> <p>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).</p> <p>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.</p>			<p>1. Learner named above confirms authenticity of submission.</p> <p>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.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>	
Learning Outcome / Section 1: Know how to describe a problem, its nature, scope and impact				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			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]	/ 12 (min. of 6) Pass or Referral
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The problem or improvement opportunity is well defined and described in detail and both scope and impact are thoroughly described and, if appropriate, quantified 	
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 <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
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]	/ 24 (min. of 12) Pass or Referral
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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') 	<ul style="list-style-type: none"> 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 	

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	
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			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]		
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			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]		
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> A detailed and SMART action plan(s) is provided that fully plans both the implementation and communication of the decision, thoroughly 	/ 16	Pass or

	and/or no resources required to implement <ul style="list-style-type: none"> Implementation is planned or communication is planned but not both 	finance) although this may be limited	describes responsibilities and details resource requirements (including people and finance)	(min. of 8)	Referral
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	
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: PASS / REFERRAL	Signature of Assessor: Date:	Outcome PASS / REFERRAL	Signature of QA: Date of QA check:		

Appendix 5 – Change to ILM assessment method (assessment task)

ILM Record – Proposed change to ILM assessment instrument

Centre Name	
Centre Number	
Date submitted to QCM	
Title of Qualification	
Unit reference number and title <i>(Please note that a separate proposal must be completed for each unit)</i>	
Rationale behind the decision to change the assessment instrument:	
QCM Approval: YES / NO	
Signed by _____ QCM	
Reason if not approved:	
In exception, escalation may be required to the relevant Assessment Manager:	
Date:	

Assessment Manager Approval: YES / NO

Signed by _____ Assessment Manager

Reason if not approved:

Distribution: Centre/EV/QCM/Assessment Hub/Centre Operations Team

Guidance on Completion

Please check:

- (1) that the proposed assessment method is valid for the nature of the unit and the relevant assessment criteria the proposed change relates to (e.g. on its own, a knowledge test would be unsuitable to assess all aspects of a presentation skills unit)
- (2) that the Centre's assessment instrument explicitly covers the relevant assessment criteria of the unit involved, and that it allows a clear indication of whether each separate assessment criterion is met or not
- (3) that, if this is a qualification using criterion assessment, the centre understands this requirement and the assessment instrument allows for marking of the relevant assessment criterion
- (4) that the proposed assessment does not place undue bias on certain learning outcomes or assessment criteria (use the weighting of marks in the ILM unit as a guide),
- (5) Once completed, this form will be stored within the Assessment Hub and retained for audit purposes.

Appendix 6 – ILM Submission Cover Sheet

Submission Cover Sheet

Instructions to the learner:

- Please complete, sign and date the cover sheet below and submit to your centre with the first submission for each unit or a set of integrated units. It is valid for all further re-submissions for the same unit or a set of integrated units.
- To show your understanding it is best to use your own words and images. If you use someone else's words in your work, please remember that you need to reference their work, including text, images, and diagrams. Use other's work sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved
- Do not copy and paste information from any source (including the internet) in your submission without referencing it. This is considered plagiarism
- When referencing a source, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (e.g. Hill, 2004, p. 42) and also provide full details of the reference in the reference list at the end
- You must also provide a full reference list - a list of books, articles, internet pages and any other sources you have quoted - at the end of your assessment

Learner name	
Learner registration number	
Unit(s) covered	
Date	
Learner signature	
<p>Learner confirmation:</p> <p>I declare that this assessment is all my own work and that:</p> <ul style="list-style-type: none"> • The work has not, in whole or in part, been knowingly submitted elsewhere for assessment • Where any submission for this unit (s) includes work from a previous assessment this has been identified • Where materials have been used from other sources it has been properly acknowledged • If this statement is untrue, I acknowledge that an assessment offence has been committed <p>Centre confirmation:</p> <p>The Centre declares that this learner:</p> <ul style="list-style-type: none"> • Has received adequate guidance on what plagiarism is and how to reference work • To the best of my knowledge, is the sole author of the submitted assessment 	

Permission for ILM to use this submission

ILM uses learners' submissions – on an anonymous basis – for assessment standardisation.

If you are willing to allow ILM to use this script on condition that identifying information is removed, please confirm by ticking the box:

Submitting an alternate formal declaration of authenticity

Note for centres: If an alternate formal declaration of authenticity is completed by a learner this must as a minimum include the following:

Learner confirmation of authenticity:

By the act of making a submission/re-submission I am declaring that this is all my own work and that:

- The work has not, in whole or in part, been knowingly submitted elsewhere for assessment
- Where any submission for this unit (s) includes work from a previous assessment this has been identified
- Where materials have been used from other sources it has been properly acknowledged
- If this statement is untrue, I acknowledge that an assessment offence has been committed

Centres

Centre confirmation:

The Centre declares that this learner:

- Has received adequate guidance on what plagiarism is and how to reference work that is not theirs
- To the best of my knowledge, is the sole author of the submitted assessment

Permission for ILM to use this script

ILM uses learners' submissions – on an anonymous basis – for assessment standardisation.

If you are willing to allow ILM to use this script on condition that identifying information is removed, please confirm by ticking the box:

If applicable details of where further information can be found i.e. external sources.

If applicable glossary of terms used.

Appendix 7 – Definition of ILM’s Assessment Verbs

The following definitions are not drawn from a dictionary but are working definitions of the more common verbs used by ILM assessments.

Verb	Definition
Analyse What makes this work the way it does?	To examine something in detail to discover or determine the meaning or essential features and draw conclusions. To break something down into components or essential features, to identify possible causation and/or draw conclusions. Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns, etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low level activity.
Appraise Does this seem to work to the required standard?	Less detailed but broader and more comprehensive than an assessment, looking at the whole and making judgements. Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.
Assess Is this to the required standard?	Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors, but focuses primarily on impact or outcomes.
Compare How does this relate to that?	Used with two or more examples, requires a description of their relative features, effectiveness or outcomes. Context and variation determines the level of cognition involved.
Compare and contrast To what extent are they alike and to what extent are they different?	Provide an account of the characteristics of two or more entities that enable judgements to be made as to how they are similar and how they are different.
Contrast How good is this compared to that?	Used with two or more examples, makes some assessment of their relative features, effectiveness or outcomes. By definition, this is more demanding than to compare, and the factors which determine the level for compare also apply.
Conclude Why is this my decision?	Decide by reasoning.
Critical How valid and relevant are the ideas and information I am using?	To be critical means that you are required to make judgements about the validity or relevance of the ideas and information you are using; to explore their meaning, and to demonstrate understanding of the topic from different perspectives and theoretical frameworks.
Critically analyse What makes this work the way it does, and why?	Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.

<p>Critique What are the reasons for my views and conclusions on this?</p>	<p>To critique is to analyse something in detail in order to draw conclusions and provide reasons for your opinion as to its worth or value.</p>
<p>Define What, exactly, does it mean?</p>	<p>To state precisely the meaning of.</p>
<p>Describe What does it look like?</p>	<p>An account of the principal features of the topic. Involves some element of selection of the more important features. Again context and possible variation is significant, as is the degree of detail required in the description.</p>
<p>Detail What are the important features?</p>	<p>To detail is to include all the important elements or features.</p>
<p>Differentiate How is this different?</p>	<p>Distinguish one thing from another.</p>
<p>Determine What is the scope? What have I found out?</p>	<p>To fix in scope To conclude after observation or consideration</p>
<p>Establish How permanent is this? How true is this?</p>	<p>Create or set up on a permanent basis To prove correct, to confirm, to ratify, to validate, etc.</p>
<p>Evaluate How well does each part of this work, and what needs to be done to make it work better?</p>	<p>An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.</p>
<p>Examine What can you find out about it?</p>	<p>Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements. An examination could be used to inform decision making; in itself it will probably not be conclusive. The degree of detail and the context in which the examination takes place will determine level.</p>
<p>Explain How does it work?</p>	<p>Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.</p>
<p>Identify What are they?</p>	<p>Involves some selection of subject matter from a larger set or context. Requires ability to recognise - the level of cognitive skill required depends on the context. And the degree of variation in the set from which the identified elements are being drawn.</p>
<p>Justify Why do it?</p>	<p>Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis, and may be linked with one or other action.</p>
<p>List What exists?</p>	<p>Presentation of specific, required information in a structured format. Essentially a recall of learnt information; although this may be quite complex information, listing does not imply significant cognitive skills.</p>
<p>Outline What are the main features?</p>	<p>To give general idea and overview without going into detail.</p>

<p>Reflect What have I learnt from this experience?</p>	<p>A process or model of learning from an experience in order to give consideration to what might be an improvement or be done differently next time.</p>
<p>Research What can you find out about it?</p>	<p>Identifying and collecting data or information about a subject and presenting it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected, but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.</p>
<p>Review Overall, how well does this work, and what may need to be done about it?</p>	<p>Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review is a 'snapshot' of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.</p>
<p>Select Which are the most important?</p>	<p>Choose in preference to others</p>
<p>Specify What, exactly, is it?</p>	<p>Precise and exact; the particular qualities or characteristics of something</p>
<p>Summarise What are the main points?</p>	<p>A brief account giving the main points.</p>
<p>Verify How have I checked this to ensure it is correct?</p>	<p>To verify is to confirm by investigation.</p>

Continuous Improvement

The ILM Quality and Regulatory Group monitor this policy and any associated feedback and ensure that the ILM Standard is maintained to ensure our qualifications and programmes are accessible to all whilst maintaining quality in implementation. This policy shall be the subject of a three year review cycle or as necessary.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, ILM's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. ILM cannot accept liability for loss or damage arising from the use of information in this publication.

If you have a complaint, or any suggestions for improvement about any of the services that we provide, please email: customer@i-l-m.com

About ILM

ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. ILM offers a specialist suite of qualifications ranging from Level 2 to Level 7, which are awarded by The City and Guilds of London Institute. ILM also specialise in assessment, learning content, and accreditation of training.

We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

City and Guilds Group

ILM is a City & Guilds Group Business. Together, we set the standard for professional and technical education and corporate learning and development around the world, helping people and organisations to develop their skills for personal and economic growth.

Useful Contacts

ILM Customer Service

General enquiries

Events enquiries

International enquiries

E: customer@i-l-m.com

Complaints and feedback

Complaints and feedback

E: customer@i-l-m.com

ILM Regulation and Compliance

Reporting malpractice/maladministration

Reporting incidents of plagiarism

Lodging appeals

E: ILMregulation@i-l-m.com

ILM Assessment

Lodging Enquiries

Requests for Special Consideration

Request for Access Arrangements

E: ilmassessmentpolicy@i-l-m.com

Copyright

Published by ILM.

ILM is a City & Guilds Group Business. The City and Guilds of London Institute. Incorporated by Royal Charter. Founded in 1878. Registered Charity in England and Wales 312832 and in Scotland SCO39578. © The City and Guilds of London Institute.

This content in this document is copyright © The City and Guilds of London Institute [2018].

The content in this document, may not be copied, reproduced or distributed without the prior written consent of The City and Guilds of London Institute, except that:

1. candidates studying for an ILM or City & Guilds qualification may photocopy this document free of charge, for the purposes of personal study, when working towards an ILM or City & Guilds qualification
2. approved City & Guilds and/or ILM centres and providers may include a PDF version of this document on their internal intranets, provided that centre staff may only make copies of the document for the purpose of teaching candidates working towards an ILM branded or City & Guilds qualification

The *Standard Copying Conditions* also apply and can be found on the City and Guilds of London Institute website <http://www.cityandguilds.com/help/copyright>

ILM
No 1 Newlands Court
Attwood Road
Burntwood
WS7 3GF
T +44 (0) 1543 266867
E customer@i-l-m.com
www.i-l-m.com