

ILM LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS (QCF)

[Award Qualification No. – 600/2261/9]
[Certificate Qualification No. – 600/2268/1]

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

Table of Contents

Qualifications Overview	3
Structure of Level 5 Award and Certificate in Leadership	3
Progression Route	3
List of Level 5 Leadership and Management Units	4
Occupational Competency Requirements	5
Assessment Guidance	6
APPENDICES	
Appendix A – Unit Specifications	7
Appendix B – Assessments for mandatory units	45
Appendix C – Suggested assessments for optional units	53

QUALIFICATIONS OVERVIEW:

	Award	Certificate
Credit Value	• Minimum 10 credits	• Minimum 21 credits
Duration	• Minimum 30 Glh	• Minimum 69 Glh
To be completed within	• Three years	• Three years
Induction	• 1 hour	• 2 hours
Tutorial support	• At least 3 hours	• At least 7 hours
Structure	• Two mandatory units • No optional units	• Two mandatory units • Optional units with a minimum credit value of 11 of which at least 7 must be at level 5

STRUCTURE OF LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

Qualification	Credit Value	Unit Details	Credit Value
Award	10	M4.01 Understanding the management role	4
		M5.29 Assessing your own leadership capability and performance	6
Certificate	21	M4.01 Understanding the management role	4
		M5.29 Assessing your own leadership capability and performance	6
		Optional units with a minimum credit value of 11 of which at least 7 must be at level 5	11

PROGRESSION ROUTES:

Successful learners may benefit from career enhancement and/or progress to any of the further qualifications listed, according to their circumstances:

- Level 5 Diploma in Management or Diploma in Leadership and Management
- Level 6 Award or Diploma in Management
- Level 7 Qualifications in Strategic Leadership or Executive Management; or Strategic Leadership and Executive Management

LIST OF LEVEL 5 LEADERSHIP AND MANAGEMENT UNITS

M=Mandatory

Ref	Unit Title	Level	Indicative GLH	Credit Value	Award	Cert
M4.01	Understanding the management role	4	15	4	M	M
M4.02	Managing the analysis of secondary data	4	15	4		
M5.04	Developing critical thinking	5	18	4		
M5.05	Leading innovation and change	5	24	5		
M5.07	Managing individual development	5	16	4		
M5.08	Managing stress and conflict in the organisation	5	8	3		
M4.27	Management communication	4	18	4		
M5.15	Managing projects in the organisation	5	18	4		
M4.29	Managing a healthy and safe environment	4	9	2		
M4.30	Managing meetings	4	15	3		
M5.44	Managing work analysis	5	12	3		
M5.23	Analysing and interpreting statistics to inform management decisions	5	10	2		
M6.09	Managing operations research	6	10	3		
M4.37	Data collection and analysis to justify management decision making	4	10	2		
M5.27	Making professional presentations	5	9	2		
M5.46	Developing and leading teams to achieve organisational goals and objectives	5	18	4		
M5.29	Assessing your own leadership capability and performance	5	15	6	M	M

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

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

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

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

ASSESSMENT GUIDANCE FOR THE LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at customer@i-l-m.com or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 5 Award and Certificate in Leadership and Management Skills.

Appendix B in this document outlines the assessments and mark sheets for the mandatory units in this qualification and Appendix C outlines suggested assessments for optional units. 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):

Units	Assessment
M4.01 Understanding the management role	Work-Based Assignment
M5.29 Assessing your own leadership capability and performance	Work-Based Assignment

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

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

A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

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

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

Title:	Managing the analysis of secondary data (M4.02)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to gather and evaluate complex data from diverse secondary sources	1.1 Identify a research topic which is relevant to the organisation 1.2 Collect secondary data from a wide range of academic, official and commercial sources, ensuring that all sources are acknowledged 1.3 Analyse collected data to judge its relevance and validity, make deductions, and draw conclusions	
2 Be able to review the findings from own analysis of data	2.1 Lead a group discussion on the findings from own analysis 2.2 Evaluate the outcomes from the group discussion of the data analysis	
3 Be able to review research activity and identify areas for future self development	3.1 Review the effectiveness of the research activity against the objectives set 3.2 Prepare and justify a self-development plan to improve own performance when managing research activities	
Additional information about the unit		
Unit purpose and aim(s)	To develop core data analysis skills as needed by practising or potential middle managers.	
Unit review 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 Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

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

Title:	Developing Critical Thinking (M5.04)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to critically assess own beliefs, attitudes and value systems	1.1 Explain the difference between beliefs, attitudes and values 1.2 Critically assess the impact of beliefs, attitudes and values on own behaviour
2	Be able to critically assess the validity of management theories in relation to own beliefs, attitudes and values	2.1 Identify management theories relevant to your role 2.2 Critically assess the impact of own beliefs, attitudes and values on a management theory relevant to your role. 2.3 Use the critical assessment to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently
Additional information about the unit		
Unit purpose and aim(s)		To develop the ability to think and reflect critically as required by a potential or practising middle manager.
Unit review date		30/06/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/10/2007

Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basic principles of logic • Use of logic to establish causal relationships • Skills in presenting rational arguments and debating points of view • Value and purpose of reflection in supporting learning • Using structured reflection to make sense of experience • Value of discussion in resolving problems • How emotions, values and beliefs affect rational discourse • Techniques for comparing and evaluating alternative propositions critically • The development of the scientific method (observation, hypothesis, prediction and testing) and its value in natural and social sciences • Inductive and deductive reasoning • Techniques for testing theories (experimentation, empirical studies, observation, etc) • Best practice in the development and dissemination of theories or practices
2	<ul style="list-style-type: none"> • Theories of management such as Human Relations, Scientific Management, Contingency Theory, Systems Theory, Bureaucratic Management • Significance of beliefs, attitudes and value systems in shaping human behaviour • Relationship between beliefs, attitudes and value systems and culture and norms (e.g socialisation) • Reality and perceptions of reality

Title:	Leading innovation and change (M5.05)	
Level:	5	
Credit value:	5	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the need for innovation and change management within an organisation	1.1 Explain the importance of innovation for own organisation 1.2 Explain the importance of managing change within own organisation	
2. Be able to propose innovative solutions to improve organisational performance	2.1 Assess an opportunity for innovation and improvement in own organisation 2.2 Justify the improvement identified, in the context of organisational objectives 2.3 Use a range of techniques to generate innovative options to deliver the improvement identified 2.4 Evaluate options for generating the proposed improvement to determine feasibility and viability	
3. Be able to lead and manage change within an organisation	3.1 Create a change management plan that is designed to meet stakeholders' expectations 3.2 Implement the change management plan, monitoring progress against agreed targets	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability of leading innovation and change as required by a practising or potential middle manager.	
Unit review date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B1, C2, C4, C5, C6, D2, F3, F8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Innovation and business performance • Financial and social benefits of innovation • Radical and incremental innovation • Innovation as a form of competitive advantage • Need for effective management of change • Continuous Improvement Techniques • The difference between Kaizen (continuous or incremental change) and breakthrough change (e.g. business process re-engineering) • Leadership and change, transactional/transformational leadership and other leadership models relevant to change • Concepts of creativity and innovation and the conditions and processes required to encourage them
2	<ul style="list-style-type: none"> • Need for environmental scanning and organisational analyses (PESTLE, core competencies, SWOT, etc) • The nature and role of vision in the change process • Techniques for critical decision-making • Methods of determining feasibility and viability of opportunities and options, and of contingency planning • Problem solving and decision-making techniques including the use of quantitative and qualitative information • Identification of human and financial factors in the consideration of change • Techniques for monitoring and evaluating outcomes of change • Methods of assessing the risks and uncertainties associated with proposed changes
3	<ul style="list-style-type: none"> • Stakeholder mapping • Ways to identify stakeholders in change, and the benefits and costs to stakeholders, in order to overcome resistance • Skills and competencies required to manage innovation and change • Principles and practices associated with managing creativity and innovation • Direct and indirect effects upon other people, departments and organisations • Ways to organise and co-ordinate resources and activities to achieve planned change, including use of Gantt charts and network planning as tools for planning change • The role of communication in overcoming barriers and other difficulties

Title:	Managing individual development (M5.07)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Be able to evaluate individual performance in an organisation	1.1 Conduct a performance gap analysis with an individual in your area of responsibility, to determine development needs
2	Be able to implement a personal development plan, for an individual in an organisation	2.1 Critically assess the suitability of a range of development vehicles to meet the needs of an individual within the organisation 2.2 Devise and justify a personal development plan to meet the needs of an individual within the organisation 2.3 Explain how the personal development plan will be monitored
Additional information about the unit		
Unit purpose and aim(s)		To develop ability to be able to manage individual development as required by a practising or potential middle manager.
Unit review date		30/06/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C5, C6, D1, D3, D6, 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 unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		
Unit guided learning hours		16

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Performance gap analysis • Techniques for informal performance assessment and formal appraisal • Methods of ensuring fair and objective assessment/appraisal • Training needs analysis • The role of training • Links between quality, appraisal and training
2	<ul style="list-style-type: none"> • Range of training and development techniques activities, their strengths and weaknesses • Learning styles and range/sources of learning opportunities • Learning styles and techniques for designing appropriate, cost effective training to meet identified needs • Reporting and recording performance assessment, including confidentiality • Mechanisms to provide appropriate feedback and guidance to the individual • Techniques for promoting responsibility for self appraisal and development • Career development strategies • Mechanisms to prepare development plans, including resource implications and timescales • Mentoring and the mentoring cycle, and other support techniques • Coaching techniques, including evaluation and feedback • Content and format of effective induction to meet organisational and individual needs • Methods to monitor, evaluate and record individual development • Relevant feedback techniques • Methods to evaluate effectiveness of training • Appropriate recording systems

Title:	Managing stress and conflict in the organisation (M5.08)	
Level:	5	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the effectiveness of own organisation in dealing with workplace stress and conflict	1.1 Evaluate the effectiveness of the organisation in recognising workplace stress and conflict and providing the necessary support mechanisms	
2 Be able to improve the management of workplace stress and conflict in own area of responsibility	2.1 Plan improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility 2.2 Implement improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility 2.3 Critically evaluate own ability to identify and deal with workplace stress and conflict effectively in own area of responsibility	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to manage stress and conflict in own organisation, as required by a practising or potential middle manager.	
Unit review date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to 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	
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative content:	
1	<ul style="list-style-type: none"> • Management responsibilities in relation to work-related stress • Methods to manage stress at own place of work • Workplace risk assessments • Sources of support and techniques to counsel staff • Audit and review procedures for managing stress • Possible indicators of stress in the workplace such as staff turnover • Organisational policies and procedures on bullying and harassment • Health and safety legislation in the workplace
2	<ul style="list-style-type: none"> • Identifying and dealing with workplace stress and conflict • Causes of conflict and interpersonal friction (including bullying and harassment) and ways to resolve them • Grievance and discipline procedures, including supporting records • Organisational employment policies such as time-keeping, absenteeism, conduct, level of performance, attitude and behaviour, gross misconduct • Awareness of legal aspects of disciplinary processes • Causes, symptoms and impacts of stress and the implications/effects of stress for individuals and organisations • Stress awareness training • Causes and effects of stress and implications for workplace and non-work activities and relationships • Symptoms of stress in self and recognition of stressful situations • Setting objectives and determining priorities to balance personal and organisational needs • Sources of support, and when to seek professional advice/counselling • Active planning for stress management • Stress awareness campaigns • Symptoms of stress in self and recognition of stressful situations • Setting objectives and determining priorities to balance personal and organisational needs • Time management techniques as major factor • Benefits of delegating

Title:	Management Communication (M4.27)	
Level:	4	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Understand the importance of effective communication in management	1.1	Explain the relevance of the communication cycle for effective communication in management
	1.2	Explain, with examples, the importance of selecting an appropriate tone, language, and level of formality in management communications
	1.3	Assess the effectiveness of a range of verbal and written communication methods within your area of the organisation
2. Be able to develop effective communication skills as a reflective manager	2.1	Develop appropriate criteria to evaluate own ability to communicate effectively
	2.2	Collect and analyse feedback on own verbal and written communication skills
	2.3	Evaluate own communication skills as a manager, identifying strengths and areas for improvement
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to communicate effectively, as required by a practising or potential middle manager.	
Unit review date	30/06/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to 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
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Communication theories, including the communication cycle and overcoming barriers • Different types of communication, including verbal, written, visual and electronic and their relative advantages and disadvantages • Non-verbal communication, such as body language and facial expression • Business language, including tone, style and vocabulary • Need for feedback, and implications of not receiving feedback • Value of the written word and the importance of objectives and the reader(s) • Letters, memos, reports, e-mails or other forms of written communication in use within the organisation • Team meetings, one-to-ones and other forms of verbal communication • Planning for writing, including use of available information and the needs of the recipient • Tone, language, level of formality • Image, structure, layout conventions including "house styles" • Inclusion of statistical/visual materials and appendices in reports
2	<ul style="list-style-type: none"> • Criteria for evaluating the effectiveness of communication • Collecting and analysing feedback • Techniques for evaluating own strengths and areas for improvement • Personal development planning

Title:	Managing projects in the organisation (M5.15)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to manage a project in an organisation	1.1 Assess the usefulness of project management tools and techniques for managing a project within own organisation 1.2 Plan the implementation of a project within own organisation 1.3 Communicate the project plans with appropriate colleagues and stakeholders, gaining agreement where necessary 1.4 Implement the project plan, monitoring progress against agreed targets	
2 Be able to evaluate own ability to manage a project	2.1 Use feedback from others to critically evaluate own ability to plan and implement a project, identifying strengths and weaknesses 2.2 Create a self-development plan to improve own performance in managing projects	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to manage projects 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: F1, F2	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	

Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Project sponsors, stakeholders and scope • Work breakdown and product breakdown structure • Gantt and bar charts, critical path analysis • Methods of reducing project times and costs • Resource analysis, and re-scheduling • Methods to monitor and evaluate project progress and final outcomes, including finance • Project communication methods • Links to change management • Information technology solutions • Benefits of project management • Key project management terminology • Characteristics of project managers • Organisational structures to support projects • Types of project; the project life cycle, PRINCE2 • Feasibility studies; risk management techniques • Project team roles; critical relationships • Procedures for project closure
2	<ul style="list-style-type: none"> • Using feedback from others to critically evaluate own performance • Techniques for collecting and analysing feedback from others, including 360⁰ feedback • Personal development planning

Title:	Managing a healthy and safe environment (M4.29)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the importance of working in a healthy and safe environment	1.1 Review current UK law and legislation on health and safety 1.2 Evaluate the benefits of having a health and safety policy in the workplace 1.3 Critically review own organisation's health and safety policies and procedures	
2. Be able to manage a healthy and safe environment	1.1 Conduct a risk assessment in own area of operation 1.2 Produce a risk assessment report with recommendations for improvements to health and safety in own area of operation 1.3 Plan the implementation of recommendations to health and safety policy in own area of operation, using measurable targets	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to manage a healthy and safe environment 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: B8, B10, B11, E6	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	

Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	9
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • 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
2	<ul style="list-style-type: none"> • Risk assessment and risk assessment reports • Implementing the results of risk assessments • Action planning and target setting

Title:	Managing meetings (M4.30)	
Level:	4	
Credit value:	3	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand different types of meetings and their suitability for different purposes	1.1 Describe the different types of meetings in the organisation 1.2 Explain why it is necessary to have different types of meeting
2	Understand how to prepare effectively for a meeting	2.1 Define the purpose for, and objectives of, a meeting 2.2 Identify the resources required to support and manage the meeting 2.3 Explain the reasoning behind who is to be invited to the meeting 2.4 Justify the information that attendees will be provided with in advance of the meeting
3	Be able to develop own performance in managing meetings	3.1 Evaluate own ability to be able to chair / lead a meeting gaining feedback from others 3.2 Identify areas of weakness in own performance when managing meetings 3.3 Create a personal development plan to improve own performance when managing meetings
4	Be able to follow up and effectively manage actions from meetings	4.1 Monitor the progress of actions agreed by relevant meeting attendees 4.2 Manage any personal actions from the meeting to deadlines 4.3 Evaluate the impact on the organisation of all the actions agreed at the meeting
Additional information about the unit		
Unit purpose and aim(s)		To develop understanding and ability to manage meetings 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: D2, D6
Assessment requirements or guidance specified by a sector or regulatory body (if		

appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	15

Additional Guidance about the Unit

Indicative Content:

1	<ul style="list-style-type: none"> • Situations when meetings are/are not appropriate • Different types and purposes of meetings (including formal/informal, decision-making, informing, instructing, negotiating)
2	<ul style="list-style-type: none"> • Role and responsibilities of chairperson/leader in relation to formal and informal meetings • Setting the objectives for a meeting • Measures to prepare effectively including consultation, reference to documents and other evidence; preparation of papers/presentations • Methods of planning a meeting to achieve particular outcomes (including participants, objective agendas, format and location) • Meetings documents, terminology and protocol • Ways to encourage contributions, and control digression and conflict to ensure outcomes are achieved within timescale and authority • Nature, purpose, style and format of minutes or other records
3	<ul style="list-style-type: none"> • Evaluating own performance in meetings • Techniques for collecting and analysing feedback from others • Personal SWOT analysis • Personal development planning • The importance of defining objectives, and deciding whether negotiation is the appropriate measure to take • Formal and informal negotiation • Importance of listening and other interpersonal skills • Ways to identify acceptable outcomes, from the ideal to least acceptable, and their consequences • Techniques for influencing others, including non-verbal communication and social skills • Assertiveness • Levels of power and authority, and the impact on negotiation • Negotiation strategy, tactics and behaviour • Conflict and its resolution • Value systems and other barriers to acceptance • The importance of achieving “win-win” and its effects on long term relationships

4	<ul style="list-style-type: none">• Methods of ensuring actions are completed as required by the meeting• Planning and monitoring of action points of self and others• Impact assessment and potential costs and benefits

Title:	Managing work analysis (M5.44)	
Level:	5	
Credit value:	3	
Learning outcomes	Assessment criteria	
1. Understand the strategic context and purpose of work analysis	<p>1.1 Explain how work analysis can contribute to continuous improvement within your organisation</p> <p>1.2 Select an area of work that you are responsible for to conduct a work analysis exercise that will contribute to the achievement of one or more of the organisations strategic objectives</p>	
2 Be able to conduct a work analysis to improve organisational performance	<p>2.1 Conduct the work analysis in your selected area of responsibility using an appropriate work analysis method or technique</p> <p>2.2 Use the outcomes of your work analysis to identify possible improvements that could be made to processes</p>	
3 Be able to make decisions based on work analysis outcomes	<p>3.1 Use a formal decision-making technique to identify the outcome that is best able to achieve the strategic objective</p> <p>3.2 Evaluate the selected outcome for possible consequences for the organisation</p>	
Additional information about the unit		
Unit purpose and aim(s)	To be able to carry out a work analysis in own area of operation to identify improvements and make decisions that will benefit the organisation.	
Unit review date		
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	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	01/06/2011
Unit guided learning hours	12
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Work analysis as a systematic process of gathering and analysing information about job roles and working practises • Outcomes of work analysis, e.g. job descriptions, job specifications, changes in working practises • Relationship between work analysis, functional areas, and business processes, e.g. human resources and production and continuous improvement • Work analysis and organisation aims and goals
2	<ul style="list-style-type: none"> • Required strategic outcomes or measures are initially defined, e.g. customer requirements, improved productivity, employee satisfaction • Work analysis methods and techniques appropriate for a middle manager, including: <ul style="list-style-type: none"> ▪ Competency Modelling ▪ Critical Incident Technique (CIT) ▪ Job Compatibility Assessment (JCA) ▪ Job Diagnostic Survey (JDS) ▪ Method Study • Qualitative and quantitative data • Verifiable and reliable data • Definitions of efficiency, effectiveness and productivity
3	<ul style="list-style-type: none"> • Data analysis • Data and information • Decision-making methods and techniques appropriate for a middle manager, including: <ul style="list-style-type: none"> ▪ Cost-benefit analysis ▪ Decision matrix ▪ Paired comparison analysis • Evaluating decisions to determine possible consequences for the rest of the organisation, e.g. human resources

Title:	Analysing and Interpreting Statistics to Inform Management Decisions (M5.23)	
Level:	5	
Credit value:	2	
Learning outcomes		Assessment criteria
1	Understand how to analyse data using a statistical tool	<p>1.1 Focussing on a complex workplace problem that has existed over a period of time, collect and organise relevant data, using either time series or index numbers</p> <p>1.2 Apply one appropriate statistical tool to test for possible relationships within the data</p>
2	Be able to interpret results generated from a statistical analysis to inform a management decision	<p>2.1 Use the results generated from your statistical analysis to propose changes to planned activities in your own area of responsibility</p> <p>2.2 Based on your statistical analysis, implement changes to activities within your area of responsibility</p>
Additional information about the unit		
Unit purpose and aim(s)		To develop ability to be able to carry out and use statistical analysis to inform a management decision, as required by a practising or potential middle manager.
Unit review date		
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 and Management
Availability for use		Restricted to ILM

Units available from	
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Problem finding, problem analysis and problem definition • Methods of data collection • Time series analysis, including continuous and discrete time series data • Methods of presenting data using charts, tables and graphs • Correlation, regression and trend analysis • Index numbers • Exploratory and confirmatory data analysis • Univariate, bivariate and multivariate analysis • Probability and sampling • Distribution theory and standard deviation • Chi squared analysis • Estimation and significance testing • Statistical process control
2	<ul style="list-style-type: none"> • Statistical analysis and decision-making • Using statistical analysis as a basis for planning and implementing changes to activities

Title:	Managing operations research (M6.09)	
Level:	6	
Credit value:	3	
Learning outcomes	Assessment criteria	
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	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to conduct operational research techniques, as required by a practising or potential middle manager.	
Unit review date		
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	01/06/2010
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative content:	
1	<ul style="list-style-type: none"> • Operations Research as a scientific approach to problem-solving and decision-making • Allocating scarce resources, e.g. production planning and scheduling, routing, working capital management • Operations Research modelling approach, i.e. problem identification, formulation, analysis, model validation and implementation • Range of techniques available, e.g. linear programming, queuing theory, simulation, mathematical programming and optimisation • Operations Research analysis and interpretation
2	<ul style="list-style-type: none"> • Using the outcomes of operational research to optimise choices and improve organisational efficiency

Title:	Data collection and analysis to justify management decision-making (M4.37)	
Level:	4	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to gather, analyse, and present data	1.1 Gather data on an organisational issue from a range of sources 1.2 Analyse data, identifying patterns and anomalies 1.3 Present analysis of data in a suitable format for the intended audience	
2 Be able to use data analysis to justify a management decision	2.1 Justify a management decision, using data analysis to support your rationale	
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability to be able to gather, analyse and present data, as required by a practising or potential middle manager.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership and Management	
Availability for use	Restricted to ILM	
Units available from	01/10/2007	
Unit guided learning hours	10	
Additional Guidance about the Unit		

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

Title:	Making professional presentations (M5.27)	
Level:	5	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Be able to plan a professional presentation	1.1 Identify the aims and objectives of the presentation 1.2 Identify the intended audience for the presentation, assessing their level of understanding of the presentation topic 1.3 Research, evaluate and select information on the presentation topic 1.4 Plan the content and structure of the presentation and prepare visual aids and any other materials required for the presentation 1.5 Prepare the location and any equipment required for the presentation	
2 Be able to deliver a professional presentation	2.1 Present your subject matter supported by facts at an appropriate level of understanding for the audience 2.2 Respond appropriately to questions from the audience	
3 Be able to evaluate own ability to make professional presentations	3.1 Use feedback from the audience to evaluate own ability to plan and structure a professional presentation 3.2 Use feedback from the audience to evaluate own ability to deliver a professional presentation 3.3 Implement improvements to own professional presentations	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of making professional presentations 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 for Administration (CfA)	

council or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership and Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	9
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Relevance of objectives, audience and contexts in relation to presentations • Understanding the level of knowledge and expectations of the audience • Research, evaluation and logical grouping of valid and relevant information • Difference between fact and opinion • Options and constraints applicable to presentation such as time, duration, venue, equipment, language • Use of standard computer software, such as Microsoft PowerPoint • Non-IT visual aids for presentations such as OHTs, models, handouts
2	<ul style="list-style-type: none"> • Presentation techniques • Techniques for effective and flexible delivery • Techniques for controlling and responding to questions
3	<ul style="list-style-type: none"> • Evaluation techniques (self and others) and performance improvement

Title:	Developing and leading teams to achieve organisational goals and objectives (M5.46)	
Level:	5	
Credit value:	4	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the importance of leading teams to achieve organisational goals and objectives	1.1	Assess the effectiveness of own organisation in measuring team performance against organisational goals and objectives
	1.2	Evaluate the role of leadership in helping teams to achieve organisational goals and objectives
2 Be able to develop and lead teams	2.1	Critically review own ability to develop and lead teams to achieve organisational goals and objectives
	2.2	Implement changes to own leadership style in order to more effectively develop and lead teams
Additional information about the unit		
Unit purpose and aim(s)	To develop understanding and ability in developing and leading teams, 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: B1, B6, C2, C4, C5, C6, D6, F1, F2, F11	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/10/2007	

Unit guided learning hours	18
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Concepts of authority and power, responsibility and accountability • Differences between managing in public, Restricted to ILM and voluntary sectors • Processes of delegation and empowerment • Factors influencing behaviour at work; theories of motivation and their application to individuals, including incentives and rewards • Strategies to encourage managed risk-taking and to learn from failure • The characteristics and behaviours associated with initiative, leadership, creativity and innovation, and how to foster them • Need for performance assessment, and provision of development and/or counselling where necessary • Relationship between team performance and organisational goals and objectives • The Balanced Scorecard • Quality initiatives such as TQM • Techniques to evaluate team performance • Feedback, recognition and reward techniques to support, motivate and monitor
2	<ul style="list-style-type: none"> • Characteristics of groups and teams, team membership and leadership • The importance of direction and values in creating effective teams • Stages in team development, use of team roles for building a balanced team • Teams in different contexts, e.g. operational, project, management, contractors, volunteers • Inter-relationships between team and individual performance and development • Factors influencing behaviour, theories of motivation and their application to teams, including reward systems, promotion, succession, and job rotation • Techniques to evaluate team performance • Techniques to review own performance, such as peer review and 360⁰ feedback • Management and leadership styles and qualities • Methods to promote trust and respect within the team

Title:	Assessing your own leadership capability and performance (M5.29)	
Level:	5	
Credit value:	6	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand leadership styles within an organisation	1.1 Review the prevailing leadership styles in the organisation 1.2 Assess the impact of the prevailing leadership styles on the organisation's values and performance
2	Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals	2.1 Assess own ability to apply different leadership styles in a range of situations 2.2 Assess own ability to communicate the organisation's values and goals to staff in own area 2.3 Assess own ability to motivate others and build commitment to the organisation's values and goals
3	Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals	3.1 Justify the most effective leadership style to motivate staff in own area, to achieve the organisation's values and goals 3.2 Implement the most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals
Additional information about the unit		
Unit purpose and aim(s)		To develop understanding and ability to lead teams to achieve organisational values and goals 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: 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		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	15

Additional Guidance about the Unit

Indicative Content:

1	<ul style="list-style-type: none"> • A range of leadership theories and different leadership styles, such as: <ul style="list-style-type: none"> ▪ the trait approach to leadership ▪ the behavioural school (McGregor, Blake and Mouton) ▪ the contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Schmidt, Adair) ▪ leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational) ▪ dispersed leadership • The key responsibilities of the leadership role in terms of: <ul style="list-style-type: none"> ▪ taking responsibility ▪ contributing to overall vision and goals ▪ setting and providing guidance on values ▪ setting direction for significant programmes or projects ▪ stimulating innovation and enterprise ▪ anticipating, planning for and leading change ▪ overcoming obstacles ▪ delegating ▪ setting objectives for teams and individuals ▪ communicating and motivating ▪ supporting and developing programmes, projects, teams and individuals ▪ modelling appropriate behaviour ▪ representing the team and feeding back its experiences and views ▪ protecting the team and its members • Assessing the impact of different leadership styles • Organisational values and acceptable standards of behaviour in the organisation • Organisational values and organisational purpose, vision and mission
2	<ul style="list-style-type: none"> • Theories and principles of delegating responsibility and empowering others • The critical importance of the leader gaining the motivation and commitment of others • Critiques of the main theories of motivation, such as: <ul style="list-style-type: none"> ▪ Maslow's Hierarchy ▪ McGregor's Theory X and Theory Y ▪ Herzberg's Two Factor Theory ▪ Vroom's Expectancy Theory ▪ McClelland's 3-Needs Theory • Motivational factors that are available to the leader (e.g. safety and security, sense of belonging and common purpose, respect, recognition of achievement, empowerment and self-actualisation, sense of fulfilment, personal and professional development, material rewards, sanctions, job roles and employment conditions)

	<ul style="list-style-type: none"> • How to evaluate motivational factors and select those that are appropriate to different situations and people • Effective communication of values and goals • Leadership to support the achievement of the organisation's goals by encouraging common and acceptable norms of organisational behaviour
3	<ul style="list-style-type: none"> • The concept of emotional intelligence as developed by different theorists and how it applies to the leadership role • The importance of understanding one's own strengths and limitations • Using and interpreting different techniques to identify their own characteristics, strengths and limitations • The importance of continuous self-development and how to identify opportunities to develop oneself in the leadership role • The importance of leaders: <ul style="list-style-type: none"> ▪ displaying confidence and self-assurance by playing to own strengths and showing a readiness to take calculated risks ▪ being socially aware (empathy, organisational and 'political' awareness, service to others) ▪ managing relationships (inspiring, influencing, networking, conflict management) ▪ displaying self-leadership (controlling own emotions, particularly when under stress, being open and honest with others, showing integrity and trust worthiness, being flexible, setting challenging but realistic objectives for themselves and others, taking personal responsibility for significant challenges, seeing setbacks as opportunities rather than threats) ▪ communicating overall vision and goals and how to win and maintain the commitment of teams and individuals to these • Effective techniques for communicating, persuading and negotiating both directly and indirectly with teams and individuals • How to select communication, persuasion and negotiation skills appropriate to different situations and people • The importance of being able to use a repertoire of leadership styles in different situations and with different people • How to develop vision and goals for significant projects or programmes of work • The importance of being aware of and analysing the internal and external environments in which the leader operates • The leader's role in supporting and mentoring team members

[THIS PAGE IS INTENTIONALLY BLANK]

A P P E N D I X - B

ASSESSMENTS FOR MANDATORY UNITS FOR THE LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

WORK BASED ASSIGNMENT - M4.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
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>	Assessment Criteria
The organisation in relation to its purpose and its stakeholders Identify your organisation and describe its purpose Explain your organisation's structure, functional areas and managerial roles in relation to its purpose Identify your organisation's stakeholders and explain their objectives <i>(min 12 marks required from 24 available)</i>	<ul style="list-style-type: none"> • The organisation's purpose and its stakeholders are described • The organisation's structure, functional areas and managerial roles are explained
The role of management in achieving goals Describe the specific responsibilities of middle managers in enabling your organisation to achieve its goals <i>(min 10 marks required from 20 available)</i>	<ul style="list-style-type: none"> • The specific responsibilities of middle managers in enabling the organisation to achieve its goals is described
The effect of communication and interpersonal relationships on managerial performance Explain the positive and negative effects that interpersonal relationships and communication skills can have on managerial performance in your organisation Identify barriers to communication and effective interpersonal relationships in your organisation and devise strategies to overcome these in your own area of work <i>(min 15 marks required from 30 available)</i>	<ul style="list-style-type: none"> • The effect of interpersonal relationships and communication on managerial performance is explained • Barriers to communication and effective interpersonal relationships in the organisation are identified and strategies devised to overcome these
Development opportunities Critically assess own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability Based on this assessment determine priorities for further development and plan activities to achieve these <i>(min 13 marks required from 26 available)</i>	<ul style="list-style-type: none"> • Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability is critically assessed • Areas for personal development to improve own managerial behaviour is identified • Priorities for future development are planned and set
By submitting I confirm that this assessment is my own work	

MARK SHEET: WORK BASED ASSIGNMENT - M4.01

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> 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
The organisation in relation to its purpose and its stakeholders <ul style="list-style-type: none"> • The organisation's purpose and its stakeholders are described • The organisation's structure, functional areas and managerial roles are explained 			/ 24 marks (min 12)	
The role of management in achieving goals <ul style="list-style-type: none"> • The specific responsibilities of middle managers in enabling the organisation to achieve its goals is described 			/ 20 marks (min 10)	
The effect of communication and interpersonal relationships on managerial performance <ul style="list-style-type: none"> • The effect of interpersonal relationships and communication on managerial performance is explained • Barriers to communication and effective interpersonal relationships in the organisation are identified and strategies devised to overcome these 			/ 30 marks (min 15)	
Development opportunities <ul style="list-style-type: none"> • Own knowledge, skills, personal attributes and behaviour and their effect on own managerial ability is critically assessed • Areas for personal development to improve own managerial behaviour is identified • Priorities for future development are planned and set 			/ 26 marks (min 13)	
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 M5.29: ASSESSING YOUR OWN LEADERSHIP CAPABILITY AND PERFORMANCE

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Assess the impact of leadership styles on the organisation and justify and implement the most effective leadership style to motivate staff in own area to achieve the organisation's values and goals.</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>	Assessment Criteria
<p>Understand leadership styles within an organisation</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • The prevailing leadership styles in the organisation are reviewed • The impact of the prevailing leadership styles on the organisation's values and performance is assessed
<p>Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • Own ability to apply different leadership styles in a range of situations is assessed • Own ability to communicate the organisation's values and goals to staff in own area is assessed • Own ability to motivate others and build commitment to the organisation's values and goals is assessed
<p>Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • The most effective leadership style to motivate staff in own area to achieve the organisation's values and goals is justified • The most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals is implemented
<p>By submitting I confirm that this assessment is my own work</p>	

WORK BASED ASSIGNMENT M5.29: ASSESSING YOUR OWN LEADERSHIP CAPABILITY AND PERFORMANCE

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
Understand leadership styles within an organisation <ul style="list-style-type: none"> The prevailing leadership styles in the organisation are reviewed The impact of the prevailing leadership styles on the organisation's values and performance is assessed 			/30 marks (min 15)	
Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals <ul style="list-style-type: none"> Own ability to apply different leadership styles in a range of situations is assessed Own ability to communicate the organisation's values and goals to staff in own area is assessed Own ability to motivate others and build commitment to the organisation's values and goals is assessed 			/40 marks (min 20)	
Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals <ul style="list-style-type: none"> The most effective leadership style to motivate staff in own area to achieve the organisation's values and goals is justified The most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals is implemented 			/30 marks (min 15)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	

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

[THIS PAGE IS INTENTIONALLY BLANK]

A P P E N D I X - C

SUGGESTED OUTLINE ASSESSMENTS FOR THE LEVEL 5 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

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

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

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

Centre Number:	Centre Name:			
Learner Registration No:	<ol style="list-style-type: none"> 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
Be able to gather and evaluate complex data from diverse secondary sources <ul style="list-style-type: none"> A research topic relevant to the organisation is identified Secondary data is collected from a wide range of academic, official and commercial sources, and all sources are acknowledged Collected data is analysed to judge its relevance and validity Collected data is analysed to make deductions and draw conclusions 			/50 marks (min 25)	
Be able to review the findings from own analysis of data <ul style="list-style-type: none"> A group discussion is led on the findings from own analysis Outcomes from the group discussion of the data analysis are evaluated 			/30 marks (min 15)	
Be able to review research activity and identify areas for future self development <ul style="list-style-type: none"> The effectiveness of the research activity is reviewed against the objectives set A self-development plan to improve own performance when managing research activities is prepared and justified 			/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:
ILM EV signature:	Date externally verified (where applicable):

RELECTIVE REVIEW M5.04: DEVELOPING CRITICAL THINKING

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Critically assess the impact of beliefs, attitudes and values on behaviour and interpretation of management theories.</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>	Assessment Criteria
<p>Be able to critically assess own beliefs, attitudes and value systems</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • The difference between beliefs, attitudes and values is explained • The impact of beliefs, attitudes and values on own behaviour is critically assessed
<p>Be able to critically assess the validity of management theories in relation to own beliefs, attitudes and values</p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> • Management theories relevant to your role are identified • The impact of own beliefs, attitudes and values on a management theory relevant to your role is critically assessed • The critical assessment is used to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently
By submitting I confirm that this assessment is my own work	

REFLECTIVE REVIEW M5.04: DEVELOPING CRITICAL THINKING

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
Be able to critically assess own beliefs, attitudes and value systems <ul style="list-style-type: none"> The difference between beliefs, attitudes and values is explained The impact of beliefs, attitudes and values on own behaviour is critically assessed 			/40 marks (min 20)	
Be able to critically assess the validity of management theories in relation to own beliefs, attitudes and values <ul style="list-style-type: none"> Management theories relevant to your role are identified The impact of own beliefs, attitudes and values on a management theory relevant to your role is critically assessed The critical assessment is used to evaluate how someone with different beliefs, attitudes and values might interpret the theory differently 			/60 marks (min 30)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
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 M5.05: LEADING INNOVATION AND CHANGE

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Identify and implement an innovation that leads to an improvement in the organisation, and manage change to monitor progress against agreed targets and meet stakeholders' expectations.</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>	Assessment Criteria
<p>Understand the need for innovation and change management within an organisation</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • The importance of innovation for own organisation is explained • The importance of managing change within own organisation is explained
<p>Be able to propose innovative solutions to improve organisational performance</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • An opportunity for innovation and improvement in own organisation is assessed • The improvement identified is justified in the context of organisational objectives • A range of techniques are used to generate innovative options to deliver the improvement identified • Options for generating the proposed improvement are evaluated to determine feasibility and viability
<p>Be able to lead and manage change within an organisation</p> <p><i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> • A change management plan that is designed to meet stakeholders' expectations is created • The change management plan is implemented, monitoring progress against agreed targets
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.05: LEADING INNOVATION AND CHANGE

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
Understand the need for innovation and change management within an organisation <ul style="list-style-type: none"> The importance of innovation for own organisation is explained The importance of managing change within own organisation is explained 			/26 marks (min 13)	
Be able to propose innovative solutions to improve organisational performance <ul style="list-style-type: none"> An opportunity for innovation and improvement in own organisation is assessed The improvement identified is justified in the context of organisational objectives A range of techniques are used to generate innovative options to deliver the improvement identified Options for generating the proposed improvement are evaluated to determine feasibility and viability 			/50 marks (min 25)	
Be able to lead and manage change within an organisation <ul style="list-style-type: none"> A change management plan that is designed to meet stakeholders' expectations is created The change management plan is implemented, monitoring progress against agreed targets 			/24 marks (min 12)	
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 M5.07: MANAGING INDIVIDUAL DEVELOPMENT

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Determine development needs of an individual in your area of responsibility, and devise, justify and monitor an appropriate personal development plan to meet the needs of the individual.</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>	
	Assessment Criteria
<p>Be able to evaluate individual performance in an organisation</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • A performance gap analysis is conducted with an individual in your area of responsibility to determine development needs
<p>Be able to implement a personal development plan, for an individual in an organisation</p> <p><i>(min 37 marks required from 74 available)</i></p>	<ul style="list-style-type: none"> • The suitability of a range of development vehicles to meet the needs of an individual within the organisation is critically assessed • A personal development plan to meet the needs of an individual within the organisation is devised and justified • How the personal development plan will be monitored is explained
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.07: MANAGING INDIVIDUAL DEVELOPMENT

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
Be able to evaluate individual performance in an organisation <ul style="list-style-type: none"> A performance gap analysis is conducted with an individual in your area of responsibility to determine development needs 			/26 marks (min 13)	
Be able to implement a personal development plan, for an individual in an organisation <ul style="list-style-type: none"> The suitability of a range of development vehicles to meet the needs of an individual within the organisation is critically assessed A personal development plan to meet the needs of an individual within the organisation is devised and justified How the personal development plan will be monitored is explained 			/74 marks (min 37)	
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 M5.08: MANAGING STRESS AND CONFLICT IN THE ORGANISATION

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK 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>	Assessment Criteria
<p>Understand the effectiveness of own organisation in dealing with workplace stress and conflict</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> The effectiveness of the organisation in recognising workplace stress and conflict and providing the necessary support mechanisms is evaluated
<p>Be able to improve the management of workplace stress and conflict in own area of responsibility</p> <p><i>(min 37 marks required from 74 available)</i></p>	<ul style="list-style-type: none"> Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are planned Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are implemented Own ability to identify and deal with workplace stress and conflict effectively in own area of responsibility is critically evaluated
By submitting I confirm that this assessment is my own work	

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

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
Understand the effectiveness of own organisation in dealing with workplace stress and conflict <ul style="list-style-type: none"> The effectiveness of the organisation in recognising workplace stress and conflict and providing the necessary support mechanisms is evaluated 			/26 marks (min 13)	
Be able to improve the management of workplace stress and conflict in own area of responsibility <ul style="list-style-type: none"> Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are planned Improvements to the identification and approach to dealing with workplace stress and conflict in own area of responsibility are implemented Own ability to identify and deal with workplace stress and conflict effectively in own area of responsibility is critically evaluated 			/74 marks (min 37)	
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 M4.27: MANAGEMENT COMMUNICATION

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK 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> <p><i>Please use the headings shown below when writing up your Assignment</i></p>	
	Assessment Criteria
<p>Understand the importance of effective communication in management</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • The relevance of the communication cycle for effective communication in management is explained • Examples are used to explain the importance of selecting an appropriate tone, language, and level of formality in management communications • The effectiveness of a range of verbal and written communication methods within your area of the organisation is assessed
<p>Be able to develop effective communication skills as a reflective manager</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Appropriate criteria are developed to evaluate own ability to communicate effectively • Feedback on own verbal and written communication skills is collected and analysed • Own communication skills as a manager are evaluated, identifying strengths and areas for improvement
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT 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
Understand the importance of effective communication in management <ul style="list-style-type: none"> The relevance of the communication cycle for effective communication in management is explained Examples are used to explain the importance of selecting an appropriate tone, language, and level of formality in management communications The effectiveness of a range of verbal and written communication methods within your area of the organisation is assessed 			/50 marks (min 25)	
Be able to develop effective communication skills as a reflective manager <ul style="list-style-type: none"> Appropriate criteria are developed to evaluate own ability to communicate effectively Feedback on own verbal and written communication skills is collected and analysed Own communication skills as a manager are evaluated, identifying strengths and areas for improvement 			/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 M5.15: MANAGING PROJECTS IN THE ORGANISATION

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Plan and implement a project in the organisation, and use feedback from others on completion of the project to improve own performance in managing projects.</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>	
	Assessment Criteria
<p>Be able to manage a project in an organisation</p> <p><i>(min 40 marks required from 80 available)</i></p>	<ul style="list-style-type: none"> • The usefulness of project management tools and techniques for managing a project within own organisation is assessed • The implementation of a project within own organisation is planned • The project plans are communicated with appropriate colleagues and stakeholders, gaining agreement where necessary • The project plan is implemented, monitoring progress against agreed targets
<p>Be able to evaluate own ability to manage a project</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Feedback from others is used to critically evaluate own ability to plan and implement a project, identifying strengths and weaknesses • A self-development plan is created to improve own performance in managing projects
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.15: MANAGING PROJECTS 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>Be able to manage a project in an organisation</p> <ul style="list-style-type: none"> The usefulness of project management tools and techniques for managing a project within own organisation is assessed The implementation of a project within own organisation is planned The project plans are communicated with appropriate colleagues and stakeholders, gaining agreement where necessary The project plan is implemented, monitoring progress against agreed targets 			/80 marks (min 40)	
<p>Be able to evaluate own ability to manage a project</p> <ul style="list-style-type: none"> Feedback from others is used to critically evaluate own ability to plan and implement a project, identifying strengths and weaknesses A self-development plan is created to improve own performance in managing projects 			/20 marks (min 10)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
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 M4.29: MANAGING A HEALTHY AND SAFE ENVIRONMENT

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

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

Centre Number:	Centre Name:			
Learner Registration No:	<ol style="list-style-type: none"> 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
Understand the importance of working in a healthy and safe environment <ul style="list-style-type: none"> Current UK law and legislation on health and safety is reviewed The benefits of having a health and safety policy in the workplace are evaluated Own organisation's health and safety policies and procedures are critically reviewed 			/50 marks (min 25)	
Be able to manage a healthy and safe environment <ul style="list-style-type: none"> A risk assessment in own area of operation is conducted A risk assessment report is produced with recommendations for improvements to health and safety in own area of operation The implementation of recommendations to health and safety policy in own area of operation is planned using measurable targets 			/50 marks (min 25)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
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

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK 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>	Assessment Criteria
<p>Understand different types of meetings and their suitability for different purposes</p> <p><i>(min 7 marks required from 14 available)</i></p>	<ul style="list-style-type: none"> • The different types of meetings in the organisation are described • Why it is necessary to have different types of meeting is explained
<p>Understand how to prepare effectively for a meeting</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • The purpose for, and objectives of, a meeting are defined • The resources required to support and manage the meeting are identified • The reasoning behind who is to be invited to the meeting is explained • The information that attendees will be provided with in advance of the meeting is justified
<p>Be able to develop own performance in managing meetings</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • Own ability to be able to chair / lead a meeting is evaluated by gaining feedback from others • Areas of weakness in own performance when managing meetings are identified • A personal development plan to improve own performance when managing meetings is created

WORK BASED ASSIGNMENT M4.30: MANAGING MEETINGS

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> 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
Understand different types of meetings and their suitability for different purposes <ul style="list-style-type: none"> • The different types of meetings in the organisation are described • Why it is necessary to have different types of meeting is explained 			/14 marks (min 7)	
Understand how to prepare effectively for a meeting <ul style="list-style-type: none"> • The purpose for, and objectives of, a meeting are defined • The resources required to support and manage the meeting are identified • The reasoning behind who is to be invited to the meeting is explained • The information that attendees will be provided with in advance of the meeting is justified 			/26 marks (min 12)	
Be able to develop own performance in managing meetings <ul style="list-style-type: none"> • Own ability to be able to chair / lead a meeting is evaluated by gaining feedback from others • Areas of weakness in own performance when managing meetings are identified • A personal development plan to improve own performance when managing meetings is created 			/30 marks (min 15)	
Be able to follow up and effectively manage actions from meetings <ul style="list-style-type: none"> • The progress of actions agreed by relevant meeting attendees is monitored • Personal actions from the meeting are managed to deadlines • The impact on the organisation of all the actions agreed at the 				

meeting is evaluated				/30 marks (min 15)	
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 M5.44: MANAGING WORK ANALYSIS

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Conduct a work analysis in an area of work that you are responsible for and identify possible improvements that could be made to processes to better meet the organisation's strategic objectives.</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>	
	Assessment Criteria
<p>Understand the strategic context and purpose of work analysis</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • How work analysis can contribute to continuous improvement within your organisation is explained • An area of work that you are responsible for has been selected to conduct a work analysis exercise that will contribute to the achievement of one or more of the organisation's strategic objectives
<p>Be able to conduct a work analysis to improve organisational performance</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • The work analysis is conducted in your selected area of responsibility using an appropriate work analysis method or technique • The outcomes of your work analysis are used to identify possible improvements that could be made to processes
<p>Be able to make decisions based on work analysis outcomes</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • A formal decision-making technique is used to identify the outcome that is best able to achieve the strategic objective • The selected outcome is evaluated for possible consequences for the organisation
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.44: MANAGING WORK ANALYSIS

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
Understand the strategic context and purpose of work analysis <ul style="list-style-type: none"> How work analysis can contribute to continuous improvement within your organisation is explained An area of work that you are responsible for has been selected to conduct a work analysis exercise that will contribute to the achievement of one or more of the organisation's strategic objectives. 			/20 marks (min 10)	
Be able to conduct a work analysis to improve organisational performance <ul style="list-style-type: none"> The work analysis is conducted in your selected area of responsibility using an appropriate work analysis method or technique The outcomes of your work analysis are used to identify possible improvements that could be made to processes 			/50 marks (min 25)	
Be able to make decisions based on work analysis outcomes <ul style="list-style-type: none"> A formal decision-making technique is used to identify the outcome that is best able to achieve the strategic objective The selected outcome is evaluated for possible consequences for the organisation 			/30 marks (min 15)	
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	PASS/REFERRAL	Total 50 + overall, AND minimum in each	PASS/REFERRAL	

section		section	
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 M5.23: ANALYSING AND INTERPRETING STATISTICS TO INFORM MANAGEMENT DECISIONS

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Use statistical analysis as a basis for implementing changes to activities within your 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>	Assessment Criteria
<p>Understand how to analyse data using a statistical tool</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Data relevant to a complex workplace problem that has existed over a period of time has been collected and organised, using either time series or index numbers • One appropriate statistical tool has been applied to test for possible relationships within the data
<p>Be able to interpret results generated from a statistical analysis to inform a management decision</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • The results generated from your statistical analysis are used to propose changes to planned activities in your own area of responsibility • Changes are implemented to activities within your area of responsibility based on your statistical analysis
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.23: ANALYSING AND INTERPRETING STATISTICS TO INFORM MANAGEMENT DECISIONS

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
Understand how to analyse data using a statistical tool <ul style="list-style-type: none"> Data relevant to a complex workplace problem that has existed over a period of time has been collected and organised, using either time series or index numbers One appropriate statistical tool has been applied to test for possible relationships within the data 			/50 marks (min 25)	
Be able to interpret results generated from a statistical analysis to inform a management decision <ul style="list-style-type: none"> The results generated from your statistical analysis are used to propose changes to planned activities in your own area of responsibility Changes are implemented to activities within your area of responsibility based on your statistical analysis 			/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 M6.09: MANAGING OPERATIONS RESEARCH

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK 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> <p><i>Please use the headings shown below when writing up your Assignment</i></p>	
	Assessment Criteria
<p>Be able to conduct operations research in an organisation</p> <p><i>(min 40 marks required from 80 available)</i></p>	<ul style="list-style-type: none"> • A problem in own area of responsibility that has arisen out of a need to make better use of available resources is defined • The objectives for the problem resolution and any specific requirements that must be met in proposing a solution are established • A specific operations research methodology to resolve the problem is selected and justified, identifying both its strengths and weaknesses in comparison to alternative methodologies • Data from the organisation is collected, validated and analysed in order to employ the selected operations research methodology to propose an appropriate solution
<p>Be able to interpret the outcomes of operations research</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Improvements to organisational efficiency are recommended, based on the outcomes of operations research
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M6.09: MANAGING OPERATIONS RESEARCH

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

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

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK 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>	Assessment Criteria
<p>Understand how to gather, analyse, and present data</p> <p><i>(min 37 marks required from 74 available)</i></p>	<ul style="list-style-type: none"> • Data on an organisational issue is gathered from a range of sources • Data is analysed, identifying patterns and anomalies • Analysis of data is presented in a suitable format for the intended audience
<p>Be able to use data analysis to justify a management decision</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • A management decision is justified, using data analysis to support your rationale
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:		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
Understand how to gather, analyse, and present data <ul style="list-style-type: none"> Data on an organisational issue is gathered from a range of sources Data is analysed, identifying patterns and anomalies Analysis of data is presented in a suitable format for the intended audience 			/74 marks (min 37)	
Be able to use data analysis to justify a management decision <ul style="list-style-type: none"> A management decision is justified, using data analysis to support your rationale 			/26 marks (min 13)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
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 M5.27: MAKING PROFESSIONAL PRESENTATIONS

Centre Number	Centre Name
Learner Registration No	Learner Name
<p>TASK Plan and prepare a professional presentation; deliver the presentation at an appropriate level of understanding for your audience, and use feedback to improve your ability to make a professional presentation.</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>	Assessment Criteria
<p>Be able to plan a professional presentation</p> <p><i>(min 25 marks required from 50 available)</i></p>	<ul style="list-style-type: none"> • Aims and objectives of the presentation are identified • The intended audience for the presentation is identified and their level of understanding of the presentation topic is assessed • Information on the presentation topic is researched, evaluated and selected • The content and structure of the presentation is planned • Visual aids and any other materials required for the presentation are prepared • The location and any equipment required for the presentation is prepared
<p>Be able to deliver a professional presentation</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Your subject matter is presented at an appropriate level of understanding for the audience and is supported by facts • Questions from the audience are responded to appropriately
<p>Be able to evaluate own ability to make professional presentations</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • Feedback from the audience is used to evaluate own ability to plan and structure a professional presentation • Feedback from the audience is used to evaluate own ability to deliver a professional presentation • Improvements to own professional presentations are implemented
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.27: MAKING PROFESSIONAL PRESENTATIONS

Centre Number:	Centre Name:
Learner Registration No:	<ol style="list-style-type: none"> 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. <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
Be able to plan a professional presentation <ul style="list-style-type: none"> • Aims and objectives of the presentation are identified • The intended audience for the presentation is identified and their level of understanding of the presentation topic is assessed • Information on the presentation topic is researched, evaluated and selected • The content and structure of the presentation is planned • Visual aids and any other materials required for the presentation are prepared • The location and any equipment required for the presentation is prepared 			/50 marks (min 25)	
Be able to deliver a professional presentation <ul style="list-style-type: none"> • Your subject matter is presented at an appropriate level of understanding for the audience and is supported by facts • Questions from the audience are responded to appropriately 			/20 marks (min 10)	
Be able to evaluate own ability to make professional presentations <ul style="list-style-type: none"> • Feedback from the audience is used to evaluate own ability to plan and structure a professional presentation • Feedback from the audience is used to evaluate own ability to deliver a professional presentation • Improvements to own professional presentations are implemented 			/30	

			marks (min 15)	
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 M5.46 DEVELOPING AND LEADING TEAMS TO ACHIEVE ORGANISATIONAL GOALS AND OBJECTIVES

Centre Number	Centre Name
Learner Registration No	Learner Name
<p>TASK Evaluate the role of leadership and the effectiveness of measuring team performance, and implement changes to own leadership style in order to more effectively develop and lead teams.</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>	Assessment Criteria
<p>Understand the importance of leading teams to achieve organisational goals and objectives</p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> • The effectiveness of own organisation in measuring team performance against organisational goals and objectives is assessed • The role of leadership in helping teams to achieve organisational goals and objectives is evaluated
<p>Be able to develop and lead teams</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • Own ability to develop and lead teams to achieve organisational goals and objectives is critically reviewed • Changes to own leadership style are implemented in order to more effectively develop and lead teams
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.46 DEVELOPING AND LEADING TEAMS TO ACHIEVE ORGANISATIONAL GOALS AND OBJECTIVES

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
Understand the importance of leading teams to achieve organisational goals and objectives <ul style="list-style-type: none"> The effectiveness of own organisation in measuring team performance against organisational goals and objectives is assessed The role of leadership in helping teams to achieve organisational goals and objectives is evaluated 			/60 marks (min 30)	
Be able to develop and lead teams <ul style="list-style-type: none"> Own ability to develop and lead teams to achieve organisational goals and objectives is critically reviewed Changes to own leadership style are implemented in order to more effectively develop and lead teams 			/40 marks (min 20)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
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 M5.29: ASSESSING YOUR OWN LEADERSHIP CAPABILITY AND PERFORMANCE

Centre Number	Centre Name
Learner Registration No	Learner Name
<p>TASK Assess the impact of leadership styles on the organisation and justify and implement the most effective leadership style to motivate staff in own area to achieve the organisation's values and goals.</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>	Assessment Criteria
<p>Understand leadership styles within an organisation</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • The prevailing leadership styles in the organisation are reviewed • The impact of the prevailing leadership styles on the organisation's values and performance is assessed
<p>Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> • Own ability to apply different leadership styles in a range of situations is assessed • Own ability to communicate the organisation's values and goals to staff in own area is assessed • Own ability to motivate others and build commitment to the organisation's values and goals is assessed
<p>Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • The most effective leadership style to motivate staff in own area to achieve the organisation's values and goals is justified • The most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals is implemented
By submitting I confirm that this assessment is my own work	

WORK BASED ASSIGNMENT M5.29: ASSESSING YOUR OWN LEADERSHIP CAPABILITY AND PERFORMANCE

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>Understand leadership styles within an organisation</p> <ul style="list-style-type: none"> The prevailing leadership styles in the organisation are reviewed The impact of the prevailing leadership styles on the organisation's values and performance is assessed 			/30 marks (min 15)	
<p>Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals</p> <ul style="list-style-type: none"> Own ability to apply different leadership styles in a range of situations is assessed Own ability to communicate the organisation's values and goals to staff in own area is assessed Own ability to motivate others and build commitment to the organisation's values and goals is assessed 			/40 marks (min 20)	
<p>Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals</p> <ul style="list-style-type: none"> The most effective leadership style to motivate staff in own area to achieve the organisation's values and goals is justified The most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals is implemented 			/30 marks (min 15)	
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	

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):	