

**ILM LEVEL 2  
AWARD IN  
INTRODUCTION  
TO BUSINESS  
IMPROVEMENT**



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**ILM Centres**

T +44 (0)1543 266867  
F +44 (0)1543 266893  
E [customer@i-l-m.com](mailto:customer@i-l-m.com)

**ILM Membership**

T +44 (0)1543 266886  
F +44 (0)1543 266811  
E [membership@i-l-m.com](mailto:membership@i-l-m.com)

# ILM LEVEL 2 AWARD IN INTRODUCTION TO BUSINESS IMPROVMENT (QCF)

[Qualification No. – 500/3736/5]

***Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at [customer@i-l-m.com](mailto:customer@i-l-m.com)***

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## Table of Contents

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Qualification Overview	3
Occupational Competency Requirements	4
Assessment Guidance	5

### APPENDICES

Appendix A – Unit Specifications	7
Appendix B – Assessments	23

**QUALIFICATION OVERVIEW:**

<b>ILM Level 2 Award in Introduction to Business Improvement</b>		
Purpose of the qualification	Aims to give practising team or cell leaders the foundation for their formal development, and in particular to assist participants in gaining the basic knowledge of business improvement techniques required by a team or cell leader and to develop basic team leading and business improvement skills.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> <li>• ILM Level 2 Award or Certificate in Team Leading</li> <li>• ILM Level 3 Award, Certificate or Diploma in First Line Management</li> </ul>	
Credit Value	8	
Induction	2 hours	
Tutorial Support	At least 2 hours	
Guided Learning Hours (GLH) – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support:	34 hours	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M2.18 Business improvement techniques	2 credits
	M2.23 Achieving objectives in the workplace	1 credit
	M2.24 Using information for action in the workplace	1 credit
	M2.25 Understanding health and safety in the workplace	1 credit
	M2.26 Understanding methods of communicating in the workplace	1 credit
	M2.27 Satisfying customer requirements	1 credit
	M2.28 Understanding effective team working	1 credit

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 2 AWARD IN INTRODUCTION TO BUSINESS IMPROVEMENT

To approve centres to deliver the Level 2 Award in Introduction to Business Improvement, ILM will consider a centre's ability to meet various standards, not least having staff with sufficient competence. It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

Centres should normally be approved to offer at least the ILM Level 2 Certificate in Team Leading (to demonstrate appropriate competence in management development). Centres not approved to offer the appropriate management qualifications will need to demonstrate that their staffs meet the occupational expertise standards for those qualifications. Individuals involved in delivering, assessing and quality assuring the Level 2 Award in Introduction to Business Improvement should have sufficient practical experience of management/team leading, preferably including business improvement.

In addition, the table below shows the occupational competence requirements of tutors, internal verifiers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

<b>Tutors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.</li> <li>• Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Current (within the last 3 years) small business experience appropriate to the level(s), key roles and individual role concerned.</li> <li>• Be able to prove that they have current experience of delivering training appropriate to the level and subject area of the qualification</li> </ul>
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold a valid and recognised teaching/training qualification.</li> </ul>

<b>Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>• Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>• Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification</li> </ul>
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> <li>• Ideally hold an assessment qualification (e.g. TAQA or equivalent)</li> </ul>
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the organisation's management centric policies, procedures and practices.</li> <li>• Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul>

## ASSESSMENT GUIDANCE FOR THE LEVEL 2 AWARD IN INTRODUCTION TO BUSINESS IMPROVEMENT

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [customer@i-l-m.com](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 2 Award in Introduction to Business Improvement.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Unit	Assessment
M2.18 Business improvement techniques	Business Improvement Assignment
M2.23 Achieving objectives in the workplace	
M2.24 Using information for action in the workplace	
M2.25 Understanding health and safety in the workplace	
M2.26 Understanding methods of communicating in the workplace	
M2.27 Satisfying customer requirements	
M2.28 Understanding effective team working	

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.



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# **A P P E N D I X - A**

## **UNIT SPECIFICATIONS FOR THE LEVEL 2 AWARD IN INTRODUCTION TO BUSINESS IMPROVEMENT**

<b>Title:</b>	<b>Business improvement techniques (M2.18)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand the importance of quality and achieving continuous improvement at work	1.1 Explain why quality and continuous improvement are important for any organisation 1.2 Explain <u>two</u> things they could do to encourage the team to continuously improve their performance
2	Know how to use business improvement techniques and tools to continuously improve the workplace	2.1 Identify a problem or need for improvement in the team or own area within the organisation 2.2 Briefly discuss <u>two</u> possible causes of the problem or need for improvement 2.3 Identify a way of improving the product, service or process using at least <u>one</u> recognised business improvement technique and <u>one</u> recognised tool for improvement 2.4 Briefly describe <u>one</u> method they could use to measure the effectiveness of the proposed improvement
3	Understand the principles of cost/benefit analysis	3.1 Describe how they could assess the costs and benefits of the proposed improvement
<b>Additional information about the unit</b>		
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		31/12/2014
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 (ICS unit 31), F7(ICS unit 37)
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)

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	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	12
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• The importance of quality and continuous improvement at work</li> <li>• Awareness of product/service standards</li> <li>• Suggestion schemes/role models</li> <li>• Ways of building commitment and loyalty to organisation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Range of techniques available (two from Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving)</li> <li>• Use of tools for improvement (at least two from: Cause and Effect/Fishbone Diagrams, Pareto Charts, Process Flow Charts, Scatter Graphs, Control/Run Charts)</li> <li>• Promotion of creative ideas and innovative solutions to problems</li> <li>• Methods to evaluate effectiveness of quality measures</li> <li>• How to evaluate effectiveness of quality measures</li> <li>• What other factors need to be considered in making decisions about a proposed improvement</li> </ul>
3	<ul style="list-style-type: none"> <li>• How to assess the financial costs and benefits of a proposed improvement</li> <li>• What other factors need to be considered in making decisions about a proposed improvement</li> </ul>

<b>Title:</b>	<b>Achieving objectives in the workplace (M2.23)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to set, prioritise and monitor SMART objectives	1.1 Set SMART objectives 1.2 Set priorities and plan work activities to achieve objectives 1.3 Describe ways of measuring the achievement of objectives
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of setting, prioritising and monitoring objectives.
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 Management & Leadership 2008 NOS: A1, B5, F5 (ICS unit 31), F7(ICS unit 37)
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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>• SMART objectives, and how to set them</li> <li>• (personal and organisational)</li> <li>• Setting priorities to achieve objectives</li> </ul>	

- |   |
|---|
| <ul style="list-style-type: none"><li>• Monitoring techniques</li><li>• Developing flexibility, responding to changing circumstances at a daily level</li><li>• Ways to measure achievement of objectives</li></ul> |
|---|

<b>Title:</b>	<b>Using information for action in the workplace (M2.24)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to use information for action	1.1 Gather/retrieve information using the most appropriate method 1.2 Select information to satisfy a purpose 1.3 Use information effectively for a selected purpose
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of gathering, selecting and using information for a selected purpose.
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 Management & Leadership 2008 NOS: D1, F5 (ICS unit 31)
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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>• Methods of information gathering, and retrieval from information systems</li> <li>• How to identify information needs for a variety of purposes, such as problem</li> </ul>	

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



<b>Title:</b>	<b>Understanding health and safety in the workplace (M2.25)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand responsibilities for health and safety	1.1 Recognise significant legislation relating to health, safety and welfare at work as relevant to own sector 1.2 Identify the main areas of own responsibility for health and safety in the workplace 1.3 Briefly describe how to inform team members of health and safety requirements in the workplace 1.4 Briefly describe how to monitor health and safety in the workplace
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of health and safety in the workplace.
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 Management & Leadership 2008 NOS: D5, E5, F5 (ICS unit 31), F7(ICS unit 37)
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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		

**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)
- Potentially harmful working practices within own work area
- How to set good example in relation to health and safety matters
- Risk assessment procedures and associated documentation
- Accident and near miss reporting (e.g. RIDDOR)
- First aid provision

<b>Title:</b>	<b>Understanding methods of communicating in the workplace (M2.26)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand methods of communicating effectively in the workplace	1.1 Identify suitable methods to communicate in the workplace 1.2 Identify barriers to communication and explain how these could be overcome
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of methods of communicating in the workplace.
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 Management & Leadership 2008 NOS: B5, D1, F5 (ICS unit 31), F7(ICS unit 37)
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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>• Stages in the communication process</li> <li>• Barriers to communication and how to overcome them</li> <li>• Different ways to communicate and their relative advantages and disadvantages</li> </ul>	

(e.g.: oral, such as telephone, meetings, briefings, one-to-one; and written, such as reports, letters, memos, emails etc)

- Feedback techniques

<b>Title:</b>	<b>Satisfying customer requirements (M2.27)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Know how to satisfy customer requirements	1.1 Identify own internal and/or external customers 1.2 Identify customer requirements in relation to own workplace 1.3 Interpret simple performance indicators to identify how well customer requirements are being met
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of satisfying customer requirements.
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 Management & Leadership 2008 NOS: D1, F5 (ICS unit 31), F7(ICS unit 37)
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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Own internal and external customers</li> </ul>	

- |  |
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| <ul style="list-style-type: none"><li>• Awareness of service standards in own organisation</li><li>• Simple performance indicators</li><li>• How to recognise different types of customers, their expectations and needs</li><li>• Techniques for improving performance to exceed customer expectations, including use of performance indicators</li></ul> |
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<b>Title:</b>	<b>Understanding effective team working (M2.28)</b>	
<b>Level:</b>	2	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1. Understand effective team working		1.1 Identify the characteristics of an effective team and the advantages of working in a team 1.2 Identify causes of disagreement, conflict and problem behaviour in a team 1.3 Explain how to create an effective team
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an understanding of effective team working.
Unit expiry 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 Management & Leadership 2008 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)
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		Restricted to ILM
Units available from		01/05/2008
Unit guided learning hours		3
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>Differences between groups and teams, particularly in the workplace</li> </ul>	

- Characteristics of a good team and the advantages of team working
- How groups are formed (e.g. Tuckman)
- How to identify team roles and their implications (e.g. 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



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# **A P P E N D I X - B**

## **ASSESSMENT FOR THE LEVEL 2 AWARD IN INTRODUCTION TO BUSINESS IMPROVEMENT**

**BUSINESS IMPROVEMENT ASSIGNMENT (M2.18, M2.23 – M2.28)**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>Select a topic in your own area at work, where you can identify possible improvement.</p> <p>You should discuss the choice of topic with your workgroup/team and with your line manager and/or your tutor. It should not be a large or complex topic, but it must offer scope for improvement – perhaps in productivity, profitability, customer service or working relationships, or perhaps in reducing waste, costs or labour turnover. You may have other ideas too!</p> <p>You will have to spend some time gathering information and perhaps discussing your ideas with you manager, members of your team and/or tutor before you can present your Business Improvement assignment either in written format or orally.</p> <p>You need to present your case for the improvement in a logical manner. To help you to do this, your submitted work should be structure using the headings below. The word count is shown as a guide only and does not need to be followed slavishly.</p> <p>Note:</p> <ul style="list-style-type: none"> <li>• The business improvement techniques of which you must use at least <u>one</u> in the task below include Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking and Problem Solving.</li> <li>• The tools for improvement of which you must use at least <u>one</u> in the task below include Cause and Effect Diagrams, Fishbone Diagrams, Pareto Charts, Process Flow Charts, Scatter Graphs and Control/Run Charts.</li> </ul> <p><i>You might expect to complete this task in around 1000 words; expected range 900 to 1100 words. This word count need not be followed slavishly but is for your guidance.</i></p>	
<i>Please use the headings below for this Reflective Review</i>	<b>Assessment Criteria</b>
<p><b>The Current Situation</b></p> <p>Identify and describe a particular area or process which you believe needs improvement giving your reasons for proposing this</p> <p>Gather information about this area or process and briefly discuss at least two things that may have caused the current situation and why it is important to improve it</p> <p>Explain the effect of the current situation on your customers (internal or external) and your team</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• A problem or need for improvement in the team or own area within the organisation is identified</li> <li>• Information is gathered/retrieved using the most appropriate method</li> <li>• Information is selected to satisfy a purpose</li> <li>• Information is used effectively for a selected purpose</li> <li>• Two possible causes of the problem or need for improvement are briefly discussed</li> <li>• Why quality and continuous improvement are important for an organisation is explained</li> <li>• Own internal and/or external customers are identified</li> <li>• Customer requirements in relation to own workplace are identified</li> <li>• Simple performance indicators are interpreted to identify how well customer requirements are being met</li> <li>• Causes of disagreement, conflict and problem behaviour in a team are identified</li> </ul>

<p><b>Business Improvement</b></p> <p>Briefly outline of the process you went through, using the most appropriate business improvement tool(s) and technique(s), to identify the improvement</p> <p>To help you implement the solution set at least one SMART objective, identifying any resources you may need</p> <p>Briefly describe how you would measure the effectiveness of your proposed improvement.</p> <p><i>(min 18 marks required from 36 available)</i></p>	<ul style="list-style-type: none"> <li>• A way or improving the product, service or process is identified using at least one recognised business improvement technique and one recognised tool for improvement</li> <li>• SMART objectives are set</li> <li>• Priorities are set and work activities planned to achieve objectives</li> <li>• Ways of measuring the achievement of objectives are described</li> <li>• One method they could use to measure the effectiveness of the proposed improvement is briefly described</li> </ul>
<p><b>Implementation</b></p> <p>Briefly outline how you would suggest the improvement be implemented. In doing so you should:</p> <ul style="list-style-type: none"> <li>• Describe how you would assess what the costs and benefits are.</li> <li>• Explain any health, safety and welfare aspects of implementing your improvement that may be involved and what actions you will take to ensure that people are aware of them.</li> <li>• Explain how you will tell people about the improvement and any difficulties may you face in doing this.</li> </ul> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• How they could assess the costs and benefits of the proposed improvement is described</li> <li>• Significant legislation relating to health, safety and welfare at work as relevant to own sector is recognised</li> <li>• The main areas of own responsibility for health and safety in the workplace are identified</li> <li>• Ways to inform team members of health and safety requirements in the workplace are briefly described</li> <li>• Ways to monitor health and safety in the workplace are briefly described</li> <li>• Barriers to communication are identified and how these could be overcome is explained</li> <li>• Suitable methods to communicate in the workplace are identified</li> </ul>
<p><b>Review</b></p> <p>Briefly outline how customers will benefit from the improvement that you are proposing.</p> <p>Using your experience of making an improvement, briefly explain how an effective team can help to bring about this improvement</p> <p>Using this improvement experience briefly describe how an effective team can help to improve performance</p> <p><i>(min 7 marks required from 14 available)</i></p>	<ul style="list-style-type: none"> <li>• How to improve service standards to exceed customers' expectations is explained</li> <li>• The characteristics of an effective team and the advantages of working in a team are identified</li> <li>• How to create an effective team is explained</li> <li>• Two things they could do to encourage the team to continuously improve their performance is explained</li> </ul>
<p>By submitting this assessment you confirm that it is your own work</p>	

**MARK SHEET: BUSINESS IMPROVEMENT ASSIGNMENT**

Centre Number:		Centre Name:		
Learner Registration No:		<ol style="list-style-type: none"> <li>1. Learner named below confirms authenticity of submission.</li> <li>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.</li> </ol> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>The Current Situation</b> <ul style="list-style-type: none"> <li>• A problem or need for improvement in the team or own area within the organisation is identified</li> <li>• Information is gathered/retrieved using the most appropriate method</li> <li>• Information is selected to satisfy a purpose</li> <li>• Information is used effectively for a selected purpose</li> <li>• Two possible causes of the problem or need for improvement are briefly discussed</li> <li>• Why quality and continuous improvement are important for an organisation is explained</li> <li>• Own internal and/or external customers are identified</li> <li>• Customer requirements in relation to own workplace are identified</li> <li>• Simple performance indicators are interpreted to identify how well customer requirements are being met</li> <li>• Causes of disagreement, conflict and problem behaviour in a team are identified</li> </ul>			/ 20 marks (min10)	
<b>Business Improvement</b> <ul style="list-style-type: none"> <li>• A way or improving the product, service or process is identified using at least one recognised business improvement technique and one recognised tool for improvement</li> <li>• SMART objectives are set</li> <li>• Priorities are set and work activities planned to achieve objectives</li> <li>• Ways of measuring the achievement of objectives are described</li> <li>• One method they could use to measure the effectiveness of the proposed improvement is briefly described</li> </ul>				

			/ 36 marks (min 18)	
<b>Implementation</b> <ul style="list-style-type: none"> <li>• How they could assess the costs and benefits of the proposed improvement is described</li> <li>• Significant legislation relating to health, safety and welfare at work as relevant to own sector is recognised</li> <li>• The main areas of own responsibility for health and safety in the workplace are identified</li> <li>• Ways to inform team members of health and safety requirements in the workplace are briefly described</li> <li>• Ways to monitor health and safety in the workplace are briefly described</li> <li>• Barriers to communication are identified and how these could be overcome is explained</li> <li>• Suitable methods to communicate in the workplace are identified</li> </ul>			/ 30 marks (min 15)	
<b>Review</b> <ul style="list-style-type: none"> <li>• How to improve service standards to exceed customers' expectations is explained</li> <li>• The characteristics of an effective team and the advantages of working in a team are identified</li> <li>• How to create an effective team is explained</li> <li>• Two things they could do to encourage the team to continuously improve their performance is explained</li> </ul>			/ 14 marks (min 7)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		