

ILM LEVEL 4 AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT (QCF)

[Award Qualification No. – 600/2272/3]

[Certificate Qualification No. – 600/2274/7]

[Diploma Qualification No. – 600/2275/9]

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

Table of Contents

Qualifications Overview	3
Occupational Competency Requirements	8
Assessment Guidance	9
APPENDICES	
Appendix A – Unit Specifications	11
Appendix B – Mandatory Assessments for the Level 4 Award, Certificate and Diploma in Management	85

QUALIFICATIONS OVERVIEW:

ILM Level 4 Award in Management		
Purpose of the qualification	Aims to give managers the foundation for their formal development in this role. The qualification does this by exploring the middle manager role, and developing the skills needed in such a role and also to prepare learners for the more rigorous demands of study at the higher levels.	
Progression routes	ILM Level 4 Certificate in Management ILM Level 5 Award, Certificate or Diploma in Team Management ILM Level 5 Award, Certificate or Diploma in Leadership and Management	
Credit Value	8	
Induction	2 hours	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the unit's guided learning hours)	30 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M4.01 Understanding the Management Role	4 credits
	M4.02 Managing the analysis of secondary data	4 credits

ILM Level 4 Certificate in Management		
Purpose of the qualification	Aims to give practicing or potential managers the foundation for their formal development in this role. The qualification does this by developing basic middle management capability and assisting participants in gaining the knowledge required at this level. This qualification builds on the ILM Level 4 Award in Management, and broadens the skills and knowledge in a flexible and practical way. Learners are not required to undertake the Award as a pre-requisite and may join Certificate programmes directly.	
Progression routes	ILM Level 4 Diploma in Management ILM Level 5 Award, Certificate or Diploma in Team Management ILM Level 5 Award, Certificate or Diploma in Leadership and Management	
Credit Value	22 (8 credits from mandatory group + 14 credits from optional group)	
Induction	2 hours	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	53 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M4.01 Understanding the Management Role	4 credits
	M4.02 Managing the analysis of secondary data	4 credits
	Optional Units	Credit Value
	<i>Learners must achieve a minimum credit value of 14 in this group, of which at least 6 credits must be at level 4 or above.</i>	
	M3.10 Introduction to leadership	2 credits
	M3.15 Managing stress in the workplace	1 credits
	M3.18 Coaching and training your work team	2 credits
	M3.33 Effective meetings for managers	2 credits
	M4.05 Managing equality and diversity in an organisation	3 credits
	M4.06 Managing risk in the workplace	3 credits
	M4.07 Motivating people in the workplace	2 credits
	M4.08 Solving problems by making effective decisions in the workplace	3 credits
	M4.09 Delegating authority in the workplace	3 credits
	M4.10 Managing and implementing change in the workplace	7 credits
	M4.11 Developing and managing people in the workplace	5 credits
M4.12 Understanding the organisational culture and context	6 credits	
M4.13 Communicating effectively orally and in writing in the workplace	3 credits	
M4.16 Understanding work in contemporary society	3 credits	

M4.17 Understanding entrepreneurship	2 credits
M4.18 Understanding accounting for management control	3 credits
M4.19 Understanding and interpreting financial data	3 credits
M4.20 Understanding the importance of marketing for an organisation	4 credits
M4.21 Using quantitative methods to solve management problems	5 credits
M4.22 Understanding the economics of the marketplace	6 credits
M4.23 Forecasting using quantitative methods	3 credits
M4.24 Developing your leadership styles*	4 credits
M4.25 Developing individual mental toughness*	2 credits
M4.26 Understanding the macro economic environment	7 credits
M4.27 Management communication	4 credits
M4.28 Understanding financial management	2 credits
M4.29 Managing a healthy and safe environment	2 credits
M4.30 Managing meetings	3 credits
M4.36 Managing marketing activities	3 credits
M4.37 Data collection and analysis to justify management decision making	2 credits
M5.08 Managing stress and conflict in the organisation	3 credits
M5.17 Managing resources	4 credits
M6.09 Managing operations research	3 credits

ILM Level 4 Diploma in Management		
Purpose of the qualification	Aims to give practicing middle managers the widest choice for their formal development in this role. The qualification does this by developing a very wide range of middle management capabilities and assisting participants in gaining the comprehensive knowledge required at this level. This qualification builds on the ILM Level 4 Award and Certificate in Management, and is more suited to the practicing manager, due to the more challenging demands of the programme. Learners are not required to undertake either the Award or the Certificate as pre-requisites and may join Diploma programmes directly.	
Progression routes	ILM Level 5 Award, Certificate or Diploma in Team Management ILM Level 5 Award, Certificate or Diploma in Leadership and Management	
Credit Value	37 (13 credits from mandatory group + 24 credits from optional group)	
Induction	3 hours	
Tutorial Support	At least 4 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	93 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M4.01 Understanding the Management Role	4 credits
	M4.02 Managing the analysis of secondary data	4 credits
	M4.07 Motivating people in the workplace	2 credits
	M4.08 Solving problems by making effective decisions in the workplace	3 credits
	Optional Units	Credit Value
	<i>Learners must achieve a minimum credit value of 24 in this group, of which at least 10 credits must be at level 4 or above.</i>	
	M3.10 Introduction to leadership	2 credits
	M3.15 Managing stress in the workplace	1 credits
	M3.18 Coaching and training your work team	2 credits
	M3.33 Effective meetings for managers	2 credits
	M4.05 Managing equality and diversity in an organisation	3 credits
	M4.06 Managing risk in the workplace	3 credits
	M4.09 Delegating authority in the workplace	3 credits
M4.10 Managing and implementing change in the workplace	7 credits	
M4.11 Developing and managing people in the workplace	5 credits	
M4.12 Understanding the organisational culture and context	6 credits	

	M4.13 Communicating effectively orally and in writing in the workplace	3 credits
	M4.16 Understanding work in contemporary society	3 credits
	M4.17 Understanding entrepreneurship	2 credits
	M4.18 Understanding accounting for management control	3 credits
	M4.19 Understanding and interpreting financial data	3 credits
	M4.20 Understanding the importance of marketing for an organisation	4 credits
	M4.21 Using quantitative methods to solve management problems	5 credits
	M4.22 Understanding the economics of the marketplace	6 credits
	M4.23 Forecasting using quantitative methods	3 credits
	M4.24 Developing your leadership styles*	4 credits
	M4.25 Developing individual mental toughness*	2 credits
	M4.26 Understanding the macro economic environment	7 credits
	M4.27 Management communication	4 credits
	M4.28 Understanding financial management	2 credits
	M4.29 Managing a healthy and safe environment	2 credits
	M4.30 Managing meetings	3 credits
	M4.36 Managing marketing activities	3 credits
	M4.37 Data collection and analysis to justify management decision making	2 credits
	M5.08 Managing stress and conflict in the organisation	3 credits
	M5.17 Managing resources	4 credits
	M6.09 Managing operations research	3 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE 4 AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT

To approve centres to deliver the Level 4 Award, Certificate and Diploma in Management, 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.

The table below shows the occupational competence requirements of tutors, internal quality assurers 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.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • 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. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Show evidence of a history of progressive/recent industrial/commercial experience of delivering training usually within a workplace (though similar experience in a part-time voluntary capacity would also be acceptable) appropriate to the level and subject area of these qualifications
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.

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

ASSESSMENT GUIDANCE FOR THE 4 AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT

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 or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the the Level 4 Award, Certificate and Diploma in Management.

Appendix B in this document outlines the mandatory 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	Assessments
M4.01 Understanding the Management Role	Work-Based Assignment
M4.02 Managing the analysis of secondary data	
M4.07 Motivating people in the workplace	Reflective Review
M4.08 Solving problems by making effective decisions in the workplace	Work-Based Assignment

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.

*Suggested optional assessments can be downloaded from the ILM website.

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT

Title:	Introduction to leadership (M3.10)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand leadership styles	1.1 Identify the factors that will influence their choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour	
2. Understand leadership qualities and review own leadership qualities and potential	2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model	
Additional information about the unit		
Unit purpose and aim(s)	To develop an introductory knowledge and understanding of leadership as required by a practising or potential first line manager.	
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: B6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Differences and similarities between leadership and management, and the need for each of them • Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships • Leadership behaviours and the sources of power
2	<ul style="list-style-type: none"> • Identification, development and appropriate choice of personal leadership styles and behaviours • The role of trust and respect in effective team leadership • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Managing stress in the workplace (M3.15)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to manage own stress and minimise stress in others	1.1 Examine the causes and impact of stress in the organisation 1.2 Describe the symptoms of stress in self and in others 1.3 Explain <u>one</u> practical stress management technique 1.4 Outline management responsibilities and actions in relation to work-related stress in the team	
2 Know how to support individuals in the team	2.1 Explain how to decide when to provide advice, mentoring or counselling to support individuals in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing stress as required by a practising or potential first line manager.	
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: C6 Links to SFEDI 2006 NOS: YS3, OP5, OP8	
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)	SFEDI 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	8	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Causes and impacts of stress at work • Symptoms of stress in self and in others • Implications of stress for workplace and non-work activities/relationships • Implications and effects of stress for individuals and organisations • Management responsibilities in relation to work-related stress • Simple practical stress management techniques • Sources of available support for stress sufferers • Action planning and review techniques
2	<ul style="list-style-type: none"> • Definitions of counselling, advising and mentoring and when to use each of them to support individuals • Principles of counselling • Mentoring, and the mentoring cycle • Range of available counselling and support mechanisms

Title:	Coaching and training your work team (M3.18)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand training appropriate to the workplace	1.1 Clarify the training need 1.2 Explain <u>two</u> training techniques appropriate to the workplace situation 1.3 Explain how they could cater for different learning styles when training individuals in the workplace 1.4 Explain <u>one</u> relevant feedback technique that could work effectively in the workplace situation 1.5 Describe methods of evaluating the effectiveness of training 1.6 Explain how they could maintain training records	
2 Understand how to coach an individual in an organisation	2.1 Clarify the coaching need 2.2 Explain how to plan the coaching for an individual in the organisation 2.3 Explain the importance of feedback in coaching 2.4 Describe <u>one</u> method of evaluating the effectiveness of coaching	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of coaching and training as required by a practising or potential first line manager.	
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: D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Identifying when training is an appropriate method to address a development need • Training techniques appropriate to the workplace situation • Range of learning styles and their implications for training design • Relevant feedback techniques • Methods to evaluate effectiveness of training • Appropriate recording systems • Supervised practice or simulation to develop the ability to apply knowledge and skills
2	<ul style="list-style-type: none"> • Identifying when coaching is an appropriate method to address a development need • Coaching techniques as appropriate to the workplace situation • Role of feedback in coaching • Methods to evaluate effectiveness of coaching • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Effective meetings for managers (M3.33)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to manage and contribute to a meeting	1.1 Explain the purpose of an agenda 1.2 Describe how to prepare prior to a meeting 1.3 Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting 1.4 Explain basic meeting protocol and procedures 1.5 Explain the purposes of minutes and action plans 1.6 Review own effectiveness at meetings	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of meetings as required by a practising or potential first line manager.	
Unit review date	31/12/2014	
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:	
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	4	
Additional Guidance about the Unit		

Indicative Content:

1

- The purpose, value and types of meeting
- How to consult with others and prepare to contribute effectively to a meeting
- How to organise a meeting (physical resources, agenda)
- How to make an effective contribution to discussion/decision making during a meeting
- Roles and responsibilities of the chairperson, the secretary and individuals at a meeting
- Purposes of minutes and action plans
- The importance of follow-up procedures after a meeting and how to use action plans to do so
- Review of own effectiveness at meetings
- Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Understanding the management role (M4.01)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the organisation's purpose, stakeholders, structure and functional areas and managerial roles	1.1 Describe the organisation's purpose and its stakeholders 1.2 Explain the organisation's structure, functional areas and managerial roles	
2 Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals	2.1 Describe the specific responsibilities of middle managers in enabling the organisation to achieve its goals	
3 Understand how communication and interpersonal relationships affect managerial performance in the workplace	3.1 Explain how interpersonal relationships and communication skills affect managerial performance 3.2 Identify barriers to communications and effective interpersonal relationships in the organisation and devise strategies to overcome these	
4 Evaluate personal development opportunities to improve own managerial	4.1 Critically assess own knowledge, skills, personal attributes and behaviour, and their effect on own managerial ability 4.2 Identify areas for personal development to improve own managerial behaviour 4.3 Plan and set priorities for future development	
Additional information about the unit		
Unit purpose and aim(s)	To appreciate the nature of the middle manager role and their ability to perform effectively.	
Unit expiry date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: A3, B1, B6, C4, D2, F8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	

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	01/10/2007
Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature and purpose of organisations, including mission and value statements • Stakeholders and their objectives • Organisation charts, including hierarchical and matrix structures; indication of the range of operational functions • Levels of management and associated roles and responsibilities within organisation
2	<ul style="list-style-type: none"> • Profile and job functions of middle managers • Formal and informal organisational relationships • The management task, including planning, organising, motivating and controlling • Range of management styles • Differences between management and leadership
3	<ul style="list-style-type: none"> • Range of human behaviours, including how cultural and individual differences, verbal (esp. questioning and active listening skills) and non-verbal communication interact to affect understanding, and their effect on communication in the workplace • Methods/procedures to overcome particular communication challenges (eg those with learning difficulties, hearing impaired, visually impaired, foreign languages, etc) • Communications climate and culture • Importance of feedback skills to facilitate communication and workplace relationships • Networking skills
4	<ul style="list-style-type: none"> • Personal style and approach; image and presentation; non-verbal communication; social skills applicable to workplace • Respect for others; balance between trust and control • Attitudes to knowledge management and sharing of information • Personal management styles and their effects on situations and individuals

Title:	Managing the analysis of secondary data (M4.02)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
3 Be able to gather and evaluate complex data from diverse secondary sources	1.1 Identify a research topic which is relevant to the organisation	1.2 Collect secondary data from a wide range of academic, official and commercial sources, ensuring that all sources are acknowledged
	1.3 Analyse collected data to judge its relevance and validity, make deductions, and draw conclusions	
4 Be able to review the findings from own analysis of data	2.1 Lead a group discussion on the findings from own analysis	2.2 Evaluate the outcomes from the group discussion of the data analysis
5 Be able to review research activity and identify areas for future self development	3.1 Review the effectiveness of the research activity against the objectives set	3.2 Prepare and justify a self-development plan to improve own performance when managing research activities
Additional information about the unit		
Unit purpose and aim(s)	To develop core data analysis skills as needed by practising or potential middle managers.	
Unit expiry date	31/01/2015	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if	Management Standards Centre (MSC)	

required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Private
Units available from	01/10/2007
Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Research methods • Official (Governmental and supra-Governmental) and other (corporate, commercial, trade associations, societies, trades unions, etc) sources of information and information retrieval processes, including library classification systems, indexes, journals, trade magazines and the use of Internet search engines' advanced search features (ie Boolean searches) • Techniques for identifying relevant content from paper and electronic materials (using contents and index pages, skim-reading, using file/site search facilities) and criteria for judging the validity and appropriateness of information and sources • Making structured notes and cross-referencing materials for different purposes (eg essays, reports, presentations) • Using index cards, Mind Maps™ and similar techniques to record and structure material, and build links between information from different sources • Note-taking and recording others' contributions in lectures, demonstrations, seminars and tutorials • Referencing • Development of bibliographies <p><i>Note: Candidates should be encouraged to investigate topics that are of relevance to them and their role so as to add value to their work performance.</i></p>
2	<ul style="list-style-type: none"> • Skills for engaging actively in, and leading, tutorial and seminar discussions • Basic principles of group dynamics and skills for working in self-managing groups • Skills for making formal presentations and/or demonstrations, alone and with others, to individuals and to groups, including: <ul style="list-style-type: none"> ▪ Relevance of objectives, audience and contexts in relation to presentations ▪ Options and constraints applicable to presentation – including time, duration, venue, equipment, language, etc) ▪ Use of standard computer software, such as Microsoft PowerPoint ▪ Non-IT visual aids for presentations (eg OHTs, models, handouts, demonstrations, etc) ▪ Techniques for effective and flexible delivery ▪ Techniques for controlling and responding to questions
3	<ul style="list-style-type: none"> • Evaluation techniques (self and others) and performance improvement • Setting and using SMART objectives to manage own work • Strategies to establish priorities (e.g. urgent/important grid) and make most effective use of time • Action and task planning techniques

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|--|---|
| | <ul style="list-style-type: none">• Use of milestones to monitor progress• Importance of monitoring and revising plans in line with progress |
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Title:	Managing equality and diversity in an organisation (M4.05)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Manage equality and diversity in own specific functional area	1.1 Examine the type of culture within the organisation in relation to equality and diversity 1.2 Explain the development activities necessary to implement equality and diversity actions relevant to own specific functional area 1.3 Explain how they will manage equality and diversity on an ongoing basis in own functional area	
Additional information about the unit		
Unit purpose and aim(s)	To explore the nature and origins of personal values, beliefs, attitudes and prejudices, and the impact that this can have on workplace behaviour and, in so doing, develop an understanding of the participant's role and responsibility in the valuing and managing of diversity.	
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: B11 Links to KSF: Core Dimension 6 'Equality & Diversity' and provides evidence to support levels 3 & 4	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA) NHS Knowledge & Skills Framework	
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	14
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Equality and diversity defined • Diversity and its impact on the organisation • Legislation and how it effects individuals, organisational policies and procedures • Examining personal values, beliefs, attitudes and prejudice • Language and diversity • An overview of harassment, bullying and victimisation in the workplace • Case studies: implementing reasonable adjustments in the workplace • Examining the organisation/team in relation to diversity • Case studies: employee relations • Business diversity action planning • Examples of good practice in equality and diversity

Title:	Managing risk in the workplace (M4.06)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Conduct a risk assessment within the context of your workplace	1.1 Identify hazards and risks within the context of own workplace 1.2 Conduct a risk assessment within the context of own workplace	
2 Examine how risk in the workplace can be minimized	2.1 Examine and explain how risk within own workplace can be minimised 2.2 Explain how any identified risks in own workplace will be continuously monitored and reviewed	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to manage risk within the context of their workplace.	
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: B10	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/07/2008	
Unit guided learning hours	6	
Additional Guidance about the Unit		

Indicative Content:	
1	<ul style="list-style-type: none"> • Establishing the context and scope of the workplace • Applicable laws and legislation • Types of hazards and risks (environmental, technological, information, physical etc) • How to identify the circumstances and consequences of hazards and risks • Five steps to risk • Objective likelihood/probability, impact and score • Risk assessment procedure and associated documentation • Prioritisation of risk
2	<ul style="list-style-type: none"> • Identifying prevention and control measures • Avoidance, control, transfer to another entity or higher authority, retention (careful assessment and monitoring of risk) • Risk management registers • Compare actual results with results expected/predetermined • Monitoring and re-assessing the level and implications of risk

Title:	Motivating people in the workplace (M4.07)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Examine the factors that may affect performance and motivation in the work place	1.1 Examine the principal factors that may affect performance and motivation in the workplace	
2 Examine how levels of motivation could be improved to increase performance in the workplace	2.1 Analyse a theory of motivation and explain how this theory could be used to improve motivation levels and performance in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to examine how levels of motivation can be improved to increase performance in the workplace.	
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:	
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	01/07/2008	
Unit guided learning hours	6	
Additional Guidance about the Unit		

Indicative Content:	
1	<ul style="list-style-type: none">• Theories of motivation and their application to teams and individuals• Factors that affect performance and motivation (individual differences/needs, manager behaviour, the job and organisational context etc)• Styles and patterns of behaviour at work
2	<ul style="list-style-type: none">• Theories of motivation and their application to teams and individuals• Range of techniques to motivate individuals and monitor performance• Positive approaches to offset negative attitudes in the workplace

Title:	Solving problems by making effective decisions in the workplace (M4.08)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Examine a problem in the context of the workplace	1.1 Define and diagnose a complex problem in the workplace including its scope and impact
2	Examine ways of resolving the problem	2.1 Search for and examine a range of alternative solutions to the problem 2.2 Compare and evaluate the alternative solutions, using a specific decision making technique and appropriate consultation with those affected by the problem, to identify the best option
3	Plan how you will implement the solution	3.1 Construct a detailed plan for implementing the solution, including any resource requirements 3.2 Outline how the solution will be communicated to those affected by it
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to make effective decisions to solve problems in the workplace.
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: 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)
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	01/07/2008
Unit guided learning hours	16
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Ways to recognise, investigate and analyse complex problems • Brainstorming and a range of other creative thinking techniques • Setting objectives in relation to problems
2	<ul style="list-style-type: none"> • Gathering information and generating alternatives • Problem solving techniques • Setting priorities • Evaluating options • Conditions under which decisions are made (certainty, uncertainly) • Decision making models and techniques • Types of decisions (routine, adaptive, innovative etc) • Decision making in relation to goals which specify the quality or quantity of the desired results • Methods of and reasons for consultation
3	<ul style="list-style-type: none"> • Planning (for example – human resources, finance, marketing, operations, health and safety) • Resource allocation (money, people, facilities, equipment etc)

Title:	Delegating authority in the workplace (M4.09)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Delegate a task in the workplace	1.1 Agree and set objectives for the task to be delegated 1.2 Estimate the time required to complete the task 1.3 Explain how progress will be monitored Set guidelines for resource availability and utilisation 1.4 Assess the authority required for the person to whom they are delegating 1.5 Specify the standards to be adhered to	
2 Examine ways to improve their ability to delegate and empower others	2.1 Review how well they delegated the task, based on the outcomes of the delegated tasks and feedback from others 2.2 Explain how they can improve their ability to delegate and empower others	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to effectively delegate work and empower others.	
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: B6, D5	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/07/2008
Unit guided learning hours	5
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Advantages and disadvantages of delegation • Principles of effective delegation • Delegating to empower others • Constraints and benefits of empowerment • Techniques for deciding the most appropriate individual to undertake the activity • The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this • Definitions of authority and power, responsibility and accountability • Process of delegation including barriers and support mechanisms • Techniques to monitor outcomes of delegation • Feedback, recognition and reward techniques
2	<ul style="list-style-type: none"> • Review of own effectiveness in delegating tasks • Identifying actions that could improve ability to delegate

Title:	Managing and implementing change in the workplace (M4.10)	
Level:	4	
Credit value:	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the forces for change in an organisation	1.1 Examine the forces that may require own organisation to change by conducting an environmental and organisational analysis	
2 Know how to manage and implement change in the workplace	2.1 Give an example of a change required in the workplace, arising from the environmental and organisational analysis 2.2 Investigate the change required to determine whether it is feasible and viable for implementation 2.3 Analyse the benefits and implication of the change for stakeholders 2.4 Explain how they will obtain support from stakeholders for the change 2.5 Compile a detailed implementation plan	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to manage and implement change in the workplace.	
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: C4, C5, C6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/07/2008
Unit guided learning hours	28
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Environmental analysis technique, such as PESTLE • Organisational analysis, such as SWOT analysis
2	<ul style="list-style-type: none"> • Benefits and implications of change • Methods of assessing risks and uncertainties • Principles of change management • System theory and process design • Methods for planning for change • Feasibility and viability of the change for stakeholders • Use of tools for planning change • Human and financial factors in the consideration of change • Clear communication of change • The importance of involving people to facilitate effective change

Title:	Developing and managing people in the workplace (M4.11)	
Level:	4	
Credit value:	5	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Analyse the needs and expectation of people in the workplace	1.1 Examine the expectations and requirements of groups and individuals in the workplace	1.2 Examine the training and development needs of individuals and groups in the workplace to improve work performance
2 Develop individuals in the workplace to improve performance	2.1 Explain how to accommodate the expectations and individual requirements of individuals in the workplace	2.2 Examine development vehicles in the organisation to accommodate the development needs of individuals in the workplace
	2.3 Provide a development plan to enable the identified development needs to be progressed and met	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand the needs and expectations of people in the workplace and to enable them to develop individuals to improve organisational performance.	
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: A2, D7, D9	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/07/2008
Unit guided learning hours	20
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Examining the expectations and requirements of people • Determining groups and individuals for whom the manager has responsibility • Diversity in the workplace • Understanding the causes of conflict in the organisation • Ways of identifying substance abuse and related problems • Promotion of work/life balance
2	<ul style="list-style-type: none"> • Administering people in accordance with guidelines and career pathways • Being aware of and understanding organisational policies (diversity, substance abuse etc) • Understanding the variety of documentation required to manage people • Managing career development of people • Support structures within the organisation • Techniques for managing interpersonal conflict • Techniques for informal performance assessment and formal appraisal • Methods of ensuring fair and objective assessment/appraisal • Methods to monitor, evaluate and record individual feedback • Reporting performance appraisal including the importance of confidentiality • Promotion of a healthy life-style • Learning styles and the range of training/development opportunities available • Mechanisms to provide appropriate feedback to individuals • Career development strategies • Appropriate recording systems

Title:	Understanding the organisational culture and context (M4.12)	
Level:	4	
Credit value:	6	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the culture and context of the organisation	1.1 Examine the organisation within its broader environment using appropriate environmental and organisational analysis techniques 1.2 Appraise the purpose, policy and procedures within which the organisation is required to function 1.3 Investigate and explain the culture and ethical behaviour required in the organisation	
2 Examine own ability to function within organisational culture and ethical norms	2.1 Examine and explain their own ability to function within organisational culture and ethical norms 2.2 Propose how they can uphold the ethical standards of their organisation	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand the needs and expectations of people in the workplace and to enable them to develop individuals to improve organisational performance.	
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: B9	
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	01/07/2008
Unit guided learning hours	26
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Impact of external forces on the organisation (for example political, social, economic, technological, legal, environmental) and related environmental and organisational analysis techniques (e.g. PESTLE and SWOT analysis) • Law and policies governing the organisation • The nature and purpose of organisations • Formal and informal relationships between departments and people • Legal duties in relation to sex, race, age, disability and unfair discrimination • Organisational culture, ethos and values • Corporate social and environmental responsibility • Organisation policies/guidelines governing behaviour
2	<ul style="list-style-type: none"> • Personal SWOT analysis • Organisation's role and objectives • Personal ethical standards, values and beliefs • Barriers to effective functioning in the organisation and ways to overcome these • Available support mechanisms

Title:	Communicating effectively orally and in writing in the workplace (M4.13)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Plan and deliver an effective presentation	1.1 Specify the aim and objectives of the presentation and the intended audience 1.2 Research, analyse and select information for inclusion in the content 1.3 Plan the content of the presentation and prepare relevant visual aids 1.4 Deliver the presentation to identified personnel ensuring that the information is logical, clear and accurate 1.5 Respond to questions about their presentation	
2 Conduct an interview in the workplace	2.1 Plan a formal interview in the workplace 2.2 Formulate appropriate questions to elicit desired information 2.3 Keep appropriate records of the interview 2.4 Review own interviewing performance	
3 Effectively communicate in writing in the workplace	3.1 Gather, analyse and collate information and use this to correspond in writing, using various formats 3.2 Collect feedback on own written communication performance 3.3 Identify ways to improve their written communication ability and skills	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to communicate effectively orally and in writing in the workplace.	
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: E11	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills	Council for Administration (CfA)	

council or other appropriate body (if required)	
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	01/07/2008
Unit guided learning hours	4
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Objectives, audience and contexts in relation to presentation • Researching and logically grouping information • Arranging information in a coherent ways with a beginning, middle and end • Knowing the difference between fact and opinion • The importance of conveying accurate information • Knowing how to effectively use presentation aids • Tone, language and level of formality • Techniques for effective and confident delivery • Techniques for controlling and responding to questions
2	<ul style="list-style-type: none"> • Nature and purpose of workplace interviews • Planning workplace interviews • Questioning skills and techniques for use in interviews • Types of questions, their purpose and structure • Record keeping, purpose and techniques • Techniques for reflection and review of own performance
3	<ul style="list-style-type: none"> • Value of the written word and the importance of clear objectives • Various formats for written communication used within the organisation • Techniques for identifying relevant content • Effectively gathering and analysing information • Referencing • Development of bibliographies • Tone, language and level of formality • Image, structure, layout conventions including “house styles” • Inclusion of visual material (tables, graphs etc) and appendices

Title:	Understanding work in contemporary society (M4.16)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the nature and purpose of their organisation	1.1 Examine and describe the nature and purpose of own organisation 1.2 Assess the strengths and weaknesses of organisational type in enabling it to achieve its goals	
2 Understand their organisational structure	2.1 Investigate and explain own organisational structure 2.2 Assess the strengths and weaknesses of organisational structure in enabling it to achieve its goals	
3 Understand the potential impact of the external environment on the organisation	3.1 Evaluate changes in the external operating environment that may have an effect on the way the organisation operates 3.2 Make recommendations for changes that may be required to respond to these external factors	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand work in contemporary society.	
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: B2	
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	01/07/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Nature and purpose of organisations • Organisations and power • Advantages and disadvantages of organisational type (nature and purpose)
2	<ul style="list-style-type: none"> • Theories and debates about work and organisations • Various organisational models/structures/formats • Advantages and disadvantages of various organisational models
3	<ul style="list-style-type: none"> • Changes in the nature of work organisations as a result of technological, competitive and social development • Availability of information • Learning organisations and the role of professionals • Gender, diversity, demographic trends, work and employment • Globalisation • Possible ways of responding to external factors that have an influence on organisations

Title:	Understanding entrepreneurship (M4.17)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the factors that encourage entrepreneurial behaviour	1.1 Explore the possible nature, character and motivation of an entrepreneur	1.2 Determine the political, social and economic factors that encourage or inhibit enterprise
2 Explore how enterprise can be financed and marketed	2.1 Explore how a new enterprise can be developed	2.2 Investigate various options available to finance and market a new enterprise
	2.3 Explain how to manage and sustain the growth of a new enterprise	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to explore and understand enterprise; and how it can be financed and marketed.	
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:	
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	01/07/2008	
Unit guided learning hours	6	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Entrepreneur, entrepreneurship and the management of an enterprise • Possible nature, character and motivation of an entrepreneur • Political, social and economic factors that encourage or inhibit enterprise • Case studies of successful and unsuccessful entrepreneurs
2	<ul style="list-style-type: none"> • Defining enterprise development • Insights on researching and developing new ideas • Appreciation of various legal forms of enterprise available • Financing new venture including cost estimation and various sources of finance • Resources required for business • Construction of Business Plans • Reasons for business failing • Aspects of marketing (networking, word of mouth, personal selling, family business etc)

Title:	Understanding accounting for management control (M4.18)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand costing system in own organisation	1.1 Examine, describe and explain costing system(s) used in own organisation
2	Understand the role that budgetary control plays in the management of the organisation	2.1 Examine and explain how budget plans are devised and controlled in the organisation 2.2 Examine and describe the actions individual managers take to ensure that they adhere to the budgets in their sphere of control
3	Understand financial decision-making in own organisation	3.1 Examine and explain the method(s) of investment appraisal used in own organisation 3.2 Explain the techniques used in the evaluation of supply chain decisions (such as make/buy decisions) 3.3 Interpret and explain how other strategic or non-financial factors may influence investment or supply chain decisions
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to explore and understand accounting for management control.
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: E1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
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	01/07/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Costing systems • Methods of costing • Marginal costing • Absorption costing
2	<ul style="list-style-type: none"> • Budgeting as a concept • Budget planning and control systems
3	<ul style="list-style-type: none"> • Methods of investment appraisal • Appropriate techniques to support business decisions • Other aspects affecting business decisions

Title:	Understanding and interpreting financial data (M4.19)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the range of financial documents which can be used by the organisation's stakeholders to judge performance	1.1 Identify the organisation's stakeholders and explain their various expectations 1.2 Explain the various financial documents produced by the organisation and the information which they provide	
2 Know how to calculate and interpret a range of performance indicators based on financial information	2.1 Identify, explain and calculate relevant performance indicators (PIs) based on the organisation's financial documents 2.2 Interpret these PIs to provide an assessment of the organisation's performance in a way relevant to each of its stakeholders	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand and interpret financial information.	
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: E2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/07/2008	
Unit guided learning hours	6	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Range of stakeholders and their various expectations of the organisation • Balance sheets, profit and loss accounts, income and expenditure accounts (for non-profit organisations)
2	<ul style="list-style-type: none"> • Performance indicators and their role in achieving objectives • Financial information and its value for management • Ratio analysis • Financial measure of organisational performance – interpretation of information

Title:	Understanding the importance of marketing for an organisation (M4.20)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Examine the market within which an organisation operates	1.1 Explore the market within which own organisation operates, focussing on market size, the organisation's share of that market and its competitor profile	1.2 Examine and explain the role of the marketing function and activities within own organisation
2 Evaluate the effectiveness of marketing within own organisation	2.1 Evaluate the effectiveness of marketing within own organisation and where necessary make recommendations for improvement	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to explore and understand the importance of marketing for their organisation.	
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: C2, F9	
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	01/07/2008	

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Concepts and key ideas of marketing (for example: segmentation, targeting, positioning, buyer behaviour etc) • Market scanning and analysis techniques (for example: BCG Matrix etc) • Marketing mix • Concept of “product” • Range of different activities carried out by marketing
2	<ul style="list-style-type: none"> • Marketing mix • Buyer/service user behaviour

Title:	Using quantitative methods to solve management problems (M4.21)	
Level:	4	
Credit value:	5	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to collect and analyse data using quantitative methods	1.1 Identify and describe a management problem/issue in own organisation 1.2 Research the problem/issue using relevant method(s) to collect quantitative data 1.3 Use quantitative methods to analyse the data 1.4 Draw conclusions from the findings of the data analysis
Additional information about the unit		
Unit purpose and aim(s)		To enable learners to collect and analyse data using quantitative methods to solve management problems.
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: C2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
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		01/07/2008
Unit guided learning hours		10
Additional Guidance about the Unit		

Indicative Content:

1

- The use of a calculator and spreadsheet software (Excel)
- Tabulation charts and graphs
- Developing questions in quantitative research
- Issue of validity and reliability
- Methods of collecting data from numerous sources
- Random and non-random methods of sampling
- Normal distribution, measures of central tendency (mean, median, mode) and dispersion (range, standard deviation)

Title:	Understanding the economics of the marketplace (M4.22)	
Level:	4	
Credit value:	6	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Use economic principles to explain how prices are determined in an organisation's market	1.1 Use micro-economic principles to analyse the factors affecting the prices of goods or services in a market in which the organisation operates, and the impact this has on the organisation's financial performance	1.2 Assess the responsiveness of consumers and suppliers to price changes in the organisation's own or a related market
2 Use economic principles to explain the impact of competition on an organisation's market	2.1 Identify the current barriers to entry and exit from the market in which the organisation operates, for new and existing suppliers	2.2 Assess the competitive environment in which the organisation operates and explain the implications this has for prices and financial performance
	2.3 Assess how potential economic, political, social and technological developments will affect barriers to entry and exit to the market for new and existing suppliers, and the likely impact this may have on prices and financial performance	
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to understand the economics of the marketplace.	
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: B2	
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	01/07/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Economic principles and determinates of supply and demand • Use of demand and supply curves to illustrate price equilibrium • Increases and decreases in supply and demand, and their impact on equilibrium price • Concept, types, determinates and implications of elasticity of supply and demand • Industrial (Business to Business) and consumer (Business to Consumer) markets and the implications of consumer price and income elasticity on markets further up the supply chain
2	<ul style="list-style-type: none"> • Models of market competition (perfect and imperfect competition, monopoly and oligopoly) and their impact on price and financial performance • The nature and impact of barriers to entry and exit to the market for new suppliers • Likely economic, political, social and technological developments and their potential impact on the market

Title:	Forecasting using quantitative methods (M4.23)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to forecast using quantitative methods to deal with a potential future scenario in own organisation	1.1	Develop a forecast for a relevant aspect of own organisation's activities using quantitative forecasting methods
	1.2	Propose an appropriate plan to deal with potential future scenario
Additional information about the unit		
Unit purpose and aim(s)	To enable learners to forecast using quantitative methods.	
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:	
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	01/07/2008	
Unit guided learning hours	8	
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Use of spreadsheets • Basic steps in forecasting (defining the problem/situation/aspect, choosing the data, analysing data patterns, choosing a model, calculating a forecast, evaluating accuracy of forecast) 	

- Data (time series, historical data)
- Visual and numerical data analysis
- Use of forecasting methods (for example planning resources, personnel, finance etc)
- Where and how to use basic quantitative forecasting techniques
- Forecasting (moving average, trend analysis, regression analysis)
- Variations (up or down trends, seasonality, cycles, irregular variations, random variations)

Title:	Developing your leadership styles (M4.24)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand what the outcome of leadership is	1.1	Examine the importance of performance and engagement with followers in an organisation
2 Assess own leadership styles	2.1 2.2	Examine the six specific scales for leadership Assess the effectiveness of own leadership styles in terms of the six scales
3 Understand the implications of own leadership styles for self and for leadership within own organisation	3.1 3.2	Using the results of own leadership style effectiveness examine the implications for self and own organisation Examine the impact of changes in the situation on the effectiveness of the adopted style
4 Assess own leadership behaviour in terms of the three global factors which determine effective leadership	4.1 4.2	Examine the three global factors in terms of leadership effectiveness Assess own leadership behaviour in terms of the three global factors
5 Examine how they can develop own leadership style and effectiveness	5.1 5.2 5.3	Produce an action plan to develop own leadership style and effectiveness Explain the benefits of implementing the action plan Explain how you will monitor and evaluate the action plan
Additional information about the unit	This is an optional unit and uses the Integrated Leadership Style Measure (ILM72). Centres choosing this unit should contact AQR Ltd directly at ilm@agr.co.uk or on telephone number 01244 572050 to arrange access for their learners to this measure and to obtain the cost of using this per candidate. This would be a direct arrangement between AQR Ltd and the Centre wishing to obtain access to the ILM 72 instrument for their learners.	
Unit purpose and aim(s)	To develop own leadership style to improve own and organisational performance.	

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: A2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
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	01/07/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Definition of leadership • The difference between leadership and management • Importance of performance and interaction (engagement) with followers in an organisation
2	<ul style="list-style-type: none"> • Influential leadership models <ul style="list-style-type: none"> ▪ Great person models ▪ Trait theories (intelligence, personality etc) ▪ Behavioural models (Pull Theory, Transactional Models, Transformational Models, Action Centred Leadership, The 7 Habits etc) ▪ Situational Models (Hersey-Blanchard, Tannenbaum-Schmidt etc) • ILM 72 (Integrated leadership measure) • Situational leadership • Six specific scales to measure aspects of leadership style <ul style="list-style-type: none"> ▪ task vs person ▪ flexible vs dogmatic ▪ de-centralised vs centralised ▪ reward vs punishment ▪ the means vs the end ▪ structured vs organic)
3	<ul style="list-style-type: none"> • Ability to assess and understand various situations • Implications of leadership styles for self and for organisational performance (productivity, open to ideas and suggestions, effective delegation, developing people and processes etc)

	<ul style="list-style-type: none">• Implications for different situations
4	<ul style="list-style-type: none">• Three global scales<ul style="list-style-type: none">▪ Determination to deliver▪ Individual cohesion▪ Team working• Assessing own leadership behaviour in terms of the three global scales• Understanding how these work in terms of motivation theory
5	<ul style="list-style-type: none">• Compiling an action plan (current behaviours, goal setting, implementation practice, identification of what the difference in performance would be)• Benefits of implementing an action plan

Title:	Developing individual mental toughness (M4.25)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the importance and implications of mental toughness	1.1	Examine the importance and implications of mental toughness
2 Be able to assess own mental toughness	2.1 2.2	Examine a model that measures mental toughness Assess own mental toughness using a relevant model
3 Understand the implications of own mental toughness in terms of personal effectiveness and effectiveness within the organisation	3.1	Using the results of own mental toughness assessment, examine the implications for self and organisation
4 Understand how mental toughness can be developed	4.1 4.2	Examine how mental toughness development can be achieved Examine tools for developing mental toughness
5 Examine how they can develop own mental toughness	5.1 5.2 5.3	Compile an action plan to develop own mental toughness Explain the benefits of implementing the action plan Explain how you will monitor and evaluate the action plan
Additional information about the unit	This is an optional unit and uses the MTQ48 (measures Mental Toughness). Centres choosing this unit should contact AQR Ltd directly at ilm@agr.co.uk or on telephone number 01244 572050 to arrange access for their learners to this measure and to obtain the cost of using this per candidate. This would be a direct arrangement between AQR Ltd and the Centre wishing to obtain access to the MTQ48 instrument for their learners.	
Unit purpose and aim(s)	To develop individual mental toughness.	
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: A2	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
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	01/07/2008
Unit guided learning hours	5
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Importance and implications of mental toughness • Where mental toughness makes a difference – performance, wellbeing, positive behaviours and aspiration
2	<ul style="list-style-type: none"> • MTQ48 (Model that measures control, challenge, commitment, confidence)
3	<ul style="list-style-type: none"> • Benefits (Work to demanding goals and target, handle several things at once, respond to sudden change and demand, achieve despite set backs and interruptions) • Consequences (under-performance, stress related problems etc)
4	<ul style="list-style-type: none"> • Developing attentional control • Developing anxiety control • Developing positive thinking and visualisation • Effective goals setting
5	<ul style="list-style-type: none"> • Developing an action plan (current behaviours, goal setting, implementation practice, identification of what the difference in performance would be) • Monitoring and evaluation • Benefits of implementing an action plan

Title:	Understanding the macro economic environment (M4.26)	
Level:	4	
Credit value:	7	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Assess the impact of the domestic economic environment on the organisation	1.1 Assess the impact of the current domestic economic environment on the organisation	1.2 Assess the likely impact of current fiscal and monetary policy on the domestic economic environment and its implications for the organisation in the short to medium term
2 Assess the impact of the international economic environment on the organisation	2.1 Assess the impact of the current international economic environment on the organisation and its implications for the short to medium term	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of the macro economic environment.	
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: B2	
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	01/07/2008	

Unit guided learning hours	25
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Macro-economic theory and indicators of macro-economic conditions (national income and determinates of economic performance and growth; inflation and its causes, etc) • Government interventions in the economy (fiscal and monetary policy; role of the Bank of England and interest rates)
2	<ul style="list-style-type: none"> • International trade, exchange rates, terms of trade and their impact on international trade • Trends in the pattern of international trade; globalisation and the effect of international treaty obligations (European Union and World Trade Organisation, etc) on international trade

Title:	Management Communication (M4.27)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the importance of effective communication in management	1.1 Explain the relevance of the communication cycle for effective communication in management 1.2 Explain, with examples, the importance of selecting an appropriate tone, language, and level of formality in management communications 1.3 Assess the effectiveness of a range of verbal and written communication methods within your area of the organisation	
2. Be able to develop effective communication skills as a reflective manager	2.1 Develop appropriate criteria to evaluate own ability to communicate effectively 2.2 Collect and analyse feedback on own verbal and written communication skills 2.3 Evaluate own communication skills as a manager, identifying strengths and areas for improvement	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to communicate effectively, as required by a practising or potential middle manager.	
Unit review date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to MSC 2004 NOS: A3, B6, C2, D2, D3, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Management Standards Centre (MSC)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Communication theories, including the communication cycle and overcoming barriers • Different types of communication, including verbal, written, visual and electronic and their relative advantages and disadvantages • Non-verbal communication, such as body language and facial expression • Business language, including tone, style and vocabulary • Need for feedback, and implications of not receiving feedback • Value of the written word and the importance of objectives and the reader(s) • Letters, memos, reports, e-mails or other forms of written communication in use within the organisation • Team meetings, one-to-ones and other forms of verbal communication • Planning for writing, including use of available information and the needs of the recipient • Tone, language, level of formality • Image, structure, layout conventions including "house styles" • Inclusion of statistical/visual materials and appendices in reports
2	<ul style="list-style-type: none"> • Criteria for evaluating the effectiveness of communication • Collecting and analysing feedback • Techniques for evaluating own strengths and areas for improvement • Personal development planning

Title:	Understanding financial management (M4.28)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand finance within the context of an organisation	1.1 Explain the use of source documents in accounting 1.2 Identify the organisation's sources of finance or funding 1.3 Explain the purposes of the main financial documents used within the organisation 1.4 Explain the importance of cash flow forecasting and cash flow management to the organisation 1.5 Provide a general assessment of business/organisational performance using appropriate financial measures	
2 Understand the value of management accounting	2.1 Explain the role of the management accountant as the provider of management information 2.2 Analyse the range of stakeholders and explain their various expectations of the organisation 2.3 Explain the role of performance indicators in monitoring the achievement of objectives	
3 Understand budgets for the management of own area of operation	3.1 Explain the process of budget setting used in the organisation 3.2 Explain how to use budgetary techniques to contribute to controlling cost in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of finance within the context of an organisation as required by a practising or potential middle manager.	
Unit expiry date	30/09/2014	
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: E2	
Assessment requirements or guidance specified by a sector or regulatory body (if		

appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
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	01/10/2007
Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Financial information and its value for management and decision-making • Balance Sheet, Profit & Loss Account • Income & Expenditure Accounts (for non-profit organisations) • Financial measures of business/organisational performance – calculation and interpretation of Accounting Ratios • Cash, profit and cash flow forecasting and credit control • Sources of finance/funding and their characteristics • Source documents in accounting (invoices, etc)
2	<ul style="list-style-type: none"> • Role of the management accountant – as provider of management information • Range of stakeholders and their various expectations of the organisation • Performance indicators and their role in achieving objectives
3	<ul style="list-style-type: none"> • Nature and purpose of financial and non-financial budgets • Methods of preparing budgets • Budgetary techniques for controlling operations • How variances are calculated and used to analyse extent, source and cause of budgetary deviation • Techniques for monitoring and controlling costs

Title:	Managing a healthy and safe environment (M4.29)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to manage a healthy and safe environment	1.1 Critically review own organisation's health and safety policy and procedures and make recommendations for improvements	1.2 Conduct a risk assessment in own area of operation
	1.3 Explain the actions required to ensure the health, safety and welfare of people in own area of operation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing a healthy and safe environment as required by a practising or potential middle manager.	
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: B8, B10, B11, E6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
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	01/10/2007	
Unit guided learning hours	9	
Additional Guidance about the Unit		

Indicative Content:

1

- Health and safety law, civil claims, negligence, HASW Act, Management of Health and Safety at Work Regulations, Role and powers of HSE
- Workplace (Health Safety and Welfare) Regulations
- Organising risk assessment procedures, identifying prevention and control measures
- Accident causation, immediate and root causes, investigating accidents and incidents, producing reports. Recommending prevention and control measures
- Costs of accidents at work, effects on people and productivity
- Monitoring health and safety performance, inspection, audits, sampling, safety tours and use of accident statistics
- Employee consultation, Safety Representatives and Safety Committees Regulations, Health and Safety (Consultation with Employees) Regulations
- Environmental protection legislation, reusing, reducing and recycling resources, sustainable activities, waste disposal duties

Title:	Managing meetings (M4.30)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the purpose of and preparation required prior to a meeting	1.1 Explain the different types and purposes of meetings in the organisation and justify situations when these different types of meetings would be appropriate 1.2 Explain how a manager should prepare effectively prior to a meeting 1.3 Explain the importance of listening and other interpersonal skills
2	Chair/lead a meeting within an organisation	2.1 Set objectives for and plan a meeting in the organisation 2.2 Chair/lead a meeting adhering to meeting terminology, protocol and procedures
3	Develop a negotiation strategy in an organisation	3.1 Develop a negotiation strategy, tactics and behaviour in relation to an objective in the organisation where negotiation is required to achieve a “win-win” relationship
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing meetings as required by a practising or potential middle manager.
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: D2, D6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		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	01/10/2007
Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Situations when meetings are/are not appropriate • Different types and purposes of meetings (including formal/informal, decision-making, informing, instructing, negotiating) • Measures to prepare effectively including consultation, reference to documents and other evidence; preparation of papers/presentations • Importance of listening and other interpersonal skills • Methods of ensuring actions are completed as required by the meeting
2	<ul style="list-style-type: none"> • Role and responsibilities of chairperson/leader in relation to formal and informal meetings • Setting the objectives for a meeting • Methods of planning a meeting to achieve particular outcomes (including participants, objective agendas, format and location) • Meetings documents, terminology and protocol • Ways to encourage contributions, and control digression and conflict to ensure outcomes are achieved within timescale and authority • Nature, purpose, style and format of minutes or other records
3	<ul style="list-style-type: none"> • The importance of defining objectives, and deciding whether negotiation is the appropriate measure to take • Formal and informal negotiation • Ways to identify acceptable outcomes, from the ideal to least acceptable, and their consequences • Techniques for influencing others, including non-verbal communication and social skills • Assertiveness • Levels of power and authority, and the impact on negotiation • Negotiation strategy, tactics and behaviour • Conflict and its resolution • Value systems and other barriers to acceptance • The importance of achieving “win-win” and its effects on long term relationships

Title:	Managing marketing activities (M4.36)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the concepts involved in managing marketing	1.1 Explain the differences between product and service marketing 1.2 Explain how the marketing mix is used to summarise the main factors involved in a marketing strategy 1.3 Evaluate a range of marketing strategies	
2 Be able to review the effectiveness of marketing in an organisation	2.1 Review the effectiveness of an organisation in identifying and segmenting consumer markets 2.2 Review the effectiveness of the marketing mix for a product or service in an organisation 2.3 Make recommendations for improving the management of marketing in an organisation	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding of marketing management as required by a practising or potential middle manager.	
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: C2, F9	
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	01/10/2007
Unit guided learning hours	15
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Marketing management as a process that allocates organisational resources to marketing activities and monitors and evaluates the use of those resources • Using marketing management to increase customer base, improve organisational image, and to increase perceived value • Environmental scanning and situation analysis • Development, implementation and monitoring of a Marketing Plan • Industrial and consumer market segmentation • Product differentiation strategies • The marketing mix and the extended marketing mix • Product and service marketing and business-to-business marketing • The product life cycle • The generic strategy framework (Porter 1984) • Marketing strategies such as generic, growth and innovation strategies
2	<ul style="list-style-type: none"> • Primary and secondary data collection and analysis • Presentation of information to support recommendations

Title:	Data collection and analysis to justify management decision-making (M4.37)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to gather, analyse, and present data	1.1 Gather data on an organisational issue from a range of sources 1.2 Analyse data, identifying patterns and anomalies 1.3 Present analysis of data in a suitable format for the intended audience	
2 Be able to use data analysis to justify a management decision	2.1 Justify a management decision, using data analysis to support your rationale	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to gather, analyse and present data, as required by a practising or potential middle manager.	
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:	
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	01/10/2007	
Unit guided learning hours	10	
Additional Guidance about the Unit		

Indicative Content:	
1	<ul style="list-style-type: none"> • Data collection as a planned process • Sources of primary and secondary data • Types of data collection such as e-mail, questionnaires, observing, interviewing, focus group, and their uses and limitations • Desk research, and its uses and limitations • Methods of analysing primary and secondary data • Characteristics of good data • Data validation • Importance of combining different data collection techniques • Referencing • Bias and ethical issues in collecting data • Data, information and knowledge • Methods of presenting data such as tables, mean, median and mode, and frequency distributions • Charts and diagrams – construction and use • Range of applications of spreadsheets for management • Creation of spreadsheets, including calculations and graphical presentation
2	<ul style="list-style-type: none"> • Data analysis and decision-making • Decision-making models and techniques

Title:	Managing stress and conflict in the organisation (M5.08)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Evaluate the effectiveness of the organisation and of self in recognising workplace stress and in providing the necessary support	1.1 Evaluate the effectiveness of the organisation in recognising workplace stress and providing the necessary support mechanisms 1.2 Analyse own ability to provide the necessary support using organisational mechanisms	
2 Evaluate the effectiveness of the organisation and of self in recognising people problems and addressing them	2.1 Evaluate the effectiveness of the organisation in recognising and addressing people problems 2.2 Evaluate own ability to recognise people problems and address them	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing individuals as required by a practising or potential middle manager.	
Unit expiry date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6, D6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	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	01/10/2007	

Unit guided learning hours	14
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Causes and effects of stress; implications workplace and non-work activities/relationships • Symptoms of stress in self; recognition of stressful situations • Setting objectives and determining priorities to balance personal and organisational needs • Time management techniques as major factor • Benefits of delegating • The place of alternative stress reduction therapies • Sources of support, and when to seek professional advice/counselling • Role of assertiveness in stress management • Active planning for stress management
2	<ul style="list-style-type: none"> • Causes of conflict and interpersonal friction (including bullying and harassment) and ways to resolve them • Causes, symptoms and impacts of stress and the implications/effects of stress for individuals and organisations • Management responsibilities in relation to work-related stress • Methods to manage stress at work, sources of support and techniques to counsel staff • Grievance and discipline procedures, including supporting records • Organisational employment policies, (eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct) • Awareness of legal aspects of disciplinary processes

Title:	Managing resources (M5.17)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to manage resources in own area of operation	1.1 Analyse how to ensure the provision of; the effective, efficient and safe use of, the maintenance of and the security of resources in own area of operation in the organisation 1.2 Examine ways of minimising physical waste in own area of operation in the organisation	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing resources as required by a practising or potential middle manager.	
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: F3	
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	01/10/2007	
Unit guided learning hours	18	
Additional Guidance about the Unit		
Indicative Content:		

1

- Implications of equipment usage – acquisition and operating costs, lean management
- Methods of capacity planning
- Routine scheduled maintenance programmes
- Measures to ensure the safety and security of equipment
- Measures for the safe operation of equipment, including training
- Methods of determining materials requirements, including MRP and JIT
- Purchasing/procurement procedures
- Materials control principles and procedures, including EBQ and EOQ
- Procedures for recording receipt and issue of materials
- Materials storage, including safety and security
- Incidents of waste and measures to minimise it

Title:	Managing Operations Research (M6.09)	
Level:	6	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to conduct operations research in an organisation	1.1 Define a problem in own area of responsibility, that has arisen out of a need to make better use of available resources 1.2 Establish the objectives for the problem resolution and any specific requirements that must be met in proposing a solution 1.3 Select and justify a specific operations research methodology to resolve the problem, identifying both its strengths and weaknesses in comparison to alternative methodologies 1.4 Collect, validate and analyse data collected from the organisation in order to employ the selected operations research methodology to propose an appropriate solution	
2 Be able to interpret the outcomes of operations research	2.1 Recommend improvements to organisational efficiency based on the outcomes of operations research	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to conduct operational research techniques, as required by a practising or potential middle manager.	
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:	
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	
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Operations Research as a scientific approach to problem-solving and decision-making • Allocating scarce resources, e.g. production planning and scheduling, routing, working capital management • Operations Research modelling approach, i.e. problem identification, formulation, analysis, model validation and implementation • Range of techniques available, e.g. linear programming, queuing theory, simulation, mathematical programming and optimisation
2	<ul style="list-style-type: none"> • Using the outcomes of operational research to optimise choices and improve organisational efficiency

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A P P E N D I X - B

MANDATORY ASSESSMENTS FOR THE AWARD, CERTIFICATE AND DIPLOMA IN MANAGEMENT

WORK BASED ASSIGNMENT: M4.01 UNDERSTANDING THE MANAGEMENT ROLE AND M4.02 MANAGING THE ANALYSIS OF SECONDARY DATA

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Describe the characteristics of an organisation and the specific responsibilities of middle managers in enabling the organisation to achieve its goals; devise strategies to overcome barriers to communications and effective interpersonal relationships in the organisation, gather and evaluate complex data from diverse secondary sources on a research topic relevant to the organisation, and create personal development plans to improve research skills and managerial performance.</p> <p>The word count for this work based assignment should be between 3000 and 4000 words.</p>	
<i>Please use the headings shown below when writing up your assignment</i>	Assessment Criteria
<p>Understand the organisation's purpose, stakeholders, structure and functional areas and managerial roles and the specific responsibilities of middle managers in enabling an organisation to achieve its goals</p> <p>This section develops your knowledge and understanding of the way the organisation works and the roles and responsibilities of the middle manager in the organisation.</p> <p><i>Note:</i> <i>You could include a diagram or chart to facilitate understanding of the organisation's structure</i></p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • The organisation's purpose and its stakeholders are described • The organisation's structure, functional areas and managerial roles are explained • The specific responsibilities of middle managers in enabling the organisation to achieve its goals are described
<p>Understand how communication and interpersonal relationships affect managerial performance in the workplace</p> <p>Using appropriate examples and relevant theory, you are required to explain how relationships in the workplace and the ability to communicate can affect managerial performance</p> <p>You then need to go on to identify barriers to communication and effective interpersonal relationships in the organisation and devise strategies to overcome these</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • How interpersonal relationships affect managerial performance is explained • How communication skills affect managerial performance is explained • Barriers to communications and effective interpersonal relationships in the organisation are identified • Strategies are devised to overcome these barriers
<p>Evaluate personal development opportunities to improve own managerial performance</p> <p>Now that you have looked at the organisation and the role of its managers, you are required to critically assess your own ability as a manager and identify, plan and set priorities for personal development.</p> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • Own knowledge, skills, personal attributes and behaviour, and their effect on own managerial ability is critically assessed • Areas for personal development to improve own managerial behaviour are identified • Priorities for future development are planned and set
<p>Be able to gather and evaluate complex data from diverse secondary sources</p>	<ul style="list-style-type: none"> • A research topic which is relevant

<p>In conjunction with a line manager or tutor, identify a research topic that is relevant to the organisation and involves the collection of <i>secondary</i> data.</p> <p>You will need to be clear about your research methodology before commencing your research, i.e. how you will plan and undertake your research.</p> <p>You are required to gather secondary data from a wide range of sources, and not just web sites.</p> <p>Check that your data is valid (from reliable sources and accurate) and relevant to the issue that you are researching.</p> <p>Ensure that you acknowledge all sources by referencing them correctly.</p> <p>Analyse the data gathered for your research, make deductions and draw conclusions.</p> <p><i>(min 15 marks required from 30 available)</i></p>	<p>to the organisation is identified</p> <ul style="list-style-type: none"> • Secondary data is collected from a wide range of academic, official and commercial sources, and all sources are acknowledged • Collected data is analysed to judge its relevance and validity • Deductions are made and conclusions are drawn from the analysis
<p>Be able to review the findings from own analysis of data</p> <p>Lead a group discussion, briefly explaining your findings to your group or to your colleagues at the workplace. (Keep notes of your input and any comments from others and include these in your assignment.)</p> <p>You will then need to evaluate the outcomes of the discussion.</p> <p><i>Note:</i></p> <ul style="list-style-type: none"> • <i>The discussion can be fairly informal. The reason for the discussion is to present and explain your findings</i> • <i>The group should be big enough to facilitate discussion and debate, but small enough to be efficient in terms of the use of time</i> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • A group discussion is led on the findings from own analysis • The outcomes from the group discussion of the data analysis are evaluated
<p>Be able to review research activity and identify areas for future self development</p> <p>Review how well you planned and conducted the research activity against the objectives set for the research activity, and prepare and justify a self-development plan to improve your performance when managing future research activities.</p> <p><i>Note: Things you should consider here are:</i></p> <ul style="list-style-type: none"> • <i>What worked well</i> • <i>What did not work well</i> • <i>What could you do differently next time</i> <p><i>(min 5 marks required from 10 available)</i></p>	<ul style="list-style-type: none"> • The effectiveness of the research activity is reviewed against the objectives set • A self-development plan to improve own performance when managing research activities is prepared and justified
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: WORK BASED ASSIGNMENT (M4.01 AND M4.02)

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Understand the organisation's purpose, stakeholders, structure and functional areas and managerial roles and the specific responsibilities of middle managers in enabling an organisation to achieve its goals <ul style="list-style-type: none"> The organisation's purpose and its stakeholders are described The organisation's structure, functional areas and managerial roles are explained The specific responsibilities of middle managers in enabling the organisation to achieve its goals are described 			/ 20 marks (min 10)	
Understand how communication and interpersonal relationships affect managerial performance in the workplace <ul style="list-style-type: none"> How interpersonal relationships affect managerial performance is explained How communication skills affect managerial performance is explained Barriers to communications and effective interpersonal relationships in the organisation are identified Strategies are devised to overcome these barriers 			/ 20 marks (min10)	
Evaluate personal development opportunities to improve own managerial performance <ul style="list-style-type: none"> Own knowledge, skills, personal attributes and behaviour, and their effect on own managerial ability is critically assessed Areas for personal development to improve own managerial behaviour are identified 				

<ul style="list-style-type: none"> Priorities for future development are planned and set 			/ 10 marks (min 5)	
<p>Be able to gather and evaluate complex data from diverse secondary sources</p> <ul style="list-style-type: none"> A research topic which is relevant to the organisation is identified Secondary data is collected from a wide range of academic, official and commercial sources, and all sources are acknowledged Collected data is analysed to judge its relevance and validity Deductions are made and conclusions are drawn from the analysis 			/ 30 marks (min15)	
<p>Be able to review the findings from own analysis of data</p> <ul style="list-style-type: none"> A group discussion is led on the findings from own analysis The outcomes from the group discussion of the data analysis are evaluated 			/ 10 marks (min 5)	
<p>Be able to review research activity and identify areas for future self development</p> <ul style="list-style-type: none"> The effectiveness of the research activity is reviewed against the objectives set A self-development plan to improve own performance when managing research activities is prepared and justified 			/ 10 marks (min 5)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

M4.07: Motivating People in the Workplace
ASSESSMENT: Reflective Review

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>This task requires you to choose a recognised theory of motivation, and then analyse the extent to which this theory explains the factors that motivate workplace performance.</p> <p>Your response is unlikely to be complete in less than 1000 words, though you should be able to cover the requirements in no more than 1500 words.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
<p>Motivation and Your Workplace Performance</p> <p>Select and describe ONE recognised theory of motivation.</p> <p>In relation to yourself and your own workplace performance, analyse how this theory of motivation applies</p> <p>What indication(s) does this theory provide as to how you could be motivated to improve your job performance?</p> <p>Consider the extent to which your own personal motivators are relevant to your co-workers and their workplace performance</p> <p><i>(Min 20 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> Analysed a theory of motivation and explained how this theory could be used to improve motivation levels and performance in the workplace
<p>Factors Affecting Workplace Performance and Motivation</p> <p>Discuss with at least two co-workers what factors affect their motivation – both positively and negatively – and why they have this effect. Then provide a brief résumé of your findings.</p> <p>Describe the impact these motivational factors might have on their workplace performance.</p> <p><i>(Min 13 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> Examined the principal factors that may affect performance and motivation in the workplace
By submitting I confirm that this assessment is my own work	

MARK SHEET M4.07: REFLECTIVE REVIEW

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Motivation and Your Workplace Performance <ul style="list-style-type: none"> Analysed a theory of motivation and explained how this theory could be used to improve motivation levels and performance in the workplace 			/60 marks (min 30)	
Factors Affecting Workplace Performance and Motivation <ul style="list-style-type: none"> Examined the principal factors that may affect performance and motivation in the workplace 			/40 marks (min 20)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

M4.08: Solving Problems by Making Effective Decisions in the Workplace**ASSESSMENT: Work-based Assignment**

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>Identify a complex current workplace problem (or one from the recent past if necessary) and use this as the basis for the task set out below. Follow the various stages carefully, addressing the associated assessment criteria. Certain words have been emboldened for your guidance, and you should ensure that these aspects are adequately addressed.</p> <p>Your response is unlikely to be complete in less than 1500 words, though you should be able to cover the requirements in no more than 2500 words.</p>	
<i>Please use the headings shown below when writing up your Assessment</i>	Assessment Criteria
<p>Diagnosing the Problem</p> <p>Provide a short statement to set the topic you have chosen in context. Identify and briefly describe a problem that has a number of facets or inter-related issues – preferably in your own area of responsibility.</p> <p>By gathering facts and information and by consulting with others who may be directly or indirectly affected by the problem, diagnose the likely causes, and explain the scope (<i>how wide-spread, how often, how much, etc</i>) and impact (<i>effect/consequence/ cost</i>) of the problem on individuals and the organisation.</p> <p><i>(Min 8 marks required from 25 available)</i></p>	<ul style="list-style-type: none"> Defined and diagnosed a complex problem in the workplace including its scope and impact
<p>Generating and Evaluating Solutions</p> <p>Use at least two different information sources to generate a number of (preferably three or more) different possible solutions to the identified problem.</p> <p>Devise and justify the criteria you will use to evaluate these alternatives.</p> <p>Examine each alternative solution you have generated, comparing and evaluating their likely effectiveness in resolving the problem using these criteria. This should include consulting with those likely to be affected by the problem, and a consideration of possible further consequences of implementation. Make a clear and justified recommendation of the best solution.</p> <p><i>(Min 13 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> Searched for and examined, a range of alternative solutions to the problem Compared and evaluated the alternative solutions, using a specific decision making technique and appropriate consultation with those affected by the problem, and recommended the best option
<p>Planning and Implementing</p> <p>Construct a detailed plan for implementing your chosen solution. This must include any human or physical resource requirements, financial, legal and environmental considerations as appropriate, and details of the timeframe (possibly by use of a Gantt chart)</p> <p>Briefly describe how the solution will be communicated to those affected by it. This should include consideration of their likely anticipated reactions, and how any problems that may arise could be addressed.</p> <p><i>(Min 11 marks required from 35 available)</i></p>	<ul style="list-style-type: none"> Constructed a detailed plan for implementing the solution, including any resource requirements Outlined how the solution will be communicated to those affected by it
By submitting I confirm that this assessment is my own work	

MARK SHEET M4.08: WORK-BASED ASSIGNMENT

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Diagnosing the Problem <ul style="list-style-type: none"> Defined and diagnosed a complex problem in the workplace including its scope and impact 			/26 marks (min 13)	
Generating and Evaluating Solutions <ul style="list-style-type: none"> Searched for and examined, a range of alternative solutions to the problem Compared and evaluated the alternative solutions, using a specific decision making technique and appropriate consultation with those affected by the problem, and recommended the best option 			/40 marks (min 20)	
Planning and Implementing <ul style="list-style-type: none"> Constructed a detailed plan for implementing the solution, including any resource requirements Outlined how the solution will be communicated to those affected by it 			/34 marks (min 17)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		

Assessor signature and date:	IQA signature:
ILM EV signature:	Date externally verified (where applicable):