

QUALIFICATION SPECIFICATIONS

ILM LEVEL 4 AWARD IN LEADERSHIP



Circulation of Qualification Specifications

These Qualification Specifications are provided to centres that are approved by the Institute of Leadership and Management (ILM) to offer these qualifications. They should not be circulated outside of the centre. There are specific sections that are designed to be copied to candidates eg Assessment Notes for Candidates. It may also be useful to make available the Programme Outline and Unit Specifications. This information should be extracted from the Qualification Specifications rather than providing candidates with the complete document.

Institute of Leadership & Management (ILM)

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

© The Institute of Leadership and Management (ILM) 2010

ILM is part of the City & Guilds Group and is a company limited by guarantee no 601049.
Registered Charity 248226

Contact ILM www.i-l-m.com

The ILM Customer Service and Membership Teams are dedicated to providing the very best in customer care. If you need guidance on any aspect of leadership and management products and services, including fees, please contact ILM.

ILM Centres

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

ILM Membership

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

ILM LEVEL 4 AWARD IN LEADERSHIP (QCF)

[Award Qualification No. – 500/3583/6]

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

ILM Level 4 Award in Leadership – Qualifications Overview	3
Structure of Level 4 Award in Leadership Qualification	3
List of Level 4 Leadership Units	3
Occupational Competency Requirements	4
Assessment Guidance	5
APPENDICES	
Appendix A – Unit Specifications	7
Appendix B – Mandatory Assessment	15
Appendix C – Suggested Assessments	21

QUALIFICATION OVERVIEW:

	Award
Credit value	<ul style="list-style-type: none"> • Minimum 10 credits
Duration	<ul style="list-style-type: none"> • Minimum 25 Glh
To be completed within	<ul style="list-style-type: none"> • Three years
Induction	<ul style="list-style-type: none"> • One hour
Tutorial support	<ul style="list-style-type: none"> • At least 4 hours
Structure	<ul style="list-style-type: none"> • Three mandatory units with a credit value of 10 • No optional units

STRUCTURE OF LEVEL 4 AWARD IN LEADERSHIP QUALIFICATION

Qualification	Credit value	Unit details	Credit value
Award	10	M3.10 Introduction to leadership	2
		M4.03 Planning practical leadership activities	4
		M4.04 Developing leadership through practical activities	4

LIST OF LEVEL 4 LEADERSHIP UNITS

Ref	Unit Title	Indicative GLH	Credit Value	Award
M3.10	Introduction to leadership	6	2	M
M4.03	Planning practical leadership activities	7	4	M
M4.04	Developing leadership through practical activities	7	4	M

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 4 AWARD IN LEADERSHIP

To approve centres to deliver the Level 4 Award in Leadership, 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.

A Centre should normally be approved to offer at least the ILM Level 3 Certificate in First Line Management (to demonstrate appropriate competence in management development). Centres not approved to offer the appropriate management qualifications will need to demonstrate that they meet the Occupational Expertise standards for those 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"> Individuals involved in delivering, assessing and quality assuring the L4 Award in Leadership should have some current practical experience in a leadership position, usually in the workplace, though similar experience in a part-time voluntary capacity would be acceptable.
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"> Individuals involved in delivering, assessing and quality assuring the L4 Award in Leadership should have some current practical experience in a leadership position, usually in the workplace, though similar experience in a part-time voluntary capacity would be acceptable.
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 LEVEL 4 AWARD IN LEADERSHIP

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 Level 4 Award in Leadership.

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

Unit	Assessments
M3.10 Introduction to leadership	Reflective Review
M4.03 Planning practical leadership activities	
M4.04 Developing leadership through practical activities	

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.

[THIS PAGE IS INTENTIONALLY BLANK]

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 4 AWARD IN LEADERSHIP

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:	Planning practical leadership activities (M4.03)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Identify the purpose of an activity, the tasks that need to be completed and the resources available	1.1 Clarify the purpose of the activity 1.2 Identify the tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met 1.3 Identify and check the resources available 1.4 Assess the risks and any operational or safety issues that apply to any of the tasks
2	Brief the team and discuss how best to complete the activity	2.1 Brief the team on the activity, invite questions and seek to clarify any uncertainties 2.2 Discuss the tasks, the resources available and any risks or uncertainties relating to them
3	Plan the activity and ensure team members understand their roles and responsibilities	3.1 Plan the activity and prepare for any contingencies 3.2 Allocate roles and responsibilities to team members and brief them on the plans 3.2 Check understanding of the plan, invite feedback on the plan, and review and revise plans accordingly
Additional information about the unit		
Unit purpose and aim(s)		To enable candidates to plan a practical leadership activity.
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	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Importance of clarity of purpose in planning activities • Ways of identifying the tasks needed to achieve an agreed goal and setting priorities or order in the tasks • The range of resources available, their operational constraints and safety requirements and how to ensure that they are appropriate and prepared for use • How to conduct a risk assessment
2	<ul style="list-style-type: none"> • Briefing skills, questioning and listening skills • Techniques to check understanding
3	<ul style="list-style-type: none"> • Planning techniques, including contingency planning • Nature, purpose and best practice in delegation, and delegation and role allocation techniques • Briefing skills, questioning and listening skills • Techniques to check understanding

Title:	Developing leadership through practical activities (M4.04)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Lead the team through a planned activity	1.1 Implement the plan to complete the activity and monitor progress 1.2 Delegate responsibilities to team members clearly and appropriately 1.3 Respond appropriately to emergencies or unpredicted or unexpected events
2	Review own leadership performance	2.1 Invite feedback from team members and others on own performance in leading the team through an activity 2.2 Reflect on own performance and draw appropriate conclusions about own leadership strengths and weaknesses
Additional information about the unit		
Unit purpose and aim(s)		To enable candidates to lead a team of people through a planned, practical activity.
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	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Practical leadership skills • Concepts of personal responsibility, accountability, trust, honesty etc, and the associated behaviours • Delegation skills, importance of establishing clarity of responsibility and authority, purpose and actions required • Range of possible emergency situations or unpredicted or unexpected events, and appropriate actions to take and people or organisations to be alerted
2	<ul style="list-style-type: none"> • Techniques for inviting and accepting feedback from others • Reflection skills and skills for critical self-awareness

[THIS PAGE IS INTENTIONALLY BLANK]

A P P E N D I X - B

ASSESSMENT FOR THE LEVEL 4 AWARD IN LEADERSHIP

REFLECTIVE REVIEW: M3.10, M4.03 AND M4.04

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>This task is about reviewing how you planned a practical leadership activity and developed leadership through this planned activity.</p> <p>The 'nominal' word count for this assignment is 1000 words: the suggested range is between 800 and 1500 words.</p> <p>Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	
	Assessment Criteria
<p>Plan the activity</p> <p>Briefly draw up a plan for the activity, identifying</p> <ul style="list-style-type: none"> the purpose, goal or mission, the tasks that have to be completed, in order, with notes of any operational constraints that apply or requirements that must be met; and the resources available for use. <p>Prepare a risk assessment and identify any operational or safety issues that apply to any of the tasks and prepare contingency plans for any possible emergencies or events that may occur and that may affect the planned tasks.</p> <p>Identify the leadership style(s) you propose using, explaining why you have chosen the proposed style(s) and what effect you expect them to have on the team's effectiveness.</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> The purpose of the activity is clarified The tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met are identified The resources required are identified and their availability is checked The risks and any operational or safety issues that apply to any of the tasks are assessed The activity is planned and any contingencies prepared for The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified The reasons why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained
<p>Brief the team</p> <p>Prepare a briefing for the team, with notes of the main points to be covered in the briefing, including:</p> <ul style="list-style-type: none"> the purpose and tasks, the roles that you are allocating to team members, the resources to be used, any risks that may be encountered and actions to be taken to minimise them; and any safety or emergency information. <p>After the briefing prepare a short reflection on its effectiveness, identifying:</p> <ul style="list-style-type: none"> How you checked team members' understanding of the purpose, tasks and individual responsibilities. Any feedback you received on the plan and any changes you made to the plan in the light of the feedback received. <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> The tasks, the resources available and any risks or uncertainties relating to them are discussed The roles and responsibilities are allocated to team members and they are briefed on the plans The team is briefed on the activity, questions invited and any uncertainties clarified Understanding of the plan is checked, feedback on the plan invited, and plans are reviewed and revised accordingly

<p>Undertake and Review the activity</p> <p>Complete the activity and prepare a review of the outcomes in which you identify:</p> <ul style="list-style-type: none"> • How well the tasks were completed as planned and the goals were achieved. • How effectively individuals carried out their delegated tasks. • Any events that occurred that had not been intended and whether or not contingency plans had been prepared, and how well the contingency was dealt with. • What feedback you collected from team members and others about your performance as a leader. <p>Reflect on your performance within the context of a leadership model and based on your experiences during this activity. Identify your strengths and weaknesses as a leader and describe appropriate action to improve your leadership ability.</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • The plan is implemented to complete the activity and progress is monitored • Responsibilities are delegated to team members clearly and appropriately • Emergencies or unpredicted or unexpected events are responded to appropriately • Feedback is invited from team members and others on own performance in leading the team through an activity • Own performance is reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses • Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture are assessed using feedback from others • Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model is described
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: M3.10, M4.03 AND M4.04: 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	Areas for Improvement	Assr mark	QA mark
Plan the activity <ul style="list-style-type: none"> The purpose of the activity is clarified The tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met are identified The resources required are identified and their availability is checked The risks and any operational or safety issues that apply to any of the tasks are assessed The activity is planned and any contingencies prepared for The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified The reasons why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained 			/ 30 marks (min 15)	
Brief the team <ul style="list-style-type: none"> The tasks, the resources available and any risks or uncertainties relating to them are discussed The roles and responsibilities are allocated to team members and they are briefed on the plans The team is briefed on the activity, questions invited and any uncertainties clarified Understanding of the plan is checked, feedback on the plan invited, and plans are reviewed and revised accordingly 			/ 30 marks (min 15)	

Undertake and Review the activity				
<ul style="list-style-type: none"> • The plan is implemented to complete the activity and progress is monitored • Responsibilities are delegated to team members clearly and appropriately • Emergencies or unpredicted or unexpected events are responded to appropriately • Feedback is invited from team members and others on own performance in leading the team through an activity • Own performance is reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses • Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture are assessed using feedback from others • Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model is described 				/ 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):		

[THIS PAGE IS INTENTIONALLY BLANK]

A P P E N D I X - C

SUGGESTED OUTLINE ASSESSMENTS FOR THE LEVEL 4 AWARD IN LEADERSHIP

M3.10	Introduction to leadership
<p><u>Reflective Review</u></p> <p>Identify factors at work that will influence your choice of leadership styles and explain why your leadership styles are likely to positively affect your team</p> <p>Assess your own leadership behaviours and potential by referring to a relevant leadership model, your organisation's working practices, and by collecting feedback from others. Describe what actions you could take to improve as a leader</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The factors that will influence your choice of leadership styles or behaviours in workplace situations is identified • The reason why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour is explained • Own leadership behaviours and potential assessed in the context of a particular leadership model and organisation's working practices and culture using feedback from others • Appropriate actions to enhance own leadership behaviour in the context of a particular leadership model is described 	

M4.03	Planning practical leadership activities
<p><u>Work-based Assignment (Planning Practical Leadership Activities)</u></p> <p>Plan the activity</p> <p>Briefly draw up a plan for the activity, identifying</p> <ul style="list-style-type: none"> • the purpose, goal or mission, • the tasks that have to be completed, in order, with notes of any operational constraints that apply or requirements that must be met; and • the resources available for use. <p>Prepare a risk assessment and identify any operational or safety issues that apply to any of the tasks and prepare contingency plans for any possible emergencies or events that may occur and that may affect the planned tasks.</p> <p>Brief the team</p> <p>Prepare a briefing for the team, with notes of the main points to be covered in the briefing, including:</p> <ul style="list-style-type: none"> • the purpose and tasks, • the roles that you are allocating to team members, • the resources to be used, • any risks that may be encountered and actions to be taken to minimise them; and • any safety or emergency information. <p>After the briefing prepare a short reflection on its effectiveness, identifying:</p> <ul style="list-style-type: none"> • How you checked team members' understanding of the purpose, tasks and individual responsibilities. • Any feedback you received on the plan and any changes you made to the plan in the light of the feedback received. <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The purpose of the activity is clarified • The tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met are identified • The resources required are identified and their availability is checked • The risks and any operational or safety issues that apply to any of the tasks are assessed • The activity is planned and any contingencies prepared for • The tasks, the resources available and any risks or uncertainties relating to them are discussed • The roles and responsibilities are allocated to team members and they are briefed on the plans • The team is briefed on the activity, questions invited and any uncertainties clarified • Understanding of the plan is checked, feedback on the plan invited, and plans are reviewed and revised accordingly 	

M4.04	Developing leadership through practical activities
<p><u>Reflective Review (Developing leadership through practical activities)</u></p> <p>Having completed the a practical leadership activity, prepare a review of the outcomes in which you identify:</p> <ul style="list-style-type: none"> • How well the tasks were completed as planned and the goals were achieved. • How effectively individuals carried out their delegated tasks. • Any events that occurred that had not been intended and whether or not contingency plans had been prepared, and how well the contingency was dealt with. • What feedback you collected from team members and others about your performance as a leader. <p>Reflect on your performance based on your experiences during this activity and identify strengths and weaknesses as a leader.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The plan is implemented to complete the activity and progress is monitored • Responsibilities are delegated to team members clearly and appropriately • Emergencies or unpredicted or unexpected events are responded to appropriately • Feedback is invited from team members and others on own performance in leading the team through an activity • Own performance is reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses 	