

# ILM LEVEL 4 CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT (QCF)

[Certificate Qualification No. – 600/2271/1]

[Diploma Qualification No. – 600/2273/5]

[Extended Diploma Qualification No. – 600/2277/2]

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

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**Table of Contents**

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Qualifications Overview	3
Structure of Level 4 Qualifications in Leadership & Management	4
List of Level 4 Leadership & Management Units	5
Occupational Competency Requirements	7
Assessment Guidance	8
<b>APPENDICES</b>	
Appendix A – Unit Specifications	9
Appendix B – Mandatory Assessments	89
Appendix C – Suggested Assessments	105

**QUALIFICATIONS OVERVIEW:**

	<b>Certificate</b>	<b>Diploma</b>	<b>Extended Diploma</b>
Credit Value	<ul style="list-style-type: none"> <li>• 22 credits</li> </ul>	<ul style="list-style-type: none"> <li>• 37 credits</li> </ul>	<ul style="list-style-type: none"> <li>• 120 credits</li> </ul>
Duration	<ul style="list-style-type: none"> <li>• Minimum 48 Gh</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 74 Gh</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum 151 Gh</li> </ul>
To be completed within	<ul style="list-style-type: none"> <li>• Three Years</li> </ul>	<ul style="list-style-type: none"> <li>• Three years</li> </ul>	<ul style="list-style-type: none"> <li>• Three years</li> </ul>
Induction	<ul style="list-style-type: none"> <li>• 2 hours</li> </ul>	<ul style="list-style-type: none"> <li>• 3 hours</li> </ul>	<ul style="list-style-type: none"> <li>• 3 hours</li> </ul>
Tutorial support	<ul style="list-style-type: none"> <li>• At least 2 hours</li> </ul>	<ul style="list-style-type: none"> <li>• At least 4 hours</li> </ul>	<ul style="list-style-type: none"> <li>• At least 8 hours</li> </ul>
Structure	<ul style="list-style-type: none"> <li>• Four mandatory units with a credit value of 14</li> <li>• Optional units with a minimum credit value of 8 of which at least 2 must be at level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Four mandatory units with a credit value of 14</li> <li>• Optional units with a minimum credit value of 23 of which at least 11 must be at level 4</li> </ul>	<ul style="list-style-type: none"> <li>• Six mandatory units with a credit value of 79</li> <li>• Optional units with a minimum credit value of 41</li> </ul>

## STRUCTURE OF LEVEL 4 QUALIFICATIONS IN LEADERSHIP AND MANAGEMENT

Qualification	Credit Value	Unit Details	Credit Value
<b>Certificate in Leadership and Management Skills</b>	22	M3.10 Introduction to leadership	2
		M4.01 Understanding the management role	4
		M4.03 Planning practical leadership activities	4
		M4.04 Developing leadership through practical activities	4
		OPTIONAL UNITS to the value of . . . (at least 2 credits must be at Level 4)	8
		<b>TOTAL</b>	<b>22</b>
<b>Diploma in Leadership and Management</b>	37	M3.10 Introduction to leadership	2
		M4.01 Understanding the management role	4
		M4.03 Planning practical leadership activities	4
		M4.04 Developing leadership through practical activities	4
		OPTIONAL UNITS to the value of . . . (at least 11 credits must be at Level 4)	23
		<b>TOTAL</b>	<b>37</b>
<b>Extended Diploma in Leadership and Management</b>	120	M3.10 Introduction to leadership	2
		M4.01 Understanding the management role	4
		M4.03 Planning practical leadership activities	4
		M4.04 Developing leadership through practical activities	4
		M4.14 Learning through workplace activities	50
		M4.15 Managing personal development	15
		OPTIONAL UNITS to the value of . . .	41
		<b>TOTAL</b>	<b>120</b>

## LIST OF LEVEL 4 MANAGEMENT AND LEADERSHIP UNITS

Ref	Unit Title	Indicative GLH	Level	Credit Value	Cert in Lead & Mgt	Dip in Lead and Mgt	Ext Dip in Lead and Mgt
M3.10	Introduction to leadership	6	3	2	M	M	M
M3.15	Managing stress in the workplace	8	3	1			
M3.18	Coaching and training your work team	7	3	2			
M3.33	Effective meetings for managers	4	3	2			
M4.01	Understanding the management role	15	4	4	M	M	M
M4.02	Managing the analysis of secondary data	15	4	4			
M4.03	Planning practical leadership activities	7	4	4	M	M	M
M4.04	Developing leadership through practical activities	7	4	4	M	M	M
M4.05	Managing equality and diversity in an organisation	14	4	3			
M4.06	Managing risk in the workplace	6	4	3			
M4.07	Motivating people in the workplace	6	4	2			
M4.08	Solving problems by making effective decisions in the workplace	16	4	3			
M4.09	Delegating authority in the workplace	5	4	3			
M4.10	Managing and implementing change in the workplace	28	4	7			
M4.11	Developing and managing people in the workplace	20	4	5			
M4.12	Understanding the organisational culture and context	26	4	6			
M4.13	Communicating effectively orally and in writing in the workplace	4	4	3			
M4.14	Learning through workplace activities	30	4	50			M
M4.15	Managing personal development	6	4	15			M
M4.16	Understanding work in contemporary society	8	4	3			
M4.17	Understanding entrepreneurship	6	4	2			
M4.18	Understanding accounting for management control	6	4	3			
M4.19	Understanding and interpreting financial data	6	4	3			
M4.20	Understanding the importance of marketing for an organisation	6	4	4			
M4.21	Using quantitative methods to solve management problems	10	4	5			
M4.22	Understanding the economics of the marketplace	10	4	6			
M4.23	Forecasting using quantitative methods	8	4	3			

M4.24	Developing your leadership styles	10	4	4			
M4.25	Developing individual mental toughness	5	4	2			
M4.26	Understanding the macro economic environment	25	4	7			
M4.27	Management communication	18	4	4			
M4.28	Understanding financial management	18	4	2			
M4.29	Managing a healthy and safe environment	9	4	2			
M4.30	Managing meetings	15	4	3			
M4.36	Managing marketing activities	15	4	3			
M4.37	Data collection and analysis to justify management decision making	10	4	2			
M5.08	Managing stress and conflict in the organisation	14	5	3			
M5.17	Managing resources	18	5	4			
M6.09	Managing operations research	10	6	3			

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE 4 CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

To approve centres to deliver the Level 4 Certificate, Diploma and Extended Diploma in Leadership and 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.

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

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

## ASSESSMENT GUIDANCE FOR THE 4 CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND 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](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 4 Certificate, Diploma and Extended Diploma in Leadership and Management.

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	
M4.01 Understanding the management role	Work-Based Assignment
M4.14 Learning through workplace activities	Work-Based Learning Assignment
M4.15 Managing personal development	Leadership Development Plan and Reflective Log

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.



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

## **UNIT SPECIFICATIONS FOR THE CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT**

<b>Title:</b>	<b>Introduction to leadership (M3.10)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Differences and similarities between leadership and management, and the need for each of them</li> <li>• 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</li> <li>• Leadership behaviours and the sources of power</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identification, development and appropriate choice of personal leadership styles and behaviours</li> <li>• The role of trust and respect in effective team leadership</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Managing stress in the workplace (M3.15)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	1	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Causes and impacts of stress at work</li> <li>• Symptoms of stress in self and in others</li> <li>• Implications of stress for workplace and non-work activities/relationships</li> <li>• Implications and effects of stress for individuals and organisations</li> <li>• Management responsibilities in relation to work-related stress</li> <li>• Simple practical stress management techniques</li> <li>• Sources of available support for stress sufferers</li> <li>• Action planning and review techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Definitions of counselling, advising and mentoring and when to use each of them to support individuals</li> <li>• Principles of counselling</li> <li>• Mentoring, and the mentoring cycle</li> <li>• Range of available counselling and support mechanisms</li> </ul>

<b>Title:</b>	<b>Coaching and training your work team (M3.18)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
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	
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Identifying when training is an appropriate method to address a development need</li> <li>• Training techniques appropriate to the workplace situation</li> <li>• Range of learning styles and their implications for training design</li> <li>• Relevant feedback techniques</li> <li>• Methods to evaluate effectiveness of training</li> <li>• Appropriate recording systems</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identifying when coaching is an appropriate method to address a development need</li> <li>• Coaching techniques as appropriate to the workplace situation</li> <li>• Role of feedback in coaching</li> <li>• Methods to evaluate effectiveness of coaching</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Effective meetings for managers (M3.33)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
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	
<b>Additional information about the unit</b>		
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	
<b>Additional Guidance about the Unit</b>		



**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

<b>Title:</b>	<b>Understanding the management role (M4.01)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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		Council for Administration (CfA)

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

<b>Title:</b>	<b>Managing the analysis of secondary data (M4.02)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
3	Be able to gather and evaluate complex data from diverse secondary sources	<p>1.1 Identify a research topic which is relevant to the organisation</p> <p>1.2 Collect secondary data from a wide range of academic, official and commercial sources, ensuring that all sources are acknowledged</p> <p>1.3 Analyse collected data to judge its relevance and validity, make deductions, and draw conclusions</p>
4	Be able to review the findings from own analysis of data	<p>2.1 Lead a group discussion on the findings from own analysis</p> <p>2.2 Evaluate the outcomes from the group discussion of the data analysis</p>
5	Be able to review research activity and identify areas for future self development	<p>3.1 Review the effectiveness of the research activity against the objectives set</p> <p>3.2 Prepare and justify a self-development plan to improve own performance when managing research activities</p>
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Research methods</li> <li>• 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)</li> <li>• 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</li> <li>• Making structured notes and cross-referencing materials for different purposes (eg essays, reports, presentations)</li> <li>• Using index cards, Mind Maps™ and similar techniques to record and structure material, and build links between information from different sources</li> <li>• Note-taking and recording others' contributions in lectures, demonstrations, seminars and tutorials</li> <li>• Referencing</li> <li>• Development of bibliographies</li> </ul> <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"> <li>• Skills for engaging actively in, and leading, tutorial and seminar discussions</li> <li>• Basic principles of group dynamics and skills for working in self-managing groups</li> <li>• Skills for making formal presentations and/or demonstrations, alone and with others, to individuals and to groups, including: <ul style="list-style-type: none"> <li>▪ Relevance of objectives, audience and contexts in relation to presentations</li> <li>▪ Options and constraints applicable to presentation – including time, duration, venue, equipment, language, etc)</li> <li>▪ Use of standard computer software, such as Microsoft PowerPoint</li> <li>▪ Non-IT visual aids for presentations (eg OHTs, models, handouts, demonstrations, etc)</li> <li>▪ Techniques for effective and flexible delivery</li> <li>▪ Techniques for controlling and responding to questions</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Evaluation techniques (self and others) and performance improvement</li> <li>• Setting and using SMART objectives to manage own work</li> <li>• Strategies to establish priorities (e.g. urgent/important grid) and make most effective use of time</li> </ul>

- |   |
|---|
| <ul style="list-style-type: none"><li>• Action and task planning techniques</li><li>• Use of milestones to monitor progress</li><li>• Importance of monitoring and revising plans in line with progress</li></ul> |
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<b>Title:</b>	<b>Planning practical leadership activities (M4.03)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable learners to plan a practical leadership activity.
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
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		Council for Administration (CfA)

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	01/01/2008
Unit guided learning hours	7
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Importance of clarity of purpose in planning activities</li> <li>• Ways of identifying the tasks needed to achieve an agreed goal and setting priorities or order in the tasks</li> <li>• The range of resources available, their operational constraints and safety requirements and how to ensure that they are appropriate and prepared for use</li> <li>• How to conduct a risk assessment</li> </ul>
2	<ul style="list-style-type: none"> <li>• Briefing skills, questioning and listening skills</li> <li>• Techniques to check understanding</li> </ul>
3	<ul style="list-style-type: none"> <li>• Planning techniques, including contingency planning</li> <li>• Nature, purpose and best practice in delegation, and delegation and role allocation techniques</li> <li>• Briefing skills, questioning and listening skills</li> <li>• Techniques to check understanding</li> </ul>



<b>Title:</b>	<b>Developing leadership through practical activities (M4.04)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable learners to lead a team of people through a planned, practical activity.
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
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Practical leadership skills</li> <li>• Concepts of personal responsibility, accountability, trust, honesty etc, and the associated behaviours</li> <li>• Delegation skills, importance of establishing clarity of responsibility and authority, purpose and actions required</li> <li>• Range of possible emergency situations or unpredicted or unexpected events, and appropriate actions to take and people or organisations to be alerted</li> </ul>
2	<ul style="list-style-type: none"> <li>• Techniques for inviting and accepting feedback from others</li> <li>• Reflection skills and skills for critical self-awareness</li> </ul>

<b>Title:</b>	<b>Managing equality and diversity in an organisation (M4.05)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Equality and diversity defined</li> <li>• Diversity and its impact on the organisation</li> <li>• Legislation and how it effects individuals, organisational policies and procedures</li> <li>• Examining personal values, beliefs, attitudes and prejudice</li> <li>• Language and diversity</li> <li>• An overview of harassment, bullying and victimisation in the workplace</li> <li>• Case studies: implementing reasonable adjustments in the workplace</li> <li>• Examining the organisation/team in relation to diversity</li> <li>• Case studies: employee relations</li> <li>• Business diversity action planning</li> <li>• Examples of good practice in equality and diversity</li> </ul>

<b>Title:</b>	<b>Managing risk in the workplace (M4.06)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>		

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

<b>Title:</b>	<b>Motivating people in the workplace (M4.07)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>		

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



<b>Title:</b>	<b>Solving problems by making effective decisions in the workplace (M4.08)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Ways to recognise, investigate and analyse complex problems</li> <li>• Brainstorming and a range of other creative thinking techniques</li> <li>• Setting objectives in relation to problems</li> </ul>
2	<ul style="list-style-type: none"> <li>• Gathering information and generating alternatives</li> <li>• Problem solving techniques</li> <li>• Setting priorities</li> <li>• Evaluating options</li> <li>• Conditions under which decisions are made (certainty, uncertainly)</li> <li>• Decision making models and techniques</li> <li>• Types of decisions (routine, adaptive, innovative etc)</li> <li>• Decision making in relation to goals which specify the quality or quantity of the desired results</li> <li>• Methods of and reasons for consultation</li> </ul>
3	<ul style="list-style-type: none"> <li>• Planning (for example – human resources, finance, marketing, operations, health and safety)</li> <li>• Resource allocation (money, people, facilities, equipment etc)</li> </ul>

<b>Title:</b>	<b>Delegating authority in the workplace (M4.09)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Advantages and disadvantages of delegation</li> <li>• Principles of effective delegation</li> <li>• Delegating to empower others</li> <li>• Constraints and benefits of empowerment</li> <li>• Techniques for deciding the most appropriate individual to undertake the activity</li> <li>• The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this</li> <li>• Definitions of authority and power, responsibility and accountability</li> <li>• Process of delegation including barriers and support mechanisms</li> <li>• Techniques to monitor outcomes of delegation</li> <li>• Feedback, recognition and reward techniques</li> </ul>
2	<ul style="list-style-type: none"> <li>• Review of own effectiveness in delegating tasks</li> <li>• Identifying actions that could improve ability to delegate</li> </ul>

<b>Title:</b>	<b>Managing and implementing change in the workplace (M4.10)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	7	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Environmental analysis technique, such as PESTLE</li> <li>• Organisational analysis, such as SWOT analysis</li> </ul>
2	<ul style="list-style-type: none"> <li>• Benefits and implications of change</li> <li>• Methods of assessing risks and uncertainties</li> <li>• Principles of change management</li> <li>• System theory and process design</li> <li>• Methods for planning for change</li> <li>• Feasibility and viability of the change for stakeholders</li> <li>• Use of tools for planning change</li> <li>• Human and financial factors in the consideration of change</li> <li>• Clear communication of change</li> <li>• The importance of involving people to facilitate effective change</li> </ul>

<b>Title:</b>	<b>Developing and managing people in the workplace (M4.11)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	5	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Examining the expectations and requirements of people</li> <li>• Determining groups and individuals for whom the manager has responsibility</li> <li>• Diversity in the workplace</li> <li>• Understanding the causes of conflict in the organisation</li> <li>• Ways of identifying substance abuse and related problems</li> <li>• Promotion of work/life balance</li> </ul>
2	<ul style="list-style-type: none"> <li>• Administering people in accordance with guidelines and career pathways</li> <li>• Being aware of and understanding organisational policies (diversity, substance abuse etc)</li> <li>• Understanding the variety of documentation required to manage people</li> <li>• Managing career development of people</li> <li>• Support structures within the organisation</li> <li>• Techniques for managing interpersonal conflict</li> <li>• Techniques for informal performance assessment and formal appraisal</li> <li>• Methods of ensuring fair and objective assessment/appraisal</li> <li>• Methods to monitor, evaluate and record individual feedback</li> <li>• Reporting performance appraisal including the importance of confidentiality</li> <li>• Promotion of a healthy life-style</li> <li>• Learning styles and the range of training/development opportunities available</li> <li>• Mechanisms to provide appropriate feedback to individuals</li> <li>• Career development strategies</li> <li>• Appropriate recording systems</li> </ul>



<b>Title:</b>	<b>Understanding the organisational culture and context (M4.12)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Law and policies governing the organisation</li> <li>• The nature and purpose of organisations</li> <li>• Formal and informal relationships between departments and people</li> <li>• Legal duties in relation to sex, race, age, disability and unfair discrimination</li> <li>• Organisational culture, ethos and values</li> <li>• Corporate social and environmental responsibility</li> <li>• Organisation policies/guidelines governing behaviour</li> </ul>
2	<ul style="list-style-type: none"> <li>• Personal SWOT analysis</li> <li>• Organisation's role and objectives</li> <li>• Personal ethical standards, values and beliefs</li> <li>• Barriers to effective functioning in the organisation and ways to overcome these</li> <li>• Available support mechanisms</li> </ul>

<b>Title:</b>	<b>Communicating effectively orally and in writing in the workplace (M4.13)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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 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	4
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Objectives, audience and contexts in relation to presentation</li> <li>• Researching and logically grouping information</li> <li>• Arranging information in a coherent ways with a beginning, middle and end</li> <li>• Knowing the difference between fact and opinion</li> <li>• The importance of conveying accurate information</li> <li>• Knowing how to effectively use presentation aids</li> <li>• Tone, language and level of formality</li> <li>• Techniques for effective and confident delivery</li> <li>• Techniques for controlling and responding to questions</li> </ul>
2	<ul style="list-style-type: none"> <li>• Nature and purpose of workplace interviews</li> <li>• Planning workplace interviews</li> <li>• Questioning skills and techniques for use in interviews</li> <li>• Types of questions, their purpose and structure</li> <li>• Record keeping, purpose and techniques</li> <li>• Techniques for reflection and review of own performance</li> </ul>
3	<ul style="list-style-type: none"> <li>• Value of the written word and the importance of clear objectives</li> <li>• Various formats for written communication used within the organisation</li> <li>• Techniques for identifying relevant content</li> <li>• Effectively gathering and analysing information</li> <li>• Referencing</li> <li>• Development of bibliographies</li> <li>• Tone, language and level of formality</li> <li>• Image, structure, layout conventions including “house styles”</li> <li>• Inclusion of visual material (tables, graphs etc) and appendices</li> </ul>

<b>Title:</b>	<b>Learning through workplace activities (M4.14)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	50	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Agree a task that will improve organisational performance	<p>1.1 Discuss and agree with employment supervisor and/or learning supervisor a task to make important improvements in team or group performance</p> <p>1.2 Identify and agree with employment supervisor the potential outcomes, costs and benefits and success criteria</p>
2	Develop own knowledge and understanding about the task through reading, research and discussion	<p>2.1 Identify the potential learning outcomes that will arise from the task and agree these with learning supervisor</p> <p>2.2 Identify the theories, models, principles and practices that are directly relevant to the task through guided research, reading and discussion with learning supervisor</p>
3	Undertake learning and workplace activities to enhance personal and organisational performance	<p>3.1 Use guided learning and workplace research to investigate the task and identify possible options for improvement</p> <p>3.2 Discuss the options with employment supervisor and/or learning supervisor, with reference to the agreed conditions and relevant theories, models, principles and practices, and agree appropriate actions</p> <p>3.3 Implement agreed proposals, monitor their effectiveness and adapt where necessary</p> <p>3.4 Evaluate the improvements with reference to the agreed success criteria</p>
4	Reflect on the task and own experience to identify learning	<p>4.1 Seek feedback from the employment supervisor and/or learning supervisor on own performance in the task</p> <p>4.2 Review own performance and identify own strengths and weaknesses in undertaking the task</p> <p>4.3 Reflect on feedback and own performance review and identify areas for further learning and performance development</p>
<b>Additional information about the unit</b>		The terms 'employment supervisor' and 'learning supervisor' are used to refer, respectively to a line manager and/or

<p>workplace mentor who has agreed responsibility with the ILM centre for supervising and assessing workplace learning activity, and to the tutor or trainer who has responsibility for advising, supporting and assessing the candidate's workplace learning.</p> <p>Learners should expect to spend about 6 hours per month reading about, research and developing an understanding of the theories, concepts and procedures. A further 5 hours per week should be spent researching and exploring specific practice in the learner's own workplace; and 2 hours per week reflecting on own and others' performance.</p> <p>This unit should be done over a long period of time (6-12 months) and feedback should be sought from employment/learning supervisor monthly. Own performance should be reviewed twice a month.</p>	
Unit purpose and aim(s)	To enable learners to lead a team of people through a planned, practical activity.
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: B1, B6, B8, B11, C2, C4, C5, C6, D2, D6, E2, F1, 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	01/07/2008
Unit guided learning hours	30
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	

1	<ul style="list-style-type: none"> <li>• Nature and purpose of work based learning</li> <li>• Range of appropriate tasks to bring about organisational improvement</li> <li>• Basic project planning tools and techniques</li> <li>• Preparing and presenting a business case for performance improvement</li> <li>• Budget preparation and management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Nature and purpose of learning outcomes</li> <li>• Self-directed learning – techniques for managing own learning, research and study skills, sources of information</li> </ul>
3	<ul style="list-style-type: none"> <li>• Evaluation skills and techniques</li> <li>• Negotiation skills</li> <li>• Project planning and implementation tools and techniques</li> <li>• Financial appraisal and budget reconciliation techniques</li> </ul>
4	<ul style="list-style-type: none"> <li>• Techniques for inviting, receiving and evaluating feedback</li> <li>• Techniques for personal performance review (formal and informal performance appraisal, 360<sup>0</sup> feedback)</li> <li>• Reflection process, skills and techniques</li> </ul>

<b>Title:</b>	<b>Managing personal development (M4.15)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	15	
<b>Learning outcomes (the learner will)</b>	<b>Assessment criteria (the learner can)</b>	
1 Identify and prioritise personal and work-related development aims, objectives, and the potential for meeting them, with guidance	1.1 Identify and prioritise own development aims and objectives for the long, medium and short term in discussion with employment supervisor and/or learning supervisor 1.2 Identify and prioritise own work-related development needs with employment supervisor and/or learning supervisor 1.3 Discuss the opportunities, support, resources and constraints that exist with employment supervisor and/or learning supervisor and explain how they impact on own aims, objectives and work related needs	
2 Undertake and evaluate planned development activities and apply learning in the workplace with guidance	2.1 Plan and agree own development activities with employment supervisor and/or learning supervisor 2.2 Undertake development activities as planned 2.3 Review at agreed intervals, with employment supervisor and/or learning supervisor, the effectiveness of development activities in meeting objectives and needs 2.4 Identify, with employment supervisor and/or learning supervisor, how learning and development can be used to improve workplace performance	
3 Review and reflect on learning and its effect on workplace performance	3.1 Review and evaluate, with employment supervisor and/or learning supervisor, personal development, the achievement of short-term goals and progress towards achieving medium and long-term goals, and revise development plans accordingly 3.2 Reflect on own development activities and discuss with employment supervisor and/or learning supervisor how learning has affected work performance	
<b>Additional information about the unit</b>	The terms 'employment supervisor' and 'learning supervisor' are used to refer, respectively to a line manager and/or workplace mentor who has agreed responsibility with the ILM centre for	



<p>supervising and assessing workplace learning activity, and to the tutor or trainer who has responsibility for advising, supporting and assessing the candidate's workplace learning.</p> <p>This unit should be done over a long period of time (6-12 months). Learners should expect to spend about 5 hours a month on average researching leadership and management. At least a similar amount of time should be spent exploring practise in their own organisation and reflecting on their own performance.</p>				
Unit purpose and aim(s)	To enable learners to take responsibility for managing own personal development, with guidance and support from 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: A2, A3			
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			
<b>Additional Guidance about the Unit</b>				
<b>Indicative Content:</b>				
1	<ul style="list-style-type: none"> <li>• Techniques for personal self assessment</li> <li>• Concept of 'learning styles' and different learning styles models</li> <li>• Learning cycle and its implications, deep and surface learning and learning transfer</li> <li>• Sources and types of learning (formal and informal)</li> <li>• Goal setting, SMART objectives and techniques for reviewing progress and achievement</li> </ul>			
2	<ul style="list-style-type: none"> <li>• Range of learning and development opportunities available (formal and informal)</li> </ul>			
<table border="1"> <tr> <td>ILM Level 4 Certificate in Leadership and Management Skills, Diploma in Leadership and Management and Extended Diploma in Leadership and Management Qualification Specification</td> <td>© Institute of Leadership &amp; Management</td> <td>Version: October 2011</td> </tr> </table>		ILM Level 4 Certificate in Leadership and Management Skills, Diploma in Leadership and Management and Extended Diploma in Leadership and Management Qualification Specification	© Institute of Leadership & Management	Version: October 2011
ILM Level 4 Certificate in Leadership and Management Skills, Diploma in Leadership and Management and Extended Diploma in Leadership and Management Qualification Specification	© Institute of Leadership & Management	Version: October 2011		

	<p>and techniques for determining their appropriateness to meet learning goals and personal learning preferences</p> <ul style="list-style-type: none"> <li>• Self management skills for undertaking planned learning and development activities (time/task management, recognising distracters, personal motivation, planning skills and techniques, etc)</li> <li>• Evaluation nature, purpose and techniques</li> </ul>
3	<ul style="list-style-type: none"> <li>• Performance appraisal techniques – self-appraisal, feedback, 360<sup>0</sup>, formal performance appraisal, etc</li> <li>• Goal setting, SMART objectives and techniques for reviewing progress and achievement</li> </ul>

<b>Title:</b>	<b>Understanding work in contemporary society (M4.16)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Nature and purpose of organisations</li> <li>• Organisations and power</li> <li>• Advantages and disadvantages of organisational type (nature and purpose)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Theories and debates about work and organisations</li> <li>• Various organisational models/structures/formats</li> <li>• Advantages and disadvantages of various organisational models</li> </ul>
3	<ul style="list-style-type: none"> <li>• Changes in the nature of work organisations as a result of technological, competitive and social development</li> <li>• Availability of information</li> <li>• Learning organisations and the role of professionals</li> <li>• Gender, diversity, demographic trends, work and employment</li> <li>• Globalisation</li> <li>• Possible ways of responding to external factors that have an influence on organisations</li> </ul>

<b>Title:</b>	<b>Understanding entrepreneurship (M4.17)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Entrepreneur, entrepreneurship and the management of an enterprise</li> <li>• Possible nature, character and motivation of an entrepreneur</li> <li>• Political, social and economic factors that encourage or inhibit enterprise</li> <li>• Case studies of successful and unsuccessful entrepreneurs</li> </ul>
2	<ul style="list-style-type: none"> <li>• Defining enterprise development</li> <li>• Insights on researching and developing new ideas</li> <li>• Appreciation of various legal forms of enterprise available</li> <li>• Financing new venture including cost estimation and various sources of finance</li> <li>• Resources required for business</li> <li>• Construction of Business Plans</li> <li>• Reasons for business failing</li> <li>• Aspects of marketing (networking, word of mouth, personal selling, family business etc)</li> </ul>

<b>Title:</b>	<b>Understanding accounting for management control (M4.18)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Costing systems</li> <li>• Methods of costing</li> <li>• Marginal costing</li> <li>• Absorption costing</li> </ul>
2	<ul style="list-style-type: none"> <li>• Budgeting as a concept</li> <li>• Budget planning and control systems</li> </ul>
3	<ul style="list-style-type: none"> <li>• Methods of investment appraisal</li> <li>• Appropriate techniques to support business decisions</li> <li>• Other aspects affecting business decisions</li> </ul>



<b>Title:</b>	<b>Understanding and interpreting financial data (M4.19)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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

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

<b>Title:</b>	<b>Understanding the importance of marketing for an organisation (M4.20)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Concepts and key ideas of marketing (for example: segmentation, targeting, positioning, buyer behaviour etc)</li> <li>• Market scanning and analysis techniques (for example: BCG Matrix etc)</li> <li>• Marketing mix</li> <li>• Concept of “product”</li> <li>• Range of different activities carried out by marketing</li> </ul>
2	<ul style="list-style-type: none"> <li>• Marketing mix</li> <li>• Buyer/service user behaviour</li> </ul>

<b>Title:</b>	<b>Using quantitative methods to solve management problems (M4.21)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	5	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>		

**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)

<b>Title:</b>	<b>Understanding the economics of the marketplace (M4.22)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	6	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Use economic principles to explain how prices are determined in an organisation's market	<p>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</p> <p>1.2 Assess the responsiveness of consumers and suppliers to price changes in the organisation's own or a related market</p>
2	Use economic principles to explain the impact of competition on an organisation's market	<p>2.1 Identify the current barriers to entry and exit from the market in which the organisation operates, for new and existing suppliers</p> <p>2.2 Assess the competitive environment in which the organisation operates and explain the implications this has for prices and financial performance</p> <p>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</p>
<b>Additional information about the unit</b>		
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		Council for Administration (CfA)

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	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Economic principles and determinates of supply and demand</li> <li>• Use of demand and supply curves to illustrate price equilibrium</li> <li>• Increases and decreases in supply and demand, and their impact on equilibrium price</li> <li>• Concept, types, determinates and implications of elasticity of supply and demand</li> <li>• 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</li> </ul>
2	<ul style="list-style-type: none"> <li>• Models of market competition (perfect and imperfect competition, monopoly and oligopoly) and their impact on price and financial performance</li> <li>• The nature and impact of barriers to entry and exit to the market for new suppliers</li> <li>• Likely economic, political, social and technological developments and their potential impact on the market</li> </ul>



<b>Title:</b>	<b>Forecasting using quantitative methods (M4.23)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		
1	<ul style="list-style-type: none"> <li>• Use of spreadsheets</li> <li>• Basic steps in forecasting (defining the problem/situation/aspect, choosing the data, analysing data patterns, choosing a model, calculating a forecast, evaluating</li> </ul>	

	<p>accuracy of forecast)</p> <ul style="list-style-type: none"><li>• Data (time series, historical data)</li><li>• Visual and numerical data analysis</li><li>• Use of forecasting methods (for example planning resources, personnel, finance etc)</li><li>• Where and how to use basic quantitative forecasting techniques</li><li>• Forecasting (moving average, trend analysis, regression analysis)</li><li>• Variations (up or down trends, seasonality, cycles, irregular variations, random variations)</li></ul>
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<b>Title:</b>	<b>Developing your leadership styles (M4.24)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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 Examine the six specific scales for leadership 2.2 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 Using the results of own leadership style effectiveness examine the implications for self and own organisation 3.2 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 Examine the three global factors in terms of leadership effectiveness 4.2 Assess own leadership behaviour in terms of the three global factors
5	Examine how they can develop own leadership style and effectiveness	5.1 Produce an action plan to develop own leadership style and effectiveness 5.2 Explain the benefits of implementing the action plan 5.3 Explain how you will monitor and evaluate the action plan
<b>Additional information about the unit</b>		This is an optional unit and uses the Integrated Leadership Style Measure (ILM72). Centres choosing this unit should contact AQR Ltd directly at <a href="mailto:ilm@agr.co.uk">ilm@agr.co.uk</a> 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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Definition of leadership</li> <li>• The difference between leadership and management</li> <li>• Importance of performance and interaction (engagement) with followers in an organisation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Influential leadership models <ul style="list-style-type: none"> <li>▪ Great person models</li> <li>▪ Trait theories (intelligence, personality etc)</li> <li>▪ Behavioural models (Pull Theory, Transactional Models, Transformational Models, Action Centred Leadership, The 7 Habits etc)</li> <li>▪ Situational Models (Hersey-Blanchard, Tannenbaum-Schmidt etc)</li> </ul> </li> <li>• ILM 72 (Integrated leadership measure)</li> <li>• Situational leadership</li> <li>• Six specific scales to measure aspects of leadership style <ul style="list-style-type: none"> <li>▪ task vs person</li> <li>▪ flexible vs dogmatic</li> <li>▪ de-centralised vs centralised</li> <li>▪ reward vs punishment</li> <li>▪ the means vs the end</li> <li>▪ structured vs organic)</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>• Ability to assess and understand various situations</li> <li>• Implications of leadership styles for self and for organisational performance (productivity, open to ideas and suggestions, effective delegation, developing</li> </ul>

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

<b>Title:</b>	<b>Developing individual mental toughness (M4.25)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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 Examine a model that measures mental toughness 2.2 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 Examine how mental toughness development can be achieved 4.2 Examine tools for developing mental toughness
5	Examine how they can develop own mental toughness	5.1 Compile an action plan to develop own mental toughness 5.2 Explain the benefits of implementing the action plan 5.3 Explain how you will monitor and evaluate the action plan
<b>Additional information about the unit</b>		This is an optional unit and uses the MTQ48 (measures Mental Toughness). Centres choosing this unit should contact AQR Ltd directly at <a href="mailto:ilm@agr.co.uk">ilm@agr.co.uk</a> 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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Importance and implications of mental toughness</li> <li>• Where mental toughness makes a difference – performance, wellbeing, positive behaviours and aspiration</li> </ul>
2	<ul style="list-style-type: none"> <li>• MTQ48 (Model that measures control, challenge, commitment, confidence)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Benefits (Work to demanding goals and target, handle several things at once, respond to sudden change and demand, achieve despite set backs and interruptions)</li> <li>• Consequences (under-performance, stress related problems etc)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Developing attentional control</li> <li>• Developing anxiety control</li> <li>• Developing positive thinking and visualisation</li> <li>• Effective goals setting</li> </ul>
5	<ul style="list-style-type: none"> <li>• Developing an action plan (current behaviours, goal setting, implementation practice, identification of what the difference in performance would be)</li> <li>• Monitoring and evaluation</li> <li>• Benefits of implementing an action plan</li> </ul>

<b>Title:</b>	<b>Understanding the macro economic environment (M4.26)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	7	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Macro-economic theory and indicators of macro-economic conditions (national income and determinates of economic performance and growth; inflation and its causes, etc)</li> <li>• Government interventions in the economy (fiscal and monetary policy; role of the Bank of England and interest rates)</li> </ul>
2	<ul style="list-style-type: none"> <li>• International trade, exchange rates, terms of trade and their impact on international trade</li> <li>• 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</li> </ul>

<b>Title:</b>	<b>Communication in management (M4.27)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Understand communication theories, concepts and practises	1.1 Explain communication theories, concepts and practises 1.2 Explain the importance of effective communication for a middle manager
2	Communicate effectively in writing	2.1 Communicate information in a range of appropriate written business formats using the appropriate tone, language and level of formality 2.2 Select appropriate criteria to evaluate own ability to communicate effectively in writing 2.3 Collect feedback on own written communication performance 2.4 Identify own strengths, weaknesses and areas for improvement in communication
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop knowledge and understanding of communication 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: 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)		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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Communication theories, including the communication cycle and overcoming barriers</li> <li>• Different types of communication, including oral, written, visual and electronic and their relative advantages and disadvantages</li> <li>• Non-verbal communication – body language and facial expression</li> <li>• Business language – including tone, style and vocabulary</li> <li>• Need for feedback, and implications of no feedback</li> </ul>
2	<ul style="list-style-type: none"> <li>• Value of the written word and the importance of objectives and the reader(s)</li> <li>• Letters, memos, reports, e-mails or other forms of written communication in use within the organisation</li> <li>• Planning for writing, including use of available information and the needs of the recipient</li> <li>• Tone, language, level of formality</li> <li>• Image, structure, layout conventions including “house styles”</li> <li>• Inclusion of statistical/visual materials and appendices in reports</li> </ul>

<b>Title:</b>	<b>Understanding financial management (M4.28)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Financial information and its value for management and decision-making</li> <li>• Balance Sheet, Profit &amp; Loss Account</li> <li>• Income &amp; Expenditure Accounts (for non-profit organisations)</li> <li>• Financial measures of business/organisational performance – calculation and interpretation of Accounting Ratios</li> <li>• Cash, profit and cash flow forecasting and credit control</li> <li>• Sources of finance/funding and their characteristics</li> <li>• Source documents in accounting (invoices, etc)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Role of the management accountant – as provider of management information</li> <li>• Range of stakeholders and their various expectations of the organisation</li> <li>• Performance indicators and their role in achieving objectives</li> </ul>
3	<ul style="list-style-type: none"> <li>• Nature and purpose of financial and non-financial budgets</li> <li>• Methods of preparing budgets</li> <li>• Budgetary techniques for controlling operations</li> <li>• How variances are calculated and used to analyse extent, source and cause of budgetary deviation</li> <li>• Techniques for monitoring and controlling costs</li> </ul>

<b>Title:</b>	<b>Managing a healthy and safe environment (M4.29)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>		

**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

<b>Title:</b>	<b>Managing meetings (M4.30)</b>	
<b>Level:</b>	4	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Situations when meetings are/are not appropriate</li> <li>• Different types and purposes of meetings (including formal/informal, decision-making, informing, instructing, negotiating)</li> <li>• Measures to prepare effectively including consultation, reference to documents and other evidence; preparation of papers/presentations</li> <li>• Importance of listening and other interpersonal skills</li> <li>• Methods of ensuring actions are completed as required by the meeting</li> </ul>
2	<ul style="list-style-type: none"> <li>• Role and responsibilities of chairperson/leader in relation to formal and informal meetings</li> <li>• Setting the objectives for a meeting</li> <li>• Methods of planning a meeting to achieve particular outcomes (including participants, objective agendas, format and location)</li> <li>• Meetings documents, terminology and protocol</li> <li>• Ways to encourage contributions, and control digression and conflict to ensure outcomes are achieved within timescale and authority</li> <li>• Nature, purpose, style and format of minutes or other records</li> </ul>
3	<ul style="list-style-type: none"> <li>• The importance of defining objectives, and deciding whether negotiation is the appropriate measure to take</li> <li>• Formal and informal negotiation</li> <li>• Ways to identify acceptable outcomes, from the ideal to least acceptable, and their consequences</li> <li>• Techniques for influencing others, including non-verbal communication and social skills</li> <li>• Assertiveness</li> <li>• Levels of power and authority, and the impact on negotiation</li> <li>• Negotiation strategy, tactics and behaviour</li> <li>• Conflict and its resolution</li> <li>• Value systems and other barriers to acceptance</li> <li>• The importance of achieving “win-win” and its effects on long term relationships</li> </ul>

<b>Title:</b>	<b>Managing stress and conflict in the organisation (M5.08)</b>	
<b>Level:</b>	5	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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
<b>Additional information about the unit</b>		
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Causes and effects of stress; implications workplace and non-work activities/relationships</li> <li>• Symptoms of stress in self; recognition of stressful situations</li> <li>• Setting objectives and determining priorities to balance personal and organisational needs</li> <li>• Time management techniques as major factor</li> <li>• Benefits of delegating</li> <li>• The place of alternative stress reduction therapies</li> <li>• Sources of support, and when to seek professional advice/counselling</li> <li>• Role of assertiveness in stress management</li> <li>• Active planning for stress management</li> </ul>
2	<ul style="list-style-type: none"> <li>• Causes of conflict and interpersonal friction (including bullying and harassment) and ways to resolve them</li> <li>• Causes, symptoms and impacts of stress and the implications/effects of stress for individuals and organisations</li> <li>• Management responsibilities in relation to work-related stress</li> <li>• Methods to manage stress at work, sources of support and techniques to counsel staff</li> <li>• Grievance and discipline procedures, including supporting records</li> <li>• Organisational employment policies, (eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct)</li> <li>• Awareness of legal aspects of disciplinary processes</li> </ul>

<b>Title:</b>	<b>Managing resources (M5.17)</b>	
<b>Level:</b>	5	
<b>Credit value:</b>	4	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
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	
<b>Additional information about the unit</b>		
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	
<b>Additional Guidance about the Unit</b>		
<b>Indicative Content:</b>		

1	<ul style="list-style-type: none"><li>• Implications of equipment usage – acquisition and operating costs, lean management</li><li>• Methods of capacity planning</li><li>• Routine scheduled maintenance programmes</li><li>• Measures to ensure the safety and security of equipment</li><li>• Measures for the safe operation of equipment, including training</li><li>• Methods of determining materials requirements, including MRP and JIT</li><li>• Purchasing/procurement procedures</li><li>• Materials control principles and procedures, including EBQ and EOQ</li><li>• Procedures for recording receipt and issue of materials</li><li>• Materials storage, including safety and security</li><li>• Incidents of waste and measures to minimise it</li></ul>
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<b>Title:</b>	<b>Managing Operations Research (M6.09)</b>	
<b>Level:</b>	6	
<b>Credit value:</b>	3	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Be able to conduct operations research in an organisation	<p>1.1 Define a problem in own area of responsibility, that has arisen out of a need to make better use of available resources</p> <p>1.2 Establish the objectives for the problem resolution and any specific requirements that must be met in proposing a solution</p> <p>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</p> <p>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</p>
2	Be able to interpret the outcomes of operations research	2.1 Recommend improvements to organisational efficiency based on the outcomes of operations research
<b>Additional information about the unit</b>		
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		Business Management

subject/sector classification system	
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
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Operations Research as a scientific approach to problem-solving and decision-making</li> <li>• Allocating scarce resources, e.g. production planning and scheduling, routing, working capital management</li> <li>• Operations Research modelling approach, i.e. problem identification, formulation, analysis, model validation and implementation</li> <li>• Range of techniques available, e.g. linear programming, queuing theory, simulation, mathematical programming and optimisation</li> </ul>
2	<ul style="list-style-type: none"> <li>• Using the outcomes of operational research to optimise choices and improve organisational efficiency</li> </ul>

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

# **ASSESSMENTS FOR MANDATORY UNITS FOR THE CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT**

**M4.01: UNDERSTANDING THE MANAGEMENT ROLE****ASSESSMENT****Work-based Assignment**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
This task will allow a greater understanding of the role of the middle manager in the organisation and the way in which organisations work. Check your assignment carefully prior to submission using the assessment criteria shown alongside. This task should be between 1,500 to 2,500 words.	
<i>Please use the headings shown below when writing up your Assignment</i>	<b>Assessment Criteria</b>
<p><b>The organisation in relation to its purpose and its stakeholders</b></p> <p>Identify your organisation and describe its purpose</p> <p>Explain your organisation's structure, functional areas and managerial roles in relation to its purpose</p> <p>Identify your organisation's stakeholders and explain their objectives</p> <p><i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> <li>• The organisation's purpose and its stakeholders were described</li> <li>• The organisation's structure, functional areas and managerial roles were explained</li> </ul>
<p><b>The role of management in achieving goals</b></p> <p>Describe the specific responsibilities of middle managers in enabling your organisation to achieve its goals</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• The specific responsibilities of middle managers in enabling the organisation to achieve its goals were described</li> </ul>
<p><b>The effect of communication and interpersonal relationships on managerial performance</b></p> <p>Explain the positive and negative effects that interpersonal relationships and communication skills can have on managerial performance in your organisation</p> <p>Identify barriers to communication and effective interpersonal relationships in your organisation and devise strategies to overcome these in your own area of work</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• The effect of interpersonal relationships and communication on managerial performance was explained</li> <li>• Barriers to communication and effective interpersonal relationships in the organisation were identified and strategies devised to overcome these</li> </ul>
<p><b>Development opportunities</b></p> <p>Critically assess own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability</p> <p>Based on this assessment, determine priorities for further development and plan activities to achieve these</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> <li>• Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability were critically assessed</li> <li>• Areas for personal development to improve own managerial behaviour were identified</li> <li>• Priorities for future development were planned and set</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: M4.01 - 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	Areas for Improvement	Assr mark	QA mark
<b>The organisation in relation to its purpose and its stakeholders</b> <ul style="list-style-type: none"> <li>The organisation's purpose and its stakeholders were described</li> <li>The organisation's structure, functional areas and managerial roles were explained</li> </ul>			/ 24 marks (min 12)	
<b>The role of management in achieving goals</b> <ul style="list-style-type: none"> <li>The specific responsibilities of middle managers in enabling the organisation to achieve its goals were described</li> </ul>			/ 20 marks (min 10)	
<b>The effect of communication and interpersonal relationships on managerial performance</b> <ul style="list-style-type: none"> <li>The effect of interpersonal relationships and communication on managerial performance was explained</li> <li>Barriers to communication and effective interpersonal relationships in the organisation were identified and strategies devised to overcome these</li> </ul>			/ 30 marks (min 30)	
<b>Development opportunities</b> <ul style="list-style-type: none"> <li>Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability were critically assessed</li> <li>Areas for personal development to improve own managerial behaviour were identified</li> <li>Priorities for future development were planned and set</li> </ul>			/ 26 marks	

			(min 13)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

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

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<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>	<b>Assessment Criteria</b>
<p><b>Plan the activity</b></p> <p>Briefly draw up a plan for the activity, identifying</p> <ul style="list-style-type: none"> <li>the purpose, goal or mission,</li> <li>the tasks that have to be completed, in order, with notes of any operational constraints that apply or requirements that must be met; and</li> <li>the resources available for use.</li> </ul> <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"> <li>The purpose of the activity was clarified</li> <li>The tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met were identified</li> <li>The resources required were identified and their availability was checked</li> <li>The risks and any operational or safety issues that apply to any of the tasks were assessed</li> <li>The activity was planned and any contingencies were prepared for</li> <li>The factors that will influence their choice of leadership styles or behaviours in workplace situations were identified</li> <li>The reasons why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour was explained</li> </ul>
<p><b>Brief the team</b></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"> <li>the purpose and tasks,</li> <li>the roles that you are allocating to team members,</li> <li>the resources to be used,</li> <li>any risks that may be encountered and actions to be taken to minimise them; and</li> <li>any safety or emergency information.</li> </ul> <p>After the briefing prepare a short reflection on its effectiveness, identifying:</p> <ul style="list-style-type: none"> <li>How you checked team members' understanding of the purpose, tasks and individual responsibilities.</li> <li>Any feedback you received on the plan and any changes you made to the plan in the light of the feedback received.</li> </ul> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>The tasks, the resources available and any risks or uncertainties relating to them were discussed</li> <li>The roles and responsibilities were allocated to team members and they were briefed on the plans</li> <li>The team was briefed on the activity, questions invited and any uncertainties clarified</li> <li>Understanding of the plan was checked, feedback on the plan invited, and plans were reviewed and revised accordingly</li> </ul>

<p><b>Undertake and Review the activity</b></p> <p>Complete the activity and prepare a review of the outcomes in which you identify:</p> <ul style="list-style-type: none"> <li>• How well the tasks were completed as planned and the goals were achieved.</li> <li>• How effectively individuals carried out their delegated tasks.</li> <li>• 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.</li> <li>• What feedback you collected from team members and others about your performance as a leader.</li> </ul> <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"> <li>• The plan was implemented to complete the activity and progress was monitored</li> <li>• Responsibilities were delegated to team members clearly and appropriately</li> <li>• Emergencies or unpredicted or unexpected events were responded to appropriately</li> <li>• Feedback was invited from team members and others on own performance in leading the team through an activity</li> <li>• Own performance was reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses</li> <li>• Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture was assessed using feedback from others</li> <li>• Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model was described</li> </ul>
<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
<b>Plan the activity</b> <ul style="list-style-type: none"> <li>The purpose of the activity was clarified</li> <li>The tasks that need to be completed to fulfil this purpose, and any operational constraints that apply or requirements that must be met were identified</li> <li>The resources required were identified and their availability was checked</li> <li>The risks and any operational or safety issues that apply to any of the tasks were assessed</li> <li>The activity was planned and any contingencies were prepared for</li> <li>The factors that will influence their choice of leadership styles or behaviours in workplace situations were identified</li> <li>The reasons why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour was explained</li> </ul>			/ 30 Marks (min 15)	
<b>Brief the team</b> <ul style="list-style-type: none"> <li>The tasks, the resources available and any risks or uncertainties relating to them were discussed</li> <li>The roles and responsibilities were allocated to team members and they were briefed on the plans</li> <li>The team was briefed on the activity, questions invited and any uncertainties clarified</li> <li>Understanding of the plan was checked, feedback on the plan invited, and plans were reviewed and revised accordingly</li> </ul>			/ 30 Marks (min 15)	

<b>Undertake and Review the activity</b>				
<ul style="list-style-type: none"> <li>The plan was implemented to complete the activity and progress was monitored</li> <li>Responsibilities were delegated to team members clearly and appropriately</li> <li>Emergencies or unpredicted or unexpected events were responded to appropriately</li> <li>Feedback was invited from team members and others on own performance in leading the team through an activity</li> <li>Own performance was reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses</li> <li>Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture was assessed using feedback from others</li> <li>Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model was described</li> </ul>				/ 40 marks (min 20)
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		



## M4.14 - LEARNING THROUGH WORKPLACE ACTIVITIES ASSESSMENT: WORK-BASED LEARNING ASSIGNMENT

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>This assignment is about learning through making an important improvement in your workplace. You should</p> <ul style="list-style-type: none"> <li>Identify a task that will improve organisational performance and agree this with your line manager or a learning supervisor</li> <li>Identify what you need to learn to develop your own knowledge and understanding about the task</li> <li>Undertake the improvement in your workplace to improve personal and organisational performance</li> <li>Review the task and feedback collected from others to identify further learning and performance development</li> </ul> <p>The suggested word count for this assignment is between 2,500 to 4,500.</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>	<b>Assessment Criteria</b>
<p><b>Agree a task that will improve organisational performance</b></p> <p>Identify a task that will lead to important improvements in your team or group's performance. Discuss and agree this improvement with your line manager or learning supervisor.</p> <p>Identify the</p> <ul style="list-style-type: none"> <li>potential outcomes,</li> <li>costs and benefits; and</li> <li>success criteria</li> </ul> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>Discussed and agreed with employment supervisor and/or learning supervisor a task to make important improvements in team or group performance</li> <li>Identified and agreed with employment supervisor the potential outcomes, costs and benefits and success criteria</li> </ul>
<p><b>Develop own knowledge and understanding about the task</b></p> <p>Identify what you will have to learn to complete the task and agree this with your learning supervisor.</p> <p>Conduct guided research, reading and discussion with your learning supervisor to identify the theories, models, principles and practices that are relevant to the task</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>Identified the potential learning outcomes that will arise from the task and agreed these with learning supervisor</li> <li>Identified the theories, models, principles and practices that are directly relevant to the task through guided research, reading and discussion with learning supervisor</li> </ul>
<p><b>Undertake learning and workplace activities to enhance personal and organisational performance</b></p> <p>Use guided learning and workplace research to investigate the task and identify possible options for improvement</p> <p>Discuss these options with your line manager or your learning supervisor with reference to the relevant models, theories, principles and practice; and agree appropriate actions</p>	<ul style="list-style-type: none"> <li>Used guided learning and workplace research to investigate the task and identified possible options for improvement</li> <li>Discussed the options with employment supervisor and/or learning supervisor, with reference to the agreed conditions and relevant theories, models, principles and practices, and agreed appropriate actions</li> </ul>

<p>Implement the agreed proposals and monitor their effectiveness and adapt them where necessary</p> <p>Evaluate the improvements with reference to the agreed success criteria</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>• Implemented agreed proposals, monitored their effectiveness and adapt where necessary</li> <li>• Evaluated the improvements with reference to the agreed success criteria</li> </ul>
<p><b>Reflect on the task and own experience to identify learning</b></p> <p>Seek feedback from your employment supervisor and/or learning supervisor on your own performance in the task.</p> <p>Review your performance identifying your strengths and weaknesses in undertaking the task.</p> <p>Reflect on the feedback received and on your own performance review and identify further learning and performance development</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Sought feedback from the employment supervisor and/or learning supervisor on own performance in the task</li> <li>• Reviewed own performance and identified own strengths and weaknesses in undertaking the task</li> <li>• Reflected on feedback and own performance reviewed and identified areas for further learning and performance development</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: M4.14 – WORK-BASED LEARNING ASSIGNMENT**

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> <li>1. Learner named below confirms authenticity of submission.</li> <li>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></li> </ol>

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Agree a task that will improve organisational performance</b> <ul style="list-style-type: none"> <li>• Discussed and agreed with employment supervisor and/or learning supervisor a task to make important improvements in team or group performance</li> <li>• Identified and agreed with employment supervisor the potential outcomes, costs and benefits and success criteria</li> </ul>			/ 20 marks (min 10)	
<b>Develop own knowledge and understanding about the task</b> <ul style="list-style-type: none"> <li>• Identified the potential learning outcomes that will arise from the task and agreed these with learning supervisor</li> <li>• Identified the theories, models, principles and practices that are directly relevant to the task through guided research, reading and discussion with learning supervisor</li> </ul>			/ 40 marks (min 20)	
<b>Undertake learning and workplace activities to enhance personal and organisational performance</b> <ul style="list-style-type: none"> <li>• Used guided learning and workplace research to investigate the task and identified possible options for improvement</li> <li>• Discussed the options with employment supervisor and/or learning supervisor, with reference to the agreed conditions and relevant theories, models, principles and practices, and agreed appropriate actions</li> <li>• Implemented agreed proposals, monitored their effectiveness and adapt where necessary</li> <li>• Evaluated the improvements with reference to the agreed success criteria</li> </ul>			/ 20 marks (min 10)	

<b>Reflect on the task and own experience to identify learning</b> <ul style="list-style-type: none"> <li>Sought feedback from the employment supervisor and/or learning supervisor on own performance in the task</li> <li>Reviewed own performance and identified own strengths and weaknesses in undertaking the task</li> <li>Reflected on feedback and own performance reviewed and identified areas for further learning and performance development</li> </ul>							/ 20 marks (min 10)
<b>Assessor's decision</b>				<b>Quality assurance use</b>			
<b>Total marks</b>		<b>Outcome (circle as applicable)</b>		<b>Total marks</b>		<b>Outcome (circle as applicable)</b>	
Total 50 + overall, AND minimum in each section		PASS/REFERRAL		Total 50 + overall, AND minimum in each section		PASS/REFERRAL	
<b>Section referral if applicable:</b>				<b>Date of IQA check:</b>			
<b>Name of assessor:</b>				<b>Name of IQA:</b>			
<b>Assessor signature and date:</b>				<b>IQA signature:</b>			
<b>ILM EV signature:</b>				<b>Date externally verified (where applicable):</b>			

## M4.15 – MANAGING PERSONAL DEVELOPMENT

### ASSESSMENT: LEADERSHIP DEVELOPMENT PLAN AND REFLECTIVE LOG

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b></p> <p>Compile a Leadership Development Plan and Reflective Learning Log. Your plan should include the following:</p> <ul style="list-style-type: none"> <li>Your personal and work-related development aims and objectives</li> <li>Undertake and evaluate your planned development activities</li> <li>Review and reflect on your learning and its effect on workplace performance</li> </ul> <p>The suggested range for this assessment is between 1,000 and 2,800 words</p> <p>Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>Please use the headings shown below when writing up your Assignment</i></p>	
<p><b>Personal and work-related development aims and objectives</b></p> <p>Identify and prioritise</p> <ul style="list-style-type: none"> <li>your development aims and objectives for the long, medium and short term;</li> <li>your work related development needs; and</li> <li>the opportunities, support, resources and constraints that exist.</li> </ul> <p>You should discuss all of the above with your employment and/or learning supervisor</p> <p><i>(min 15 marks required from 30 available)</i></p>	<p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>Identified and prioritised own development aims and objectives for the long, medium and short term in discussion with employment supervisor and/or learning supervisor</li> <li>Identified and prioritised own work-related development needs with employment supervisor and/or learning supervisor</li> <li>Discussed the opportunities, support, resources and constraints that exist with employment supervisor and/or learning supervisor and explained how they impact on own aims, objectives and work related needs</li> </ul>
<p><b>Undertake and evaluate planned development activities</b></p> <p>Plan and agree your development activities with your employment and/or learning supervisor.</p> <p>Undertake the development activities that you have planned and review their effectiveness in meeting your needs and objectives with your employment and/or learning supervisor at agreed intervals</p> <p>Identify with your employment and/or learning supervisor how your learning and development can be used to improve workplace performance</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>Planned and agreed own development activities with employment supervisor and/or learning supervisor</li> <li>Undertook development activities as planned</li> <li>Reviewed at agreed intervals, with employment supervisor and/or learning supervisor, the effectiveness of development activities in meeting objectives and needs</li> <li>Identified, with employment supervisor and/or learning supervisor, how learning and development can be used to improve workplace performance</li> </ul>

<p><b>Review and reflect on learning and its effect on workplace performance</b></p> <p>Review and evaluate the following with your employment and/or learning supervisor:</p> <ul style="list-style-type: none"> <li>• personal development;</li> <li>• the achievement of short-term goals; and the</li> <li>• progress towards achieving medium and long-term goals</li> </ul> <p>Revise your development plans accordingly</p> <p>Reflect on your development activities and discuss with your employment and/or learning supervisor how your learning has affected work performance</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• Reviewed and evaluated, with employment supervisor and/or learning supervisor, personal development, the achievement of short-term goals and progress towards achieving medium and long-term goals, and revise development plans accordingly</li> <li>• Reflected on own development activities and discussed with employment supervisor and/or learning supervisor how learning has affected work performance</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

## MARK SHEET - M4.15 – LEADERSHIP DEVELOPMENT PLAN AND REFLECTIVE LOG

Centre Number:	Centre Name:			
Learner Registration No:	<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>			
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p><b>Personal and work-related development aims and objectives</b></p> <ul style="list-style-type: none"> <li>Identified and prioritised own development aims and objectives for the long, medium and short term in discussion with employment supervisor and/or learning supervisor</li> <li>Identified and prioritised own work-related development needs with employment supervisor and/or learning supervisor</li> <li>Discussed the opportunities, support, resources and constraints that exist with employment supervisor and/or learning supervisor and explained how they impact on own aims, objectives and work related needs.</li> </ul>			/ 30 marks (min 15)	
<p><b>Undertake and evaluate planned development activities</b></p> <ul style="list-style-type: none"> <li>Planned and agreed own development activities with employment supervisor and/or learning supervisor</li> <li>Undertook development activities as planned</li> <li>Reviewed at agreed intervals, with employment supervisor and/or learning supervisor, the effectiveness of development activities in meeting objectives and needs</li> <li>Identified, with employment supervisor and/or learning supervisor, how learning and development can be used to improve workplace performance</li> </ul>			/ 40 marks (min 20)	

<b>Review and reflect on learning and its effect on workplace performance</b>				
<ul style="list-style-type: none"> <li>Reviewed and evaluated, with employment supervisor and/or learning supervisor, personal development, the achievement of short-term goals and progress towards achieving medium and long-term goals, and revise development plans accordingly</li> <li>Reflected on own development activities and discussed with employment supervisor and/or learning supervisor how learning has affected work performance</li> </ul>				/ 30 marks (min 15)
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		



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

### **SUGGESTED OUTLINE ASSESSMENTS FOR THE CERTIFICATE, DIPLOMA AND EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT**

<b>M3.10</b>	<b>Introduction to leadership</b>
<p><b><u>Reflective Review</u></b></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><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The factors that will influence your choice of leadership styles or behaviours in workplace situations were identified</li> <li>• The reason why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour was explained</li> <li>• Own leadership behaviours and potential was assessed in the context of a particular leadership model and organisation's working practices and culture using feedback from others</li> <li>• Appropriate actions to enhance own leadership behaviour in the context of a particular leadership model were described</li> </ul>	

<b>M3.15</b>	<b>Managing stress in the workplace</b>
<p><b><u>Reflective Review</u></b></p> <p>Identify a situation at work where you or a colleague has felt under stress. Explain what caused this stress and examine its impact on your workplace</p> <p><i>Note: If neither you nor a colleague has experienced any stress, you may choose to use the experience of a friend or relation who has experienced stress at work, or you may explain the general causes and impact of stress in organisations</i></p> <p>Describe how you would recognise stress in yourself and in other members of your team and explain one practical stress management technique that you could use to overcome this stress in yourself or in your team</p> <p>Outline the responsibilities your organisation's management has in relation to work related stress in your team, and explain how you could use counselling, advising or mentoring to provide support for individuals</p> <p><i>Note: If you have had experience of using counselling, advising or mentoring, you should describe the circumstances. Otherwise, describe the conditions under which you would do so.</i></p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The causes and impact of stress in the organisation were examined</li> <li>• The symptoms of stress in self and in others were described</li> <li>• One practical stress management technique was explained</li> <li>• Management responsibilities and actions in relation to work-related stress in the team were outlined</li> <li>• How and when to use counselling, advising and mentoring to support individuals in the workplace were explained</li> </ul>	

<b>M3.18</b>	<b>Coaching and training your work team</b>
<p><b><u>Work-based Assignment</u></b></p> <p>This activity requires that you identify an opportunity to train and coach members of your team or other individuals in your workplace. You should:</p> <ul style="list-style-type: none"> <li>• Describe the training and coaching need in your workplace</li> <li>• Explain how you would use training and coaching to meet the need in your workplace and cater for individuals in your workplace with different learning styles</li> <li>• Explain how you would use feedback to improve workplace performance in relation to this training and coaching need</li> <li>• Explain how you would evaluate the effectiveness of the training and coaching techniques you have identified</li> <li>• Explain how you would maintain records of the training and coaching that team members have undertaken</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The training need was clarified</li> <li>• The two training techniques appropriate to the workplace situation were explained</li> <li>• How you could cater for different learning styles when training individuals in the workplace was explained</li> <li>• One relevant feedback technique that could work effectively in the workplace situation was explained</li> <li>• Methods of evaluating the effectiveness of training were described</li> <li>• Ways of maintaining training records were explained</li> <li>• The coaching need was clarified</li> <li>• Planning coaching for an individual in the organisation was explained</li> <li>• The importance of feedback in coaching was explained</li> <li>• One method of evaluating the effectiveness of coaching was described</li> </ul>	

<b>M3.33</b>	<b>Effective meetings for managers</b>
<p><b><u>Work-based Assignment</u></b></p> <p>Describe how you would prepare prior to a meeting Explain the following:</p> <ul style="list-style-type: none"> <li>• The purpose of an agenda</li> <li>• The role and responsibilities of the chairperson, secretary and individuals</li> <li>• Basic meeting protocol and procedures</li> <li>• The purpose of minutes and action plans</li> <li>• How you could review your own effectiveness at meetings</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The purpose of an agenda was explained</li> <li>• How to prepare prior to a meeting was described</li> <li>• The role and responsibilities of the chairperson, the secretary and individuals at a meeting were explained</li> <li>• Basic meeting protocol and procedures were explained</li> <li>• The purpose of minutes and action plans were explained</li> <li>• Own effectiveness at meetings was reviewed</li> </ul>	

## WORK BASED ASSIGNMENT M4.02: MANAGING THE ANALYSIS OF SECONDARY DATA

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Gather and analyse secondary data from a variety of sources, review the findings, and prepare and justify a development plan to improve research skills.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words.</p> <p>Check your assignment carefully prior to submission using the assessment criteria.</p> <p><i>Please use the headings shown below when writing up your Assignment</i></p>	
	<b>Assessment Criteria</b>
<p><b>Be able to gather and evaluate complex data from diverse secondary sources</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• A research topic relevant to the organisation is identified</li> <li>• Secondary data is collected from a wide range of academic, official and commercial sources, and all sources are acknowledged</li> <li>• Collected data is analysed to judge its relevance and validity</li> <li>• Collected data is analysed to make deductions and draw conclusions</li> </ul>
<p><b>Be able to review the findings from own analysis of data</b></p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• A group discussion is led on the findings from own analysis</li> <li>• Outcomes from the group discussion of the data analysis are evaluated</li> </ul>
<p><b>Be able to review research activity and identify areas for future self development</b></p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• The effectiveness of the research activity is reviewed against the objectives set</li> <li>• A self-development plan to improve own performance when managing research activities is prepared and justified</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M4.02: MANAGING THE ANALYSIS OF SECONDARY DATA**

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> <li>1. Learner named below confirms authenticity of submission.</li> <li>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></li> </ol>

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Be able to gather and evaluate complex data from diverse secondary sources</b> <ul style="list-style-type: none"> <li>• A research topic relevant to the organisation is identified</li> <li>• Secondary data is collected from a wide range of academic, official and commercial sources, and all sources are acknowledged</li> <li>• Collected data is analysed to judge its relevance and validity</li> <li>• Collected data is analysed to make deductions and draw conclusions</li> </ul>			/50 marks (min 25)	
<b>Be able to review the findings from own analysis of data</b> <ul style="list-style-type: none"> <li>• A group discussion is led on the findings from own analysis</li> <li>• Outcomes from the group discussion of the data analysis are evaluated</li> </ul>			/30 marks (min 15)	
<b>Be able to review research activity and identify areas for future self development</b> <ul style="list-style-type: none"> <li>• The effectiveness of the research activity is reviewed against the objectives set</li> <li>• A self-development plan to improve own performance when managing research activities is prepared and justified</li> </ul>			/20 marks (min 10)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	

<b>Section referral if applicable:</b>	<b>Date of IQA check:</b>
<b>Name of assessor:</b>	<b>Name of IQA:</b>
<b>Assessor signature and date:</b>	<b>IQA signature:</b>
<b>ILM EV signature:</b>	<b>Date externally verified (where applicable):</b>

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

<b>M4.04</b>	<b>Developing leadership through practical activities</b>
<p><b><u>Reflective Review (Developing leadership through practical activities)</u></b></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"> <li>• How well the tasks were completed as planned and the goals were achieved.</li> <li>• How effectively individuals carried out their delegated tasks.</li> <li>• 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.</li> <li>• What feedback you collected from team members and others about your performance as a leader.</li> </ul> <p>Reflect on your performance based on your experiences during this activity and identify strengths and weaknesses as a leader.</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The plan was implemented to complete the activity and progress was monitored</li> <li>• Responsibilities were delegated to team members clearly and appropriately</li> <li>• Emergencies or unpredicted or unexpected events were responded to appropriately</li> <li>• Feedback was invited from team members and others on own performance in leading the team through an activity</li> <li>• Own performance was reflected on and appropriate conclusions drawn about own leadership strengths and weaknesses</li> </ul>	

<b>M4.05</b>	<b>Managing equality and diversity in an organisation</b>
<p><b><u>Reflective Review</u></b></p> <p>Examine the type of culture within your organisation in relation to equality and diversity and explain the development activities necessary to implement equality and diversity actions relevant to your specific functional area. Explain how you will manage equality and diversity on an ongoing basis in your functional area</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The type of culture within the organisation in relation to equality and diversity was examined</li> <li>• The development activities necessary to implement equality and diversity actions relevant to own specific functional area were explained</li> <li>• How they will manage equality and diversity on an ongoing basis in own functional area was explained</li> </ul>	



<b>M4.06</b>	<b>Managing risk in the workplace</b>
<p><b><u>Work-based Assignment</u></b></p> <p>This assignment is about managing risk in the workplace. You should include the following points:</p> <ul style="list-style-type: none"> <li>Identify hazards and risks; and conduct a risk assessment within the context of your workplace.</li> <li>Examine and explain how risk within your workplace can be minimised; and how identified risks can be continuously monitored and reviewed</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>Hazards and risks within the context of the workplace were identified</li> <li>A risk assessment within the context of the workplace was conducted</li> <li>How risk within own workplace can be minimised was examined and explained</li> <li>How any identified risks in own workplace will be continuously monitored and reviewed was explained</li> </ul>	

<b>M4.07</b>	<b>Motivating people in the workplace</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about motivating people to perform in the workplace. You should include the following points:</p> <ul style="list-style-type: none"> <li>Examine the principal factors that may affect performance and motivation in the workplace.</li> <li>Analyse a theory of motivation and examine how this theory could be used to improve motivation and performance in the workplace</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>The principal factors that may affect performance and motivation in the workplace were examined</li> <li>Analysed a theory of motivation and explained how this theory could be used to improve motivation levels and performance in the workplace</li> </ul>	

<b>M4.08</b>	<b>Solving problems by making effective decisions in the workplace</b>
<p><b><u>Work-based Assignment</u></b></p> <p>Define and diagnose a complex problem in the workplace. You should include the scope and impact of the problem. Once this has been done you should:</p> <ul style="list-style-type: none"> <li>Search for and examine a range of solutions to the problem</li> <li>Compare and evaluate the alternative solutions using a specific decision making technique and appropriate consultation with those affected by the problems, to identify the best option</li> <li>Construct a detailed plan for implementing the solution, including any resource requirements</li> <li>Outline how you will communicate the solution to those affected by it</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>A complex problem in the workplace was defined and diagnosed including its scope and impact</li> <li>A range of alternative solutions to the problem were searched for and examined</li> <li>The alternative solutions were compared and evaluated, using a specific decision making techniques and appropriate consultation with those affected by the problem, to identify the best option</li> <li>A detailed plan was constructed for implementing the solution, including any resource requirements</li> <li>How the solution will be communicated to those affected by it was outlined</li> </ul>	

<b>M4.09</b>	<b>Delegating authority in the workplace</b>
<p><b><u>Work-based Assignment</u></b></p> <p>Within the context of your workplace agree and set objectives for a task that you could delegate. In doing this you should:</p> <ul style="list-style-type: none"> <li>• Estimate the time required to complete the task</li> <li>• Explain how you would monitor progress</li> <li>• Set guidelines for resource availability and utilisation</li> <li>• Assess what authority would be required for the person to whom you are delegating the task</li> <li>• Specify the standards that are to be adhered to</li> <li>• Review how well you delegated the task based on the outcomes of the delegated task and feedback from others</li> <li>• Explain how you could improve your ability to delegate tasks and in so doing empower others</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Agreed and set objectives for the task to be delegated</li> <li>• Estimated the time required to complete the task</li> <li>• Explained how progress will be monitored</li> <li>• Set guidelines for resource availability and utilisation</li> <li>• Assessed the authority required for the person to whom they are delegating</li> <li>• Specified the standards to be adhered to</li> <li>• Reviewed how well they delegated the task, based on the outcomes of the delegated tasks and feedback from others</li> <li>• Explained how they can improve their ability to delegate and empower others</li> </ul>	

<b>M4.10</b>	<b>Managing and implementing change in the workplace</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about managing and implementing change in the workplace. You should include the following points:</p> <ul style="list-style-type: none"> <li>• Examine the forces that may require your organisation to change by conducting an environmental and organisational analysis. Arising from your analysis given an example of a change that is required in your workplace.</li> <li>• Investigate the change to determine whether it is feasible and viable; and analyse the benefits and implications of this change for stakeholders. Explain how you will obtain support from stakeholders for the change.</li> <li>• Compile a detailed implementation plan</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The forces that may require own organisation to change were examined by conducting an environmental and organisational analysis</li> <li>• An example of a change required in the workplace was given, arising from the environmental and organisational analysis</li> <li>• The change required was investigated to determine whether it is feasible and viable for implementation</li> <li>• The benefits and implications of the change for stakeholders was analysed</li> <li>• How they will obtain support from stakeholders for the change was explained</li> <li>• A detailed implementation plan was compiled</li> </ul>	

<b>M4.11</b>	<b>Developing and managing people in the workplace</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about developing and managing people in the workplace. You should include the following points:</p> <ul style="list-style-type: none"> <li>• Examine the: <ul style="list-style-type: none"> <li>• expectations and requirements of groups and individuals in the workplace, and the</li> <li>• training and development needs of individuals and groups in the workplace that will improve work performance</li> </ul> </li> <li>• Explain how expectations and individual requirements can be accommodated in the workplace and examine the development vehicles that could accommodate the development needs of individuals in the workplace.</li> <li>• Provide a development plan to enable the development needs of individuals to be progressed and met</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The expectations and requirements of groups and individuals in the workplace were examined</li> <li>• The training and development needs of individuals and groups in the workplace to improve work performance was examined</li> <li>• How to accommodate the expectations and individual requirements of individuals in the workplace was explained</li> <li>• Development vehicles in the organisation to accommodate the development needs of individuals in the workplace was examined</li> <li>• A development plan was provided to enable the identified development needs to be progressed and met</li> </ul>	

<b>M4.12</b>	<b>Understanding the organisational culture and context</b>
<p><b><u>Reflective Review</u></b></p> <p>Understand your organisation's culture and context by:</p> <ul style="list-style-type: none"> <li>• Examining your organisation within its broader environment using appropriate environmental and organisational analysis techniques.</li> <li>• Appraising the purpose, policy and procedures within which your organisation is required to function</li> <li>• Investigating and explaining the culture and ethical behaviour required in the organisation</li> </ul> <p>Examine and explain your own ability to function within your organisation's culture and ethical norms; and propose how you could uphold the ethical standards of your organisation</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The organisation within its broader environment was examined using appropriate environmental and organisational analysis techniques</li> <li>• The purpose, policy and procedures within which the organisation is required to function were appraised</li> <li>• The culture and ethical behaviour required in the organisation was investigated and explained</li> <li>• Their own ability to function within organisational culture and ethical norms was examined and explained</li> <li>• The way that they can uphold the ethical standards of their organisation was proposed</li> </ul>	

**M4.13****Communicating effectively orally and in writing in the workplace****Work-based Assignment**

This assignment is about preparing and delivering an oral presentation, planning and conducting a formal workplace interview and corresponding in various formats. You should include the following points:

Prepare and deliver a presentation on a relevant topic in your workplace. You should

- Specify the aim and objectives of the presentation as well as your intended audience
- Research, analyse and select information for inclusion in the content
- Plan your presentation and prepare relevant visual aids
- Deliver the presentation ensuring that the information you convey is accurate, logical and clear
- Answer any questions about your presentation

Plan and conduct a formal interview in your workplace. You should

- Plan your interview
- Formulate appropriate questions that will elicit the desired information
- Keep records of the interview
- Review your own performance

Correspond using various formats in your workplace. You should

- Gather, analyse and collate information and use this information to correspond using various formats
- Collect feedback about your written communication performance and identify ways to improve your skill and ability

**Assessment Criteria****Presentation**

- The aim and objectives of the presentation and the intended audience were specified
- Information for inclusion in the content was researched, analysed and selected
- The content of the presentation was planned and relevant visual aids were prepared
- The presentation was delivered to identified personnel and the information was logical, clear and accurate
- Questions were responded to about their presentation

**Interview**

- A formal interview in the workplace was planned
- Appropriate questions to elicit desired information were formulated
- Appropriate records of the interview were kept
- Own interviewing performance was reviewed

**Written correspondence**

- Information was gathered, analysed and collated and used to correspond in writing, using various formats
- Feedback was collected on own written communication performance
- Ways to improve their written communication ability and skill were identified

<b>M4.14</b>	<b>Learning through workplace activities</b>	
<p><b><u>Learning Through Workplace Activities Assignment</u></b>  Discuss and agree with employment supervisor and/or learning supervisor a task to make important improvements in team or group performance. Keep a Workplace Learning Log including the following:</p> <p><b>Identify and agree a task that will lead to important improvements in team or group performance</b></p> <ul style="list-style-type: none"> <li>• Identify and agree the following with employment supervisor <ul style="list-style-type: none"> <li>• the potential outcomes,</li> <li>• the costs and benefits,</li> <li>• the success criteria</li> </ul> </li> </ul> <p><b>Develop own knowledge and understanding about the task through reading, research and discussion</b></p> <ul style="list-style-type: none"> <li>• Identify the potential learning outcomes that will arise from the task and agree these with your learning supervisor</li> <li>• Identify the theories, models and practises that are directly relevant to the task through research, reading and discussion</li> </ul> <p><b>Undertake research, learning and workplace activities to enhance personal and organisational performance</b></p> <ul style="list-style-type: none"> <li>• Investigate the task and identify possible options for improvement</li> <li>• Discuss the options with the employment supervisor and/or learning supervisor with reference to agreed conditions and relevant theories, models, principles and practices. Agree appropriate actions during this discussion.</li> <li>• Implement the agreed proposals and monitor their effectiveness and adapt them where necessary</li> <li>• Evaluate the improvement with reference to the agreed success criteria</li> </ul> <p><b>Reflect on the task and own experience to identify learning</b></p> <ul style="list-style-type: none"> <li>• Seek feedback from the employment and/or learning supervisor on your own performance in the task</li> <li>• Review your own performance and identify own strengths and weakness in undertaking the task</li> <li>• Reflect on feedback and on own performance review and identify areas for further learning and performance development</li> </ul> <p><b>Reflect on the task and own experience to identify further learning</b></p> <ul style="list-style-type: none"> <li>• Seek feedback from the employment supervisor and/or learning supervisor on own performance in the task</li> <li>• Review own performance and identify own strengths and weaknesses in undertaking the task</li> <li>• Reflect on feedback and own performance review and identify areas for further learning and performance development</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• A task to make important improvements in team or group performance was discussed and agreed with employment supervisor and/or learning supervisor</li> <li>• The potential outcomes, costs and benefits and success criteria were identified and agreed with employment supervisor</li> <li>• The potential learning outcomes that will arise from the task were identified and agreed with learning supervisor</li> <li>• Identified the theories, models, principles and practices that are directly relevant to the task through guided research, reading and discussion with learning supervisor</li> <li>• Guided learning and workplace research were used to investigate the task and identify possible options for improvement</li> <li>• The options were discussed with employment supervisor and/or learning supervisor, with reference to the agreed conditions and relevant theories, models, principles and practices, and appropriate actions were agreed</li> <li>• Agreed proposals were implemented and their effectiveness was monitored and adapted where necessary</li> <li>• The improvements with reference to the agreed success criteria were evaluated</li> <li>• Feedback was sought from the employment supervisor and/or learning supervisor on own performance in the task</li> <li>• Own performance was reviewed and own strengths and weaknesses identified in undertaking the task</li> <li>• Reflected on feedback and own performance reviewed and identified areas for further learning and performance development</li> </ul>		
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<b>M4.15</b>	<b>Managing personal development</b>
<b><u>Leadership Development Plan and Reflective Learning Log</u></b>	
Keep a reflective learning log including the following:	
<ul style="list-style-type: none"> <li>• Own development aims and objectives for the long, medium and short term in order of priority.</li> <li>• Own work-related development needs in order of priority</li> <li>• The opportunities, support, resources and constrains that may exist</li> <li>• Plan and undertake these development opportunities and review their effectiveness in meeting objectives and needs</li> <li>• Review the achievement of short-term goals and progress towards achieving medium and long-term goals</li> <li>• Review how learning and development activities has been used to improve workplace performance</li> </ul>	
You should discuss all aspects of the above with your employment supervisor and/or learning supervisor	
<b>Assessment Criteria</b>	
<ul style="list-style-type: none"> <li>• Identified and prioritised own development aims and objectives for the long, medium and short term in discussion with employment supervisor and/or learning supervisor</li> <li>• Identified and prioritised own work-related development needs with employment supervisor and/or learning supervisor</li> <li>• Discussed the opportunities, support, resources and constraints that exist with employment supervisor and/or learning supervisor and explain how they impact on own aims, objectives and work related needs.</li> <li>• Planned and agreed own development activities with employment supervisor and/or learning supervisor</li> <li>• Undertook development activities as planned</li> <li>• Reviewed at agreed intervals, with employment supervisor and/or learning supervisor, the effectiveness of development activities in meeting objectives and needs</li> <li>• Identified, with employment supervisor and/or learning supervisor, how learning and development can be used to improve workplace performance</li> <li>• Reviewed and evaluated, with employment supervisor and/or learning supervisor, personal development, the achievement of short-term goals and progress towards achieving medium and long-term goals, and revise development plans accordingly</li> <li>• Reflected on own development activities and discussed with employment supervisor and/or learning supervisor how learning has affected work performance</li> </ul>	

<b>M4.16</b>	<b>Understanding work in contemporary society</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about understanding work in contemporary society. You should include the following points:</p> <ul style="list-style-type: none"> <li>• Examine and describe the nature and purpose of your organisation; and investigate and explain the organisational structure</li> <li>• Assess the strengths and weaknesses of <ul style="list-style-type: none"> <li>• your organisational type; and</li> <li>• your organisational structure in enabling it to achieve its goals</li> </ul> </li> <li>• Evaluate the changes in the external operating environment that may have an effect on the way that the organisation operates</li> <li>• Make recommendations for changes that may be required to respond to these external factors</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Examined and described the nature and purpose of own organisation</li> <li>• Assessed the strengths and weaknesses of organisational type in enabling it to achieve its goals</li> <li>• Investigated and explained own organisational structure</li> <li>• Assessed the strengths and weaknesses of organisational structure in enabling it to achieve its goals</li> <li>• Evaluated changes in the external operating environment that may have an effect on the way that the organisation operates</li> <li>• Made recommendations for changes that may be required to respond to these external factors</li> </ul>	

<b>M4.17</b>	<b>Understanding entrepreneurship</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about understanding entrepreneurship. You should</p> <ul style="list-style-type: none"> <li>• Explore the possible nature, character and motivation of an entrepreneur</li> <li>• Determine the political, social and economic factors that encourage or inhibit an enterprise</li> <li>• Explore how a new enterprise can be developed</li> <li>• Investigate various options that are available to finance and market a new enterprise</li> <li>• Explain how to manage and sustain the growth of a new enterprise</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Explored the possible nature, character and motivation of an entrepreneur</li> <li>• Determined the political, social and economic factors that encourage or inhibit enterprise</li> <li>• Explored how a new enterprise can be developed</li> <li>• Investigated various options available to finance and market a new enterprise</li> <li>• Explained how to manage and sustain the growth of a new enterprise</li> </ul>	

<b>M4.18</b>	<b>Understanding accounting for management control</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about understanding accounting for management control. You should explore the following:</p> <ul style="list-style-type: none"> <li>• Examine, describe and explain the costing system(s) used in your organisation; and how budgets are devised and controlled.</li> <li>• Examine and describe the actions that individual managers can take to ensure that they adhere to the budgets in their sphere of control.</li> <li>• Examine and explain what method(s) of investment appraisal are used in your organisation.</li> <li>• Examine the techniques used in your organisation to evaluate supply chain decisions (such as make/buy decisions). Interpret and explain how other strategic or non-financial factors may influence investment or supply chain decisions</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Examined, described and explained costing system(s) used in own organisation</li> <li>• Examined and explained how budget plans are devised and controlled in the organisation</li> <li>• Examined and described the actions individual managers take to ensure that they adhere to the budgets in their sphere of control</li> <li>• Examined and explained the method(s) of investment appraisal used in own organisation</li> <li>• Explained the techniques used in the evaluation of supply chain decisions (such as make/buy decisions)</li> <li>• Interpreted and explained how other strategic or non-financial factors may influence investment or supply chain decisions</li> </ul>	

<b>M4.19</b>	<b>Understanding and interpreting financial data</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment is about understanding and interpreting financial data in your organisation. You should explore the following:</p> <ul style="list-style-type: none"> <li>• Identify your organisation's stakeholders and explain their various expectations.</li> <li>• Explain the various financial documents produced by the organisation and the information which they provide</li> <li>• Identify, explain and calculate the relevant performance indicators based on the organisation's financial document and interpret these to provide as assessment of the organisation's performance in a way that is relevant to each of its stakeholders</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Identified the organisation's stakeholders and explained their various expectations</li> <li>• Explained the various financial documents produced by the organisation and the information which they provided</li> <li>• Identified, explained and calculated relevant performance indicators (PIs) based on the organisation's financial documents</li> <li>• Interpreted these PIs to provide an assessment of the organisation's performance in a way relevant to each of its stakeholders</li> </ul>	



<b>M4.20</b>	<b>Understanding the importance of marketing for an organisation</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on understanding the importance of marketing for your organisation. You should include the following:</p> <ul style="list-style-type: none"> <li>• Explore the market within which your organisation operates. You should focus on the market size, your organisation's share of that market and the profile of its competitors'</li> <li>• Examine and explain the role of the marketing function and their activities within your organisation</li> <li>• Evaluate the effectiveness of marketing within your organisation and where necessary make recommendations for improvement</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Explored the market within which own organisation operates, focussing on market size, the organisation's share of that market and its competitor profile</li> <li>• Examined and explained the role of the marketing function and activities within own organisation</li> <li>• Evaluated the effectiveness of marketing within own organisation and where necessary make recommendations for improvement</li> </ul>	

<b>M4.21</b>	<b>Using quantitative methods to solve management problems</b>
<p><b><u>Work-based Assignment</u></b></p> <p>This assignment focuses on using quantitative methods to solve management problems. You should include the following:</p> <ul style="list-style-type: none"> <li>• Identify and describe a management problem or issue in your organisation</li> <li>• Research the problem or issue using relevant method(s) to collect quantitative data about the problem/issue. Use quantitative methods to analyse the data that you have collected</li> <li>• Draw conclusions from the findings of the data analysis</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Identified and described a management problem/issue in own organisation</li> <li>• Researched the problem/issue using relevant method(s) to collect quantitative data</li> <li>• Use quantitative methods to analyse the data</li> <li>• Drew conclusions from the findings of the data analysis</li> </ul>	

<b>M4.22</b>	<b>Understanding the economics of the marketplace</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on understanding the economics of the marketplace. You should include the following:</p> <ul style="list-style-type: none"> <li>• Use micro-economic principles to analyse the factors affecting the prices of goods or services in the market within which your organisation operates, and the impact that this has on the organisation's financial performance</li> <li>• Assess the responsiveness of consumers and suppliers to price changes in your organisation or in a related market</li> <li>• Identify the current barriers to entry and exit from the market in which your organisation operates for new and existing suppliers</li> <li>• Assess the competitive environment with which your organisation operates and explain the implications this has for prices and financial performance</li> <li>• 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</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Used 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</li> <li>• Assessed the responsiveness of consumers and suppliers to price changes in the organisation's own or a related market</li> <li>• Identified the current barriers to entry and exit from the market in which the organisation operates, for new and existing suppliers</li> <li>• Assessed the competitive environment in which the organisation operates and explain the implications this has for prices and financial performance</li> <li>• Assessed 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</li> </ul>	

<b>M4.23</b>	<b>Forecasting using quantitative methods</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on forecasting using quantitative methods. You should include the following:</p> <ul style="list-style-type: none"> <li>• Develop a forecast for a relevant aspect of your organisation's activities using quantitative forecasting methods</li> <li>• Propose an appropriate plan to deal with the potential future scenario</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Developed a forecast for a relevant aspect of own organisation's activities using quantitative forecasting methods</li> <li>• Proposed an appropriate plan to deal with potential future scenario</li> </ul>	

<b>M4.24</b>	<b>Developing your leadership style</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on developing your leadership style. You should include the following:</p> <ul style="list-style-type: none"> <li>• Examine <ul style="list-style-type: none"> <li>• the importance of performance and engagement with followers in an organisation, and</li> <li>• the six specific scales for leadership</li> </ul> </li> <li>• Examine the three global factors in terms of leadership effectiveness</li> <li>• Use the <ul style="list-style-type: none"> <li>• Leadership Style Measure (ILM72) to assess the effectiveness of your own leadership styles, and</li> <li>• use the results of your leadership style effectiveness and examine the implications for yourself and your organisation</li> <li>• use the results of the global scales to assess your leadership behaviour</li> </ul> </li> <li>• Examine the impact of changes in your work situation on the effectiveness of your adopted leadership style</li> <li>• Produce an action plan to develop your own leadership style and effectiveness</li> <li>• Explain the benefits of implementing your action plan and how you will monitor and evaluate your action plan</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Examined the importance of performance and engagement with followers in an organisation</li> <li>• Examined the six specific scales for leadership</li> <li>• Examined the three global factors in terms of leadership effectiveness</li> <li>• Assessed the effectiveness of own leadership styles in terms of the six scales</li> <li>• Used the results of own leadership style effectiveness and examined the implications for self and own organisation</li> <li>• Assessed own leadership behaviour in terms of the three global factors</li> <li>• Examined the impact of changes in the situation on the effectiveness of the adopted style</li> <li>• Produced an action plan to develop own leadership style and effectiveness</li> <li>• Explained the benefits of implementing the action plan</li> <li>• Explained how they will monitor and evaluate the action plan</li> </ul>	

<b>M4.25</b>	<b>Developing individual mental toughness</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on developing your mental toughness. You should include the following:</p> <ul style="list-style-type: none"> <li>• Examine <ul style="list-style-type: none"> <li>• the importance and implications of mental toughness</li> <li>• a model that measures mental toughness</li> </ul> </li> <li>• Use the MTQ 48 to measure your mental toughness, and use the results of the mental toughness assessment to examine the implications for yourself and your organisation</li> <li>• Examine how mental toughness development can be achieved and tools for developing this</li> <li>• Compile an action plan for developing your mental toughness and explain the benefits of implementing this plan. Explain how this plan will be monitored and evaluated</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Examined the importance and implications of mental toughness</li> <li>• Examined a model that measures mental toughness</li> <li>• Assessed own mental toughness using a relevant model</li> <li>• Used the results of own mental toughness assessment and examined the implications for self and organisation</li> <li>• Examined how mental toughness development can be achieved</li> <li>• Examined tools for developing mental toughness</li> <li>• Compiled an action plan to develop own mental toughness</li> <li>• Explained the benefits of implementing the action plan</li> <li>• Explained how they will monitor and evaluate the action plan</li> </ul>	

<b>M4.26</b>	<b>Understanding the macro economic environment</b>
<p><b><u>Reflective Review</u></b></p> <p>This assignment focuses on understanding the macro economic environment. You should assess the following:</p> <ul style="list-style-type: none"> <li>• the impact of the current domestic economic environment on your organisation, 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; and the</li> <li>• impact of the current international economic environment on your organisation and its implications for the short to medium term</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Assessed the impact of the current domestic economic environment on the organisation</li> <li>• Assessed 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</li> <li>• Assessed the impact of the current international economic environment on the organisation and its implications for the short to medium term</li> </ul>	

**WORK BASED ASSIGNMENT M4.27: MANAGEMENT COMMUNICATION**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b>          Explain the importance of effective management communication, assess the effectiveness of management communication in own area of work, and use feedback to evaluate and improve own communication skills.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Understand the importance of effective communication in management</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• The relevance of the communication cycle for effective communication in management is explained</li> <li>• Examples are used to explain the importance of selecting an appropriate tone, language, and level of formality in management communications</li> <li>• The effectiveness of a range of verbal and written communication methods within your area of the organisation is assessed</li> </ul>
<p><b>Be able to develop effective communication skills as a reflective manager</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• Appropriate criteria are developed to evaluate own ability to communicate effectively</li> <li>• Feedback on own verbal and written communication skills is collected and analysed</li> <li>• Own communication skills as a manager are evaluated, identifying strengths and areas for improvement</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M4.27: MANAGEMENT COMMUNICATION**

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
<b>Understand the importance of effective communication in management</b> <ul style="list-style-type: none"> <li>The relevance of the communication cycle for effective communication in management is explained</li> <li>Examples are used to explain the importance of selecting an appropriate tone, language, and level of formality in management communications</li> <li>The effectiveness of a range of verbal and written communication methods within your area of the organisation is assessed</li> </ul>			/50 marks (min 25)	
<b>Be able to develop effective communication skills as a reflective manager</b> <ul style="list-style-type: none"> <li>Appropriate criteria are developed to evaluate own ability to communicate effectively</li> <li>Feedback on own verbal and written communication skills is collected and analysed</li> <li>Own communication skills as a manager are evaluated, identifying strengths and areas for improvement</li> </ul>			/50 marks (min 25)	
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:		

<b>ILM EV signature:</b>	<b>Date externally verified (where applicable):</b>

<b>M4.28</b>	<b>Understanding financial management</b>
<p><b><u>Work-based Assignment</u></b></p> <p>Explain finance within the context of your organisation by:</p> <ul style="list-style-type: none"> <li>• Explaining the use of source documents in accounting and the purposes of the main financial documents used within your organisation</li> <li>• Identifying your organisation's sources of finance or funding</li> <li>• Explaining the importance of cash flow forecasting and cash flow management to your organisation</li> <li>• Providing a general assessment of your businesses/organisational performance using appropriate financial measures</li> </ul> <p>Understand the value of management accounting in your organisation by:</p> <ul style="list-style-type: none"> <li>• Explaining the role of the management accountant as the provider of management information</li> <li>• Analysing your stakeholders and their various expectations of your organisation: and</li> <li>• Explaining the role of performance indicators in monitoring the achievement of objectives</li> </ul> <p>Explain the process of budget setting used in your organisation. In addition, explain how to use budgetary techniques to contribute to controlling cost in own area of operation</p> <p>Explain what techniques you could use for monitoring and controlling a budget in your area of operation</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The source documents used in accounting were explained</li> <li>• The purposes of the main financial documents used within the organisation were explained</li> <li>• The organisation's sources of finance / funding were identified</li> <li>• The importance of cash flow forecasting and cash flow management to the organisation were explained</li> <li>• A general assessment of the businesses/organisational performance using appropriate financial measures was provided</li> <li>• The role of the management accountant as the provider of management information was explained</li> <li>• The range of stakeholders was analysed and their various expectations of the organisation explained</li> <li>• The role of performance indicators in monitoring the achievement of objectives was explained</li> <li>• The process of budget setting used in the organisation was explained</li> <li>• The use of budgetary techniques to contribute to controlling cost in own area of operation was explained</li> </ul>	



## WORK BASED ASSIGNMENT M4.29: MANAGING A HEALTHY AND SAFE ENVIRONMENT

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Critically review own organisation's health and safety policies and implement recommendations to improve health and safety in own area of operation.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Understand the importance of working in a healthy and safe environment</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• Current UK law and legislation on health and safety is reviewed</li> <li>• The benefits of having a health and safety policy in the workplace are evaluated</li> <li>• Own organisation's health and safety policies and procedures are critically reviewed</li> </ul>
<p><b>Be able to manage a healthy and safe environment</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• A risk assessment in own area of operation is conducted</li> <li>• A risk assessment report is produced with recommendations for improvements to health and safety in own area of operation</li> <li>• The implementation of recommendations to health and safety policy in own area of operation is planned using measurable targets</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M4.29: MANAGING A HEALTHY AND SAFE ENVIRONMENT**

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
<b>Understand the importance of working in a healthy and safe environment</b> <ul style="list-style-type: none"> <li>Current UK law and legislation on health and safety is reviewed</li> <li>The benefits of having a health and safety policy in the workplace are evaluated</li> <li>Own organisation's health and safety policies and procedures are critically reviewed</li> </ul>			/50 marks (min 25)	
<b>Be able to manage a healthy and safe environment</b> <ul style="list-style-type: none"> <li>A risk assessment in own area of operation is conducted</li> <li>A risk assessment report is produced with recommendations for improvements to health and safety in own area of operation</li> <li>The implementation of recommendations to health and safety policy in own area of operation is planned using measurable targets</li> </ul>			/50 marks (min 25)	
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):		

**WORK BASED ASSIGNMENT M4.30: MANAGING MEETINGS**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Lead a meeting, manage the actions arising from the meeting, and create a personal development plan to improve own performance in managing meetings.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	
<b>Understand different types of meetings and their suitability for different purposes</b>	<b>Assessment Criteria</b>
(min 7 marks required from 14 available)	<ul style="list-style-type: none"> <li>The different types of meetings in the organisation are described</li> <li>Why it is necessary to have different types of meeting is explained</li> </ul>
<b>Understand how to prepare effectively for a meeting</b>	<ul style="list-style-type: none"> <li>The purpose for, and objectives of, a meeting are defined</li> <li>The resources required to support and manage the meeting are identified</li> <li>The reasoning behind who is to be invited to the meeting is explained</li> <li>The information that attendees will be provided with in advance of the meeting is justified</li> </ul>
(min 13 marks required from 26 available)	
<b>Be able to develop own performance in managing meetings</b>	<ul style="list-style-type: none"> <li>Own ability to be able to chair / lead a meeting is evaluated by gaining feedback from others</li> <li>Areas of weakness in own performance when managing meetings are identified</li> <li>A personal development plan to improve own performance when managing meetings is created</li> </ul>
(min 15 marks required from 30 available)	
<b>Be able to follow up and effectively manage actions from meetings</b>	<ul style="list-style-type: none"> <li>The progress of actions agreed by relevant meeting attendees is monitored</li> <li>Personal actions from the meeting are managed to deadlines</li> <li>The impact on the organisation of all the actions agreed at the meeting is evaluated</li> </ul>
(min 15 marks required from 30 available)	
By submitting I confirm that this assessment is my own work	

**MARK SHEET M4.30: MANAGING MEETINGS**

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> <li>1. Learner named below confirms authenticity of submission.</li> <li>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></li> </ol>

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Understand different types of meetings and their suitability for different purposes</b> <ul style="list-style-type: none"> <li>• The different types of meetings in the organisation are described</li> <li>• Why it is necessary to have different types of meeting is explained</li> </ul>			/14 marks (min 7)	
<b>Understand how to prepare effectively for a meeting</b> <ul style="list-style-type: none"> <li>• The purpose for, and objectives of, a meeting are defined</li> <li>• The resources required to support and manage the meeting are identified</li> <li>• The reasoning behind who is to be invited to the meeting is explained</li> <li>• The information that attendees will be provided with in advance of the meeting is justified</li> </ul>			/26 marks (min 13)	
<b>Be able to develop own performance in managing meetings</b> <ul style="list-style-type: none"> <li>• Own ability to be able to chair / lead a meeting is evaluated by gaining feedback from others</li> <li>• Areas of weakness in own performance when managing meetings are identified</li> <li>• A personal development plan to improve own performance when managing meetings is created</li> </ul>			/30 marks (min 15)	
<b>Be able to follow up and effectively manage actions from meetings</b> <ul style="list-style-type: none"> <li>• The progress of actions agreed by relevant meeting attendees is monitored</li> <li>• Personal actions from the meeting are managed to deadlines</li> <li>• The impact on the organisation of</li> </ul>				

all the actions agreed at the meeting is evaluated				/30 marks (min 15)	
<b>Assessor's decision</b>			<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>		
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>		
<b>Section referral if applicable:</b>			<b>Date of IQA check:</b>		
<b>Name of assessor:</b>			<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>			<b>IQA signature:</b>		
<b>ILM EV signature:</b>			<b>Date externally verified (where applicable):</b>		

**WORK BASED ASSIGNMENT M4.36: MANAGING MARKETING ACTIVITIES**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b>          Demonstrate understanding of the concepts involved in managing marketing and make recommendations for improving the management of marketing in a organisation.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Understand the concepts involved in managing marketing</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• The differences between product and service marketing are explained</li> <li>• How the marketing mix is used to summarise the main factors involved in a marketing strategy is explained</li> <li>• A range of marketing strategies are evaluated</li> </ul>
<p><b>Be able to review the effectiveness of marketing in an organisation</b></p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> <li>• The effectiveness of an organisation in identifying and segmenting consumer markets is reviewed</li> <li>• The effectiveness of the marketing mix for a product or service in an organisation is reviewed</li> <li>• Recommendations are made for improving the management of marketing in an organisation</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M4.36: MANAGING MARKETING ACTIVITIES**

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
<b>Understand the concepts involved in managing marketing</b> <ul style="list-style-type: none"> <li>The differences between product and service marketing are explained</li> <li>How the marketing mix is used to summarise the main factors involved in a marketing strategy is explained</li> <li>A range of marketing strategies are evaluated</li> </ul>			/50 marks (min 25)	
<b>Be able to review the effectiveness of marketing in an organisation</b> <ul style="list-style-type: none"> <li>The effectiveness of an organisation in identifying and segmenting consumer markets is reviewed</li> <li>The effectiveness of the marketing mix for a product or service in an organisation is reviewed</li> <li>Recommendations are made for improving the management of marketing in an organisation</li> </ul>			/50 marks (min 25)	
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):		

## WORK BASED ASSIGNMENT M4.37: DATA COLLECTION AND ANALYSIS TO JUSTIFY MANAGEMENT DECISION-MAKING

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Gather, analyse, and present data in a suitable format to justify a management decision.</p> <p>The 'nominal' word count for this assignment is 2,000 words; the suggested range is between 1,500 and 2,500 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>	<b>Assessment Criteria</b>
<p><b>Understand how to gather, analyse, and present data</b></p> <p><i>(min 37 marks required from 74 available)</i></p>	<ul style="list-style-type: none"> <li>• Data on an organisational issue is gathered from a range of sources</li> <li>• Data is analysed, identifying patterns and anomalies</li> <li>• Analysis of data is presented in a suitable format for the intended audience</li> </ul>
<p><b>Be able to use data analysis to justify a management decision</b></p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> <li>• A management decision is justified, using data analysis to support your rationale</li> </ul>
By submitting I confirm that this assessment is my own work	



## MARK SHEET M4.37: DATA COLLECTION AND ANALYSIS TO JUSTIFY MANAGEMENT DECISION-MAKING

Centre Number:		Centre Name:		
Learner Registration No:		<p>3. Learner named below confirms authenticity of submission.</p> <p>4. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p><b>Understand how to gather, analyse, and present data</b></p> <ul style="list-style-type: none"> <li>• Data on an organisational issue is gathered from a range of sources</li> <li>• Data is analysed, identifying patterns and anomalies</li> <li>• Analysis of data is presented in a suitable format for the intended audience</li> </ul>			/74 marks (min 37)	
<p><b>Be able to use data analysis to justify a management decision</b></p> <ul style="list-style-type: none"> <li>• A management decision is justified, using data analysis to support your rationale</li> </ul>			/26 marks (min 13)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
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):		

## WORK BASED ASSIGNMENT M5.08: MANAGING STRESS AND CONFLICT IN THE ORGANISATION

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Evaluate the effectiveness of self and the organisation in managing workplace stress and conflict, and plan and implement improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Understand the effectiveness of own organisation in dealing with workplace stress and conflict</b></p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> <li>The effectiveness of the organisation in recognising workplace stress and conflict and providing the necessary support mechanisms is evaluated</li> </ul>
<p><b>Be able to improve the management of workplace stress and conflict in own area of responsibility</b></p> <p><i>(min 37 marks required from 74 available)</i></p>	<ul style="list-style-type: none"> <li>Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are planned</li> <li>Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are implemented</li> <li>Own ability to identify and deal with workplace stress and conflict effectively in own area of responsibility is critically evaluated</li> </ul>
By submitting I confirm that this assessment is my own work	

## MARK SHEET M5.08: MANAGING STRESS AND CONFLICT IN THE ORGANISATION

Centre Number:	Centre Name:			
Learner Registration No:	<p>1. Learner named below confirms authenticity of submission.</p> <p>2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.</p> <p>However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/></p>			
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<p><b>Understand the effectiveness of own organisation in dealing with workplace stress and conflict</b></p> <ul style="list-style-type: none"> <li>• The effectiveness of the organisation in recognising workplace stress and conflict and providing the necessary support mechanisms is evaluated</li> </ul>			/26 marks (min 13)	
<p><b>Be able to improve the management of workplace stress and conflict in own area of responsibility</b></p> <ul style="list-style-type: none"> <li>• Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are planned</li> <li>• Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are implemented</li> <li>• Own ability to identify and deal with workplace stress and conflict effectively in own area of responsibility is critically evaluated</li> </ul>			/74 marks (min 37)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

**WORK BASED ASSIGNMENT M5.17: MANAGING RESOURCES**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Assess how the physical resources for which you are accountable are managed, and plan and implement improvements to the management of physical resources for which you are accountable, ensuring compliance with organisational policies and procedures.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Understand how to manage physical resources for which you are accountable</b></p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> <li>• The use of physical resources for which you are accountable is evaluated for effectiveness and efficiency, in line with organisational policies and procedures</li> <li>• The procedures for the maintenance and safe use of physical resources for which you are accountable are assessed, in line with organisational policies and procedures</li> <li>• The procedures for the security of resources for which your you accountable are assessed, in line with organisational policies and procedures</li> <li>• Opportunities for improvement in own organisation's policies and procedures for the management of physical resources are identified</li> </ul>
<p><b>Be able to plan and implement improvements for managing physical resources for which you are accountable</b></p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>• Improvements to the management of physical resources for which you are accountable are informed by your evaluation and assessment and planned</li> <li>• Improvements to the management of physical resources for which you are accountable are implemented, ensuring compliance with organisational policies and procedures</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M5.17: MANAGING RESOURCES**

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
<b>Understand how to manage physical resources for which you are accountable</b> <ul style="list-style-type: none"> <li>The use of physical resources for which you are accountable is evaluated for effectiveness and efficiency, in line with organisational policies and procedures</li> <li>The procedures for the maintenance and safe use of physical resources for which you are accountable are assessed, in line with organisational policies and procedures</li> <li>The procedures for the security of resources for which your you accountable are assessed, in line with organisational policies and procedures</li> <li>Opportunities for improvement in own organisation's policies and procedures for the management of physical resources are identified</li> </ul>			/60 Marks (min 30)	
<b>Be able to plan and implement improvements for managing physical resources for which you are accountable</b> <ul style="list-style-type: none"> <li>Improvements to the management of physical resources for which you are accountable are informed by your evaluation and assessment and planned</li> <li>Improvements to the management of physical resources for which you are accountable are implemented, ensuring compliance with organisational policies and procedures</li> </ul>			/40 marks (min 20)	
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	<b>Total marks</b>	<b>Outcome</b> <i>(circle as applicable)</i>	

<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>	
<b>Name of assessor:</b>		<b>Name of IQA:</b>	
<b>Assessor signature and date:</b>		<b>IQA signature:</b>	
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>	

**WORK BASED ASSIGNMENT M6.09: MANAGING OPERATIONS RESEARCH**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<p><b>TASK</b> Undertake operations research in own area of responsibility and recommend improvements to organisational efficiency based on the outcomes of the operational research.</p> <p>The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 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>	<b>Assessment Criteria</b>
<p><b>Be able to conduct operations research in an organisation</b></p> <p><i>(min 40 marks required from 80 available)</i></p>	<ul style="list-style-type: none"> <li>• A problem in own area of responsibility that has arisen out of a need to make better use of available resources is defined</li> <li>• The objectives for the problem resolution and any specific requirements that must be met in proposing a solution are established</li> <li>• A specific operations research methodology to resolve the problem is selected and justified, identifying both its strengths and weaknesses in comparison to alternative methodologies</li> <li>• Data from the organisation is collected, validated and analysed in order to employ the selected operations research methodology to propose an appropriate solution</li> </ul>
<p><b>Be able to interpret the outcomes of operations research</b></p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> <li>• Improvements to organisational efficiency are recommended, based on the outcomes of operations research</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET M6.09: MANAGING OPERATIONS RESEARCH**

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
<b>Be able to conduct operations research in an organisation</b> <ul style="list-style-type: none"> <li>A problem in own area of responsibility that has arisen out of a need to make better use of available resources is defined</li> <li>The objectives for the problem resolution and any specific requirements that must be met in proposing a solution are established</li> <li>A specific operations research methodology to resolve the problem is selected and justified, identifying both its strengths and weaknesses in comparison to alternative methodologies</li> <li>Data from the organisation is collected, validated and analysed in order to employ the selected operations research methodology to propose an appropriate solution</li> </ul>			/80 marks (min 40)	
<b>Be able to interpret the outcomes of operations research</b> <ul style="list-style-type: none"> <li>Improvements to organisational efficiency are recommended, based on the outcomes of operations research</li> </ul>			/20 marks (min 10)	
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:		



<b>ILM EV signature:</b>	<b>Date externally verified (where applicable):</b>
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