QUALIFICATION SPECIFICATIONS
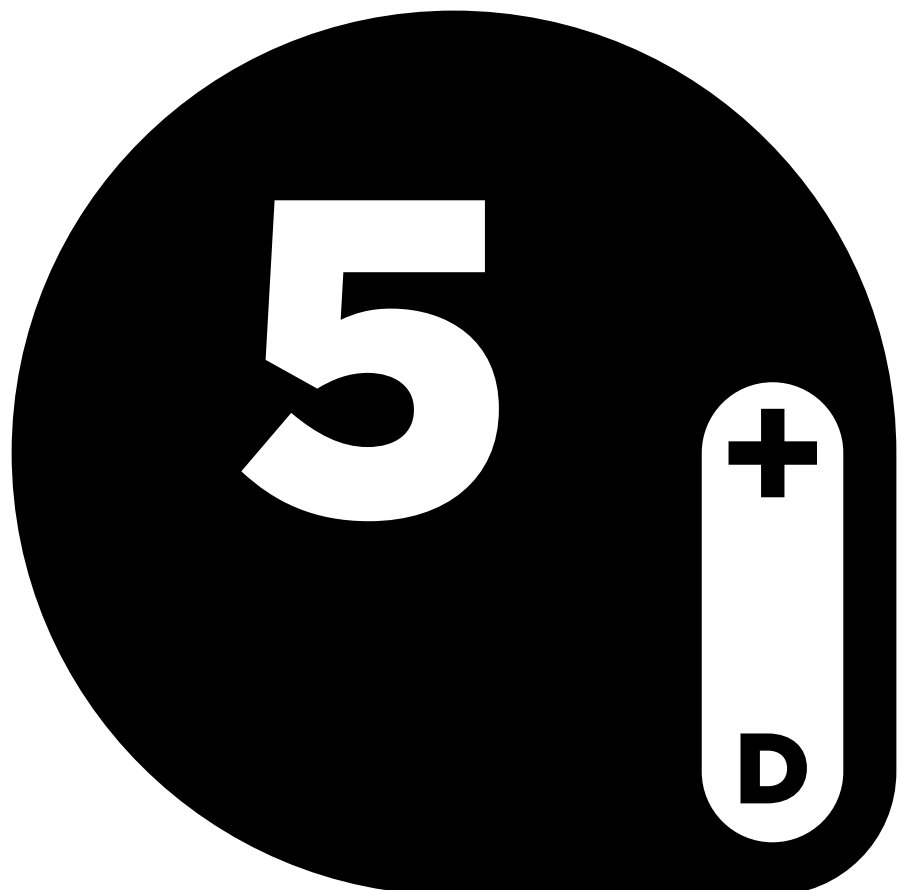
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Institute of
Leadership &
Management

ILM LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

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Institute of Leadership & Management (ILM)

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ILM LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT (QCF)

[Qualification No. – 600/2258/9]

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

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QUALIFICATION OVERVIEW:

	Level 5 Extended Diploma in Leadership & Management
Credit Value	• Minimum 121 credits
Duration	• Minimum 191 glh
To be completed within	• Three years
Induction	• 2 hours
Tutorial support	• At least 7 hours
Structure	• Six mandatory units with a combined credit value of 105 • Optional units with a total minimum credit value of 16

STRUCTURE OF LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

Qualification	Credit Value	Unit Details	Credit Value
Level 5 Extended Diploma in Leadership & Management	121	M5.04 Developing critical thinking	4
		M5.05 Leading innovation and change	5
		M5.29 Assessing your own leadership capability and performance	6
		M5.30 Improving own leadership performance through action learning	15
		M5.31 Managing own continuing professional development	15
		M5.32 Learning through complex workplace activities	60
		OPTIONAL UNITS to the value of. . .	16

LIST OF LEVEL 5 LEADERSHIP AND MANAGEMENT UNITS

M=Mandatory

Ref	Unit Title	Level	Indicative GLH	Credit	Dip
M4.01	Understanding the management role	4	15	4	
M4.02	Managing the analysis of secondary data	4	15	4	
M5.02	Managing improvement	5	8	3	
M5.03	Making a financial case	5	18	3	
M5.04	Developing critical thinking	5	16	4	M
M5.05	Leading innovation and change	5	24	5	M
M5.06	Becoming an effective leader	5	25	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	
M5.10	Understanding the organisational environment	5	24	5	
M5.11	Understanding organisational culture and ethics	5	12	3	
M5.12	Managing customer relations	5	10	3	
M5.13	Managing for efficiency and effectiveness	5	18	4	
M4.28	Understanding financial management	4	18	2	
M5.15	Managing projects in the organisation	5	18	4	
M4.29	Managing a healthy and safe environment	4	9	2	
M5.17	Managing resources	5	12	4	
M5.18	Managing information	5	12	4	
M4.30	Managing meetings	4	15	3	
M5.20	Managing recruitment	5	24	5	
M4.36	Managing marketing activities	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	
M5.45	Understanding the management of facilities	5	9	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	16	6	M
M5.30	Improving own leadership performance through action learning	5	36	15	M
M5.31	Managing own continuing professional development	5	20	15	M
M5.32	Learning through complex workplace activities	5	30	60	M

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

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 assurors 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).	• 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.	• Be able to evidence a history of progressive/recent industrial/ commercial experience of delivering training appropriate to the level and subject area of this qualification
A qualification in support of teaching/training	• Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	• 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.	• Be able to evidence a history of progressive/recent industrial/ commercial experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification
A qualification in support of assessment and/or internal quality assurance.	• 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.	• 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 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

A brief introduction on ILM's Assessment Strategy can be found in S*upporting 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 Extended Diploma in Leadership & Management.

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

Unit	Assessment
M5.04 Developing critical thinking M5.05 Leading innovation and change M5.32 Learning through complex workplace activities	Innovation Report (Unit M5.32 assessment criteria 1.1, 1.2, 1.3, 2.2, 3.1, 3.2)
M5.32 Learning through complex workplace activities	Subject used in the above Innovation Report will form basis for this assignment - Assessment is Assessment criteria 2.1, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3
M5.29 Assessing your own leadership capability and performance	Reflective Review
M5.30 Improving own leadership performance through action learning	Leadership Development Plan and Reflective Learning Log
M5.31 Managing own continuing professional development	

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

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

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

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	16

Additional Guidance about the Unit
Indicative Content:

1	- 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	- 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 (eg 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
- 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
- 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
- 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:	**Assessing your own leadership capability and performance (M5.29)**
Level:	5
Credit value:	6

Learning outcomes (the learner <u>will</u>)	Assessment criteria (the learner <u>can</u>)
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 required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	16

Additional Guidance about the Unit

Indicative Content:

1
- A range of leadership theories and different leadership styles, such as:
  - 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:
  - 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
- 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:
  - 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

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• 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</td></tr>
<tr><td>3</td><td></td><td>
• 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:
  ▪ 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
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Title:	Improving own leadership performance through action learning (M5.30)
Level:	5
Credit value:	15

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Be able to use action learning for leadership development	1.1 Explain the responsibilities of an individual within an action learning set 1.2 Explain how group dynamics in action learning can enhance leadership development 1.3 Engage actively in action learning to develop own leadership performance and the leadership performance of others in the action learning set 1.4 Evaluate action learning as a leadership development technique and its role in own leadership development
2 Be able to plan and undertake activities to develop own leadership performance	2.1 Identify and select appropriate activities and sources of help and support to develop own leadership capacity 2.2 Plan activities to develop own leadership capacity 2.3 Undertake planned activities to improve own leadership performance and make judgements about their effectiveness
Additional information about the unit	
Unit purpose and aim(s)	To enable learners to participate in an action learning set and use action learning to develop leadership capability and performance.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if	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	36

Additional Guidance about the Unit

Indicative Content:

1
- The distinction between cognitive and affective skills and the effect of personality on the development and applications of these skills
- The nature of Action Learning (L=P+Q) as a development medium and the role of the Action Learning Set, the 'Client' and the 'Set Advisor'
- Group dynamics in Action Learning
- Learning styles and the impact of own learning style on role and behaviour in AL set
- Techniques for researching problems and questioning techniques to explore problems, reflection and hypothesis forming
- Sources of 'programmed' learning to develop knowledge and skills
- The political and emotional aspects of the group process

2
- Importance of a systematic approach to developing effective leadership skills
- Setting objectives for leadership development and their application to work and other contexts
- Techniques for developing personal leadership capacity
- Sources of information, help and support for leadership development, including theorists, tutors, practising/model leaders, colleagues
- How to overcome blockages and obstacles to leadership development
- Monitoring, analysis and evaluation techniques
- Gaining 360° feedback on own leadership performance

Title:	**Managing own continuing professional development (M5.31)**	
Level:	5	
Credit value:	15	

Learning outcomes (the learner will)	**Assessment criteria (the learner can)**	
1 Be able to review personal and work-related development experiences, aims, objectives and priorities	1.1	Evaluate prior learning and work-related experience to identify personal strengths and weaknesses in self-development
	1.2	Assess personal development aims, objectives, and priorities for the long, medium and short term
2 Be able to undertake and evaluate planned development activities	2.1	Evaluate development opportunities for the long, medium and short term
	2.2	Justify undertaking planned personal development activities to employment and learning supervisors
	2.3	Negotiate and undertake planned and resourced development activities
	2.4	Evaluate the effectiveness of the development activities in meeting personal aims, objectives, and priorities
3 Be able to review and reflect on learning and its effect on workplace performance	3.1	Critically review how learning and development has been applied in the workplace to improve own or others' performance
	3.2	Review and revise short, medium and long-term goals based upon personal development activities and their impact on the workplace
Additional information about the unit	The terms 'employment supervisor' and 'learning supervisor' are used to refer, respectively to a line manager and/or workplace mentor who has agreed responsibility with the ILM centre for supervising and assessing workplace learning activity, and to the tutor or trainer who has responsibility for advising, supporting and assessing the learner's workplace learning. It is expected that this activity will extend over a period of 6 to 12 months.	
Unit purpose and aim(s)	To enable learners to take personal responsibility for managing their own	

	development
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 required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	20

Additional Guidance about the Unit

Indicative Content:

1	- Techniques for personal self assessment - Evaluating prior learning and performance - Concepts of 'learning styles' and different learning style models - Learning cycle and its implications, deep and surface learning and learning transfer - Sources and types of learning (formal and informal) - Goal setting, SMART objectives and techniques for reviewing progress and achievement
2	- Range of learning and development opportunities available (formal and informal) and techniques for determining their appropriateness to meet learning goals and personal learning preferences - Self management skills for undertaking planned learning and development activities (time/task management, recognising distracters, personal motivation, planning skills and techniques, etc) - Evaluation nature, purpose and techniques
3	- Performance appraisal techniques – self-appraisal, feedback, 360°, formal performance appraisal, etc - Goal setting, SMART objectives and techniques for reviewing progress and achievement

Title:	Learning through complex workplace activities (M5.32)
Level:	5
Credit value:	60

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Agree a task that will lead to significant improvement in organisational performance, and related learning outcomes	1.1 Discuss and agree with employment supervisor and with other managers and stakeholders, and with learning supervisor an extensive task designed to lead to significant improvement in organisational performance that is feasible and appropriate 1.2 Research and prepare a detailed business case for the task, identifying the scope, potential outcomes and benefits, organisational implications, timescales, resources, financial implications, success criteria, risks, uncertainties and constraints 1.3 Present the business case to employment supervisor and other, affected, managers and stakeholders and negotiate and agree the task
2 Develop own knowledge and understanding about the task through self-directed learning	2.1 Identify the potential learning outcomes that will arise from the task and agree these with learning supervisor 2.2 Use self-directed learning to identify and evaluate a range of theories, models, principles and practices that are relevant to the task through research and discussion with learning supervisor
3 Take responsibility for self-directed learning and workplace activities to enhance personal and organisational performance	3.1 Use self-directed learning and workplace research to investigate the task and identify possible options for innovation and improvement 3.2 Evaluate the options with reference to the conditions agreed with employment supervisor and other managers and stakeholders and with reference to appropriate theories, models, principles and practices 3.3 Propose, negotiate and agree the introduction of improvements with employment supervisor and learning supervisor, and with other managers and stakeholders 3.4 Lead the implementation of the proposals, monitor their effectiveness and adapt where necessary 3.5 Undertake a detailed evaluation and financial appraisal of the improvements with reference to the agreed success criteria

4 Reflect on the task and own experience to identify learning	4.1 Collect and analyse feedback from the employment supervisor and learning supervisor, other managers and stakeholders on own performance in the task 4.2 Critically review and assess own performance in undertaking the task and managing own learning 4.3 Reflect on feedback and own performance assessment in undertaking the task and managing own learning and identify areas for further learning and performance development
Additional information about the unit	The terms 'employment supervisor' and 'learning supervisor' are used to refer, respectively to a line manager and/or workplace mentor who has agreed responsibility with the ILM centre for supervising and assessing workplace learning activity, and to the tutor or trainer who has responsibility for advising, supporting and assessing the learner's workplace learning.
Unit purpose and aim(s)	To enable learners to develop advanced leadership and management knowledge, understanding and skills through complex work based activities.
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, B8, B11, C2, C4, C5, C6, D2, D6, E2, F1, F3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	30

Additional Guidance about the Unit
Indicative Content:

1	• Nature and purpose of work based learning • Range of appropriate tasks to bring about organisational improvement • Basic project planning tools and techniques • Preparing and presenting a business case for performance improvement • Budget preparation and management
2	• Nature and purpose of learning outcomes • Self-directed learning – techniques for managing own learning, research and study skills, sources of information
3	• Self-directed learning – techniques for managing own learning, research and study skills, sources of information • Evaluation skills and techniques • Negotiation skills • Project planning and implementation tools and techniques • Financial appraisal and budget reconciliation techniques
4	• Techniques for inviting, receiving and evaluating feedback • Techniques for personal performance review (formal and informal performance appraisal, 360° feedback) • Reflection process, skills and techniques

Title:	Understanding the management role (M4.01)
Level:	4
Credit value:	4

Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)	
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	- 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	- 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	- 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	- 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	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	01/10/2007
Unit guided learning hours	15

Additional Guidance about the Unit

Indicative Content:

1	- 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 (i.e. Boolean searches) - Techniques for identifying relevant content from paper and electronic materials (using contents and index pages, skim-reading, using file/site search facilities) and criteria for judging the validity and appropriateness of information and sources - Making structured notes and cross-referencing materials for different purposes (eg essays, reports, presentations) - Using index cards, Mind Maps™ and similar techniques to record and structure material, and build links between information from different sources - Note-taking and recording others' contributions in lectures, demonstrations, seminars and tutorials - Referencing - Development of bibliographies *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.*
2	- 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: - Relevance of objectives, audience and contexts in relation to presentations - Options and constraints applicable to presentation – including time, duration, venue, equipment, language, etc) - Use of standard computer software, such as Microsoft PowerPoint - Non-IT visual aids for presentations (eg OHTs, models, handouts, demonstrations, etc) - Techniques for effective and flexible delivery - Techniques for controlling and responding to questions
3	- 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:	Managing improvement (M5.02)
Level:	5
Credit value:	3

Learning outcomes	Assessment criteria
1. Understand the effectiveness of the organisation and own ability to manage and improve quality to meet customer requirements	1.1 Critically assess the organisation's effectiveness in managing quality to meet or exceed customer requirements 1.2 Evaluate own ability to manage quality to meet or exceed customer requirements
2. Be able to plan and implement projects to meet, and if possible exceed, customer requirements	2.1 Develop an improvement plan that is designed to meet and, if possible, exceed customer requirements 2.2 Implement improvement plans designed to meet or exceed customer requirements

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to manage quality, so as to be able to plan improvements to meet or exceed customer requirements, 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: F2, F8, F9, F10, 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	

Unit guided learning hours	8

Additional Guidance about the Unit	
Indicative content:	
1	- Quality and customers; quality assurance, quality control and quality auditing - Quality systems such as BSI, ISO and IiP (benefits and accreditation) - Total Quality Management - Tools for maintaining quality, such as records and, where relevant to organisation, the use of statistics - Conformance and development and practical steps to improve quality - The costs of quality (positive and negative aspects) - Concept of internal and external customers and their importance as the focus of the organisation's activities - Methods of identifying potential customers - Methods of identifying customer requirements and monitoring customer satisfaction - Benchmarking service standards - Techniques of work and improvement planning to meet customer requirements, such as specifications and service standards, scheduling, and logistics
2	- Scoping an improvement plan to identify and prioritise areas for improvement, define success criteria and set targets for improvement to meet customer requirements - Developing and implementing an improvement plan

Title:	Making a financial case (M5.03)
Level:	5
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Understand financial concepts used to inform management decisions	1.1 Explain the differences between capital and revenue expenditure, using examples 1.2 Explain how costs are classified, using examples 1.3 Explain how costs are allocated, using examples
2. Be able to make a financial case to inform a management decision	2.1 Use a range of financial evaluation techniques to inform a management decision

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to make a financial case as required by a practising or potential middle manager.
Unit review date	30/09/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: E2, F3, F9
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	14

Additional Guidance about the Unit
Indicative Content:

1	- Nature of revenue costs and capital expenditure - Costs of products and services and costing techniques - Break-even analysis - Concept and application of marginal cost - Concept and application of standard cost - Allocating costs - Relevant costs in decision-making - Costing systems - Techniques to reduce costs - Activity Based Costing - Budgetary Control and Variance Analysis
2	- Financial evaluation techniques such as Payback, IRR, DCF, NPV, ROCE, CBA - Factors in considering and recommending revenue expenditure, including make/buy and/or employ/subcontract decisions - Effective methods to present financial information to support recommendations

Title:	Becoming an effective leader (M5.06)
Level:	5
Credit value:	5

Learning outcomes (the learner will)		Assessment criteria (the learner can)	
1	Evaluate own ability to fulfil key responsibilities of the leadership role	1.1	Critically review own ability to fulfil the key responsibilities of the leadership role
		1.2	Critically evaluate own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role
2	Evaluate own awareness of emotions in shaping performance	2.1	Employ theories of emotional intelligence to review critically the effect of emotions on own and others' performance
3	Evaluate own ability to set direction and to gain the commitment of others	3.1	Critically review own ability to set direction and communicate this to others
		3.2	Critically review own ability to motivate, delegate and empower others

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of developing and leading teams as required by a practising or potential middle manager.
Unit review date	30/09/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:
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 ILM and City & Guilds
Units available from	01/10/2007
Unit guided learning hours	25

Additional Guidance about the Unit
Indicative Content:

1
- The key responsibilities of the leadership role in terms of:
  - 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
- A range of leadership theories and different leadership styles these illustrate, for example:
  - the trait approach to leadership
  - the behavioural school (MacGregor, Blake and Mouton)
  - the contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Smidt, Adair)
  - leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational)
- Dispersed Leadership
- How to evaluate the appropriateness of different leadership styles in the context of own responsibilities
- The importance of being able to use a repertoire of leadership styles in different situations and with different people

2
- 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 displaying confidence and self-assurance and to do this by playing to own strengths and showing a readiness to take calculated risks
- Social awareness in terms of:
  - empathy
  - organisational and 'political' awareness
  - service to others
- Relationship management in terms of:
  - inspiring
  - influencing
  - networking
  - conflict management
- The characteristics of self-leadership in terms of:
  - controlling own emotions, particularly when under stress

	- being open and honest with others - showing integrity and trustworthiness - being flexible - setting challenging but realistic objectives for themselves and others - taking risks - taking personal responsibility for significant challenges - seeing setbacks as opportunities rather than threats - The role that effective communication plays in conveying overall vision and goals and how to win and maintain the commitment of teams and individuals to these - Effective techniques for: - communicating both directly and indirectly with teams and individuals - persuading - negotiating - How to select communication, persuasion and negotiation skills appropriate to different situations and people
3	- 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 - Spotting opportunities - How to develop objectives and values that support overall strategy and vision - 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, for example: - Maslow's Hierarchy - MacGregor'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, for example: - 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 - How to evaluate motivational factors and select those that are appropriate to different situations and people - The leader's role in protecting and mentoring team members - Needs for mentoring and support that individuals may have and how to meet these - The role of continuous development and its importance to the organisation and to individuals - How to evaluate different methods of developing others, both directly and indirectly and how to choose methods most appropriate to the people involved

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	
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	• 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	• 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	
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	- 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	- 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	Institute of Leadership & Management

unit	
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	- 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	- Criteria for evaluating the effectiveness of communication - Collecting and analysing feedback - Techniques for evaluating own strengths and areas for improvement - Personal development planning

Title:	Understanding the organisational environment (M5.10)
Level:	5
Credit value:	5

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Be able to analyse how an organisation is affected by the macro-environment	1.1 Analyse own organisation using PESTLE 1.2 Evaluate the strengths and limitations of using PESTLE as a strategic diagnostic tool
2 Understand the impact of economic and political factors on the organisation	2.1 Assess the impact on the organisation of one economic factor from the PESTLE analysis 2.2 Assess the impact on the organisation of one political factor from the PESTLE analysis
3 Understand the legal environment within which the organisation operates	3.1 Assess the impact on the organisation of one legal factor from the PESTLE analysis

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of the organisational 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, D3, 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	• Concept and methods of conducting PESTLE analysis • Practical use of PESTLE analysis to create outline organisational profiles • The concept of appropriate access to knowledge and information within the organisation to facilitate its activities
2	• Impact of economics and politics on the organisation • Economic issues – inflation, unemployment, trade cycles, exchange rates, economic growth, price mechanism, competition, economic indicators, "factors of production" affecting business location • Governmental influence on the economy and organisational operations – fiscal, monetary, legal • Global issues and challenges for organisations • International trade – UK's key trading partners – international competition • The European Union – purpose, scope, membership and institutions • Other international organisations which have an influence on business • Exchange rates and their impact on business
3	• The English (Scottish or Irish systems as appropriate) legal system, sources of law, common law, statute and the doctrine of precedence • Nature of law, rules, sanctions, enforcement and administration. Civil and criminal law affecting business and employment • European law, Directives and their impact on UK law • The law of contract, terms and conditions, remedies for breach of contract. Legislation affecting contracts for the sale of goods and services • Product liability, Consumer Protection legislation, civic and criminal liability and enforcement • Law of agency and application to the job role • Employment law, contracts of employment, individual statutory employment rights, unfair dismissal • Legal duties in relation to sex, race and disability and unfair discrimination • Trade union law, membership rights, recognition, consultation and Workers Councils

Title:	Understanding organisational culture and ethics (M5.11)
Level:	5
Credit value:	3

Learning outcomes (the learner will)		Assessment criteria (the learner can)	
1	Understand organisational ethics and culture, in relation to own organisation	1.1	Analyse own organisation's policies and procedures which relate to ethical considerations, across a range of activities
2	Understand how an organisation's ethics and culture influence leadership style and organisation structure	2.1	Explain how ethical considerations and culture influence leadership style and organisation structure
3	Understand how to leverage ethics and culture to improve organisation performance	3.1	Evaluate the most effective leadership styles in the context of own organisation's ethics and culture

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding of organisational ethics and culture and their influence upon leadership style and organisation structure, 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: B8, B9, B11
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	12

Additional Guidance about the Unit	

Indicative content:

1	- The importance of governance in shaping the ethics and values of the organisation - Corporate social responsibility - Legislation and social attitudes, and their effect on organisational policies and procedures in relation to diversity and equal opportunities - Issues of human rights, harassment, bullying and "whistle-blowing" legislation - Own organisation's policies and procedures to deal with legal and moral obligations - Alternative perceptions about right and wrong, value judgements - Definition of ethics in the work context including cultures, beliefs and value systems - Personal and business ethics - Ethical considerations for investment, trading, competition, manufacturing, employment, etc. - Ethics and stakeholders - Social responsibilities of organisations and the resource implications and financial costs and returns of using an ethical and equitable approach
2	- Types of organisational culture and how they are manifest in terms of structure of teams and management style - Leadership style and organisation structure as a function of ethics and culture - Cultural web (© Johnson and Scholes) - Culture and strategy - Techniques for influencing culture - Importance of creating a culture that encourages creativity and innovation and welcomes change - Blame cultures and problem solving approaches "politics" within organisations - The concept of sub-cultures and their management - Empowerment, delegation and leadership
3	- Mapping ethics and culture in own organisation - Effective leadership as a function of ethics and culture in own organisation

Title:	Managing customer relations (M5.12)
Level:	5
Credit value:	3

Learning outcomes	Assessment criteria
1. Be able to use environmental scanning to find and retain customers	1.1 Conduct an environmental scan of the business environment in which your organisation operates 1.2 Analyse factors that impact upon the organisation's ability to find new customers and retain existing customers 1.3 Use the results of the environmental scan, to plan strategies to improve the organisations ability to find and retain customers 1.4 Lead the implementation of strategies to improve the organisation's ability to find and retain customers
2. Understand how the customer supply chain operates to meet customer requirements	2.1 Appraise the customer supply chain to identify any strengths, weaknesses, opportunities or threats 2.2 Use the results of the audit to recommend strategies to improve your organisation's ability to meet customer requirements

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to manage customer relations 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 2004 NOS: F8; F9; 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	
Unit guided learning hours	10

Additional Guidance about the Unit	
Indicative content:	

1	• Customer relations as a function of business management focused on finding new customers and retaining existing customers • Concept of decision-makers and decision-making units within customer organisations • High-involvement and low-involvement purchases • Nature of client/customer relations and the role of key account management • Buyer behaviour and the purchase decision-making process • Cognitive dissonance and post-purchase communication • Concept of industry sectors and customer segmentation to analyse the market • Internal and external customers • Methods to analyse main competitors • Environmental scanning, such as PESTLE • Techniques for identifying and developing new markets and products • Methods to assess business risk and feasibility of developing activities to satisfy future markets • Benchmarking and implementation of best practice
2	• The customer supply chain • Supply chain modelling • Supply chain management (SCM) • Management of sourcing, procurement, conversion, distribution, cash-flow and logistics • Value chain analysis • Key account management • Monitoring performance against plans to improve customer relations • Customer service standards • SWOT analysis and internal audit • Need for, and systems to provide, after sales service • The need for good internal networks to facilitate customer relations • Benchmarking and implementation of best practice

Title:	Managing for efficiency and effectiveness (M5.13)
Level:	5
Credit value:	4

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Be able to assess the organisation's ability to manage efficiently and effectively to achieve targets and objectives	1.1 Assess own organisation's ability to translate vision, mission and strategic goals into operational objectives with realistic and measurable targets 1.2 Assess own organisation's ability to efficiently and effectively delegate responsibilities for the achievement of targets and objectives 1.3 Assess the efficiency and effectiveness of control methods used to monitor the achievement of targets and objectives in own area of responsibility 1.4 Implement improvements to organisational efficiency and effectiveness in own area of responsibility
2 Be able to evaluate own ability to manage efficiently and effectively	2.1 Evaluate own ability to manage effectively and efficiently 2.2 Implement changes in own management style in order to manage more efficiently and effectively

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to manage efficiently and effectively 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, C6, D6, 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	01/10/2007
Unit guided learning hours	18

Additional Guidance about the Unit

Indicative Content:

1
- Nature, purpose and importance of vision and mission in setting values and strategic direction, and the significance of stakeholders in shaping vision and mission
- Importance of translating vision, mission and strategic goals in to operational objectives
- Setting SMART objectives
- Definitions of, and conflicts between, effectiveness and efficiency
- Definitions of, and conflicts between, authority, accountability and responsibility
- Need for negotiating techniques
- Setting priorities
- Principles of delegation to achieve overall objectives
- Control mechanisms to monitor outcomes and ensure achievement of objectives

2
- Using feedback from others to critically evaluate own performance
- Techniques for collecting and analysing feedback from others, including 360^{0} feedback
- Personal development planning
- Measurable organisational, team and individual objectives
- Time management techniques
- Efficiency and effectiveness matrix
- Target setting and performance indicators
- Planning techniques appropriate to activity
- Systems theory and process design
- Monitoring and control techniques and records
- Use of results to "close the loop" and make continuous improvements

Title:	Understanding financial management (M4.28)
Level:	4
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand finance within the context of an organisation	1.1 Explain the use of source documents in accounting 1.2 Identify the organisation's sources of finance or funding 1.3 Explain the purposes of the main financial documents used within the organisation 1.4 Explain the importance of cash flow forecasting and cash flow management to the organisation 1.5 Provide a general assessment of business/organisational performance using appropriate financial measures
2 Understand the value of management accounting	2.1 Explain the role of the management accountant as the provider of management information 2.2 Analyse the range of stakeholders and explain their various expectations of the organisation 2.3 Explain the role of performance indicators in monitoring the achievement of objectives
3 Understand budgets for the management of own area of operation	3.1 Explain the process of budget setting used in the organisation 3.2 Explain how to use budgetary techniques to contribute to controlling cost in own area of operation

Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of finance within the context of an organisation as required by a practising or potential middle manager.
Unit review date	30/09/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: E2
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	18

Additional Guidance about the Unit

Indicative Content:

1
- Financial information and its value for management and decision-making
- Balance Sheet, Profit & Loss Account
- Income & Expenditure Accounts (for non-profit organisations)
- Financial measures of business/organisational performance – calculation and interpretation of Accounting Ratios
- Cash, profit and cash flow forecasting and credit control
- Sources of finance/funding and their characteristics
- Source documents in accounting (invoices, etc)

2
- Role of the management accountant – as provider of management information
- Range of stakeholders and their various expectations of the organisation
- Performance indicators and their role in achieving objectives

3
- Nature and purpose of financial and non-financial budgets
- Methods of preparing budgets
- Budgetary techniques for controlling operations
- How variances are calculated and used to analyse extent, source and cause of budgetary deviation
- Techniques for monitoring and controlling costs

Title:	Managing 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	- 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	- Using feedback from others to critically evaluate own performance - Techniques for collecting and analysing feedback from others, including 360^0 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	- 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	- Risk assessment and risk assessment reports - Implementing the results of risk assessments - Action planning and target setting

Title:	Managing resources (M5.17)
Level:	5
Credit value:	4

Learning outcomes	Assessment criteria
1 Understand how to manage physical resources for which you are accountable	1.1 Evaluate the effective and efficient use of physical resources for which you are accountable, in line with organisational policies and procedures 1.2 Assess the procedures for the maintenance and safe use of physical resources for which you are accountable, in line with organisational policies and procedures 1.3 Assess the procedures for the security of resources for which your you accountable in line with organisational policies and procedures 1.4 Identify opportunities for improvement in own organisation's policies and procedures for the management of physical resources
2 Be able to plan and implement improvements for managing physical resources for which you are accountable.	2.1 Plan improvements to the management of physical resources for which you are accountable, informed by your evaluation and assessment 2.2 Implement improvements to the management of physical resources for which you are accountable, ensuring compliance with organisational policies and procedures

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to manage physical resources in own area of operation, 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: F3
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	12

Additional Guidance about the Unit

Indicative content:

1	• Planning usage of resources, obtaining resources, ensuring availability of resources, monitoring resources • Implications of equipment usage such as acquisition and operating costs, lean management • Methods of capacity planning • Routine scheduled maintenance programmes • Measures to ensure the safety and security of equipment • Measures for the safe operation of equipment, including training • Methods of determining materials requirements, including MRP and JIT • Organisation policies and procedures relating to physical resources • Purchasing and procurement procedures • Materials control principles and procedures, including EBQ and EOQ • Procedures for recording receipt and issue of materials • Materials storage, including safety and security • Incidence of waste and measures to minimise waste • Energy management
2	• Business process improvement to reduce variation or waste in business processes • Aligning business processes and resource usage to organisational goals and organisational policies and procedures • Principles of project management

Title:	Managing information (M5.18)
Level:	5
Credit value:	4

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the management of information within the organisation	1.1 Critically assess information flow through a number of different channels within the organisation 1.2 Propose improvements to the flow of information within your area of responsibility, based on your organisational assessment
2 Be able to gather and analyse information to make decisions or solve problems in your area of responsibility	2.1 Collect information from a wide range of sources to support management decision-making 2.2 Analyse the information collected from a wide variety of sources, to inform decision-making 2.3 Use this analysis of information to make and justify a management decision
3 Be able to disseminate information on a management decision, through the right organisational channels	3.1 Communicate information to team members or other colleagues to meet business objectives, using appropriate organisational channels 3.2 Communicate information to stakeholders or customers to meet business objectives, using appropriate organisational channels.

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to manage information within own organisation, 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: A3, C6, F9, 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	
Unit guided learning hours	12

Additional Guidance about the Unit	
Indicative content:	

1	- Information flows - Information channels and knowledge networks - Ways to identify information requirements - Manual and IT systems to receive, record, process store and transfer information - Data Protection legislation and security of data - Range of source documents and IT systems - Intranets - Internet and e-business
2	- Types and sources of information about the organisation, its operations, resources, markets, suppliers, customers and competitors - Levels of managing information, e.g. corporate, department, team - Records management - Information management and Management Information Systems (MIS) - Value of valid, accurate and timely information to the organisation - Techniques for assessing the validity, accuracy and reliability of information - Constraints on the availability of and access to data - Primary and secondary research - Means of data collection and validation, including questioning, observation, surveys, source records, pilot studies and sampling - Knowledge, information and data - Indexing, referencing and structuring qualitative information - Using and interpreting information for decision making and problem solving - Data and information analysis - Decision-making models and techniques - Strategic, tactical and operational decision-making
3	- Internal and external organisation communication channels - Communication strategies to achieve business objectives - Choice of appropriate communication channels to achieve business objectives

Title:	Managing meetings (M4.30)
Level:	4
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner <u>can</u>)
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
- Situations when meetings are/are not appropriate
- Different types and purposes of meetings (including formal/informal, decision-making, informing, instructing, negotiating)

2
- 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
- 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	•	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 recruitment (M5.20)
Level:	5
Credit value:	5

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand human resource planning in an organisation	1.1 Explain the role and relevance of human resource planning in own organisation 1.2 Assess the impact of legal requirements on human resource planning in the organisation 1.3 Assess the impact of organisational policies and procedures on human resource planning in the organisation
2 Be able to plan and implement recruitment in line with legal and organisational requirements	2.1 Describe the recruitment process in own organisation from the identification of a vacancy through to the appointment of the successful learner 2.2 Justify a need for recruitment in own area of responsibility 2.3 Implement the recruitment process in own area of responsibility, ensuring all procedures are followed and necessary records are kept in line with legal and organisational requirements

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to manage recruitment 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, D2, D3
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	- Human resource planning techniques - Reward systems - Ways to redeploy human resources to achieve individual and organisational objectives - Techniques for succession planning - Causes of poor attendance and retention and strategies for improvement - Techniques for monitoring and evaluating attendance and retention - Use of outsourcing, subcontracting, outworkers - Legal and organisational aspects of redundancy and redeployment - Human aspects of redundancy and redeployment
2	- Organisational recruitment policies and procedures - Legal aspects of recruitment and selection - Relevant methods of advertising vacancies, internally and externally - Internal and external applications - Techniques for job analysis - Job specifications and job descriptions - Person specifications - Use of job descriptions and person specifications to shortlist applicants - Selection techniques including interviewing, testing, assessment centres, references etc - Alternative methods of advising applicants of outcomes - The need to maintain comprehensive records to support and justify decisions - Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation - Appropriate climate for conduct of an interview - Structure and format of interviews according to purpose - Legal and ethical considerations in relation to interviewing - Questioning and listening techniques - Impact of non-verbal communication - Ways to analyse and interpret information gained (facts, evidence, opinion, meaning) - Recording information and interview outcomes - Importance of feeding back during and after interviews to interviewee and authorised people, and methods of doing so - Appropriate checks following appointment such as CRB and references

ILM Level 5 Extended Diploma in Leadership and Management Qualification Specification	© Institute of Leadership & Management	Version: October 2011

Title:	Managing marketing activities (M4.36)
Level:	4
Credit value:	3

Learning outcomes (the learner will)	Assessment criteria (the learner can)
1 Understand the concepts involved in managing marketing	1.1 Explain the differences between product and service marketing 1.2 Explain how the marketing mix is used to summarise the main factors involved in a marketing strategy 1.3 Evaluate a range of marketing strategies
2 Be able to review the effectiveness of marketing in an organisation	2.1 Review the effectiveness of an organisation in identifying and segmenting consumer markets 2.2 Review the effectiveness of the marketing mix for a product or service in an organisation 2.3 Make recommendations for improving the management of marketing in an organisation

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding of marketing management as required by a practising or potential middle manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: C2, F9
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	15

Additional Guidance about the Unit	

Indicative Content:

1	• Marketing management as a process that allocates organisational resources to marketing activities and monitors and evaluates the use of those resources • Using marketing management to increase customer base, improve organisational image, and to increase perceived value • Environmental scanning and situation analysis • Development, implementation and monitoring of a Marketing Plan • Industrial and consumer market segmentation • Product differentiation strategies • The marketing mix and the extended marketing mix • Product and service marketing and business-to-business marketing • The product life cycle • The generic strategy framework (Porter 1984) • Marketing strategies such as generic, growth and innovation strategies
2	• Primary and secondary data collection and analysis • Presentation of information to support recommendations

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	1.1 Explain how work analysis can contribute to continuous improvement within your organisation 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
2 Be able to conduct a work analysis to improve organisational performance	2.1 Conduct the work analysis in your selected area of responsibility using an appropriate work analysis method or technique 2.2 Use the outcomes of your work analysis to identify possible improvements that could be made to processes
3 Be able to make decisions based on work analysis outcomes	3.1 Use a formal decision-making technique to identify the outcome that is best able to achieve the strategic objective 3.2 Evaluate the selected outcome for possible consequences for the organisation

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)	
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	12

Additional Guidance about the Unit	

Indicative content:

1	• 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	• 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:
	  ▪ 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	• Data analysis
	• Data and information
	• Decision-making methods and techniques appropriate for a middle manager, including:
	  ▪ 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	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 1.2 Apply one appropriate statistical tool to test for possible relationships within the data	
2 Be able to interpret results generated from a statistical analysis to inform a management decision	2.1 Use the results generated from your statistical analysis to propose changes to planned activities in your own area of responsibility 2.2 Based on your statistical analysis, implement changes to activities within your area of responsibility	

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	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	
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)	
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	• 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	• 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	1.1 Define a problem in own area of responsibility, that has arisen out of a need to make better use of available resources 1.2 Establish the objectives for the problem resolution and any specific requirements that must be met in proposing a solution 1.3 Select and justify a specific operations research methodology to resolve the problem, identifying both its strengths and weaknesses in comparison to alternative methodologies 1.4 Collect, validate and analyse data collected from the organisation in order to employ the selected operations research methodology to propose an appropriate solution
2. Be able to interpret the outcomes of operations research	2.1 Recommend improvements to organisational efficiency based on the outcomes of operations research

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to conduct operational research techniques, as required by a practising or potential middle manager.
Unit review date	
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	Institute of Leadership & Management

unit	
Availability for use	Restricted to ILM
Units available from	01/06/2011
Unit guided learning hours	10

Additional Guidance about the Unit	
Indicative content:	
1	- 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	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 <u>will</u>)	Assessment criteria (the learner <u>can</u>)
1 Understand how to gather, analyse, and present data	1.1 Gather data on an organisational issue from a range of sources 1.2 Analyse data, identifying patterns and anomalies 1.3 Present analysis of data in a suitable format for the intended audience
2 Be able to use data analysis to justify a management decision	2.1 Justify a management decision, using data analysis to support your rationale

Additional information about the unit	
Unit purpose and aim(s)	To develop understanding and ability to be able to gather, analyse and present data, as required by a practising or potential middle manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	10

Additional Guidance about the Unit
Indicative Content:

<table>
<tr>
<td>1</td>
<td>

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

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<td>2</td>
<td>

Data analysis and decision-making
Decision-making models and techniques

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Title:	Understanding the management of facilities (M5.45)
Level:	5
Credit value:	2

Learning outcomes (the learner will)	Assessment criteria (the learner <u>can</u>)
1 Understand facilities management roles and responsibilities and how they contribute to organisational goals	1.1 Describe the roles and associated responsibilities for facilities management within own organisation 1.2 Explain how these roles and responsibilities contribute to the organisation's strategic and operational goals 1.3 Evaluate the effectiveness of own responsibilities in contributing to the organisation's strategic and operational goals
2 Understand how to develop a facilities management plan in an organisation	2.1 Critically review a facilities management plan for own area of operation 2.2 Implement improvements to facilities management plan for own area of operation
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of facilities management as required by a practising or potential middle manager.
Unit review date	31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS:
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	- Provision of space and services - Legal obligations and insurance requirements - Maintenance of assets - Range of people likely to work within, or visit the organisation - Location of premises, planning, access, size and cost factors - Adequacy and maintenance of heating, lighting, ventilation and other internal facilities and equipment - Health, safety and environmental issues - Effects of premises and facilities on the organisation's image - Security measures for premises, contents and users, including protection from malicious attack - Advantages and disadvantages of hiring out accommodation/equipment - Procedures and responsibilities associated with hiring out premises and equipment
2	- Planning techniques - Ways to organise and co-ordinate resources and activities to achieve planned change - Monitoring and reporting progress - Feasibility and risk assessment techniques - Identification of, and communication with, stakeholders

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 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	• 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	• Presentation techniques • Techniques for effective and flexible delivery • Techniques for controlling and responding to questions
3	• 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	- 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	- 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 360^0 feedback - Management and leadership styles and qualities - Methods to promote trust and respect within the team

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A P P E N D I X - B

ASSESSMENTS FOR MANDATORY UNITS FOR THE LEVEL 5 EXTENDED DIPLOMA IN LEADERSHIP AND MANAGEMENT

ASSESSMENT: L5 EXTENDED DIPLOMA INNOVATION REPORT M5.04, M5.05, and M5.32 assessment criteria 1.1, 1.2, 1.3, 2.2, 3.1, 3.2

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:

Important Information
This task connects to the *Learning Through Complex Workplace Activities Assignment*. This *Innovation Report* is about identifying and planning the implementation of an innovative action that will lead to a significant improvement in the workplace.

In order to pass this assignment it is not necessary to implement your innovation. However, the implementation of this improvement action can form the basis for the *Learning Through Complex Workplace Activities Assignment*. *The Learning Through Complex Workplace Activities Assignment* is focussed on the implementation of an improvement action. If the innovation identified in this *Innovation Report* is not accepted for implementation you will need to identify another improvement action which can be implemented as the basis for the *Learning Through Complex Workplace Activities Assignment.*

Because ideally your innovation should be implemented, it is important that you keep your work supervisor/line manager closely involved during the writing of this assignment.

Task
Write a clear and coherent report using appropriate conventions for quotations, references and bibliographies after conducting research and clarifying the scope of the assignment.

This task should be between 4 000 to 6 000 words.

During this report you should
- Identify an innovation action that will lead to significant improvement in organisational performance.
- Plan the implementation of the innovation action.
- Prepare a detailed business case for the innovation that should be presented to relevant stakeholders for their approval for implementation.
- Reflect on a widely used management or leadership theory relevant to the innovation and evaluate how the application of theory could enhance organisational performance.

Check your assignment carefully prior to submission using the assessment criteria

Please use the headings shown below when writing up your assignment	**Assessment Criteria**
Understand the need for innovation and change management within an organisation *(min 5 marks required from 10 available)*	• The importance of innovation for own organisation is explained • The importance of managing change within own organisation is explained
Be able to propose innovative solutions to improve organisational performance and take responsibility for self-directed learning and workplace activities to enhance personal and organisational performance	• An opportunity for innovation and improvement in own organisation is assessed • The improvement identified is justified in the context of organisational objectives • Self-directed learning and workplace research are used to investigate the task and identify possible options for innovation and improvement • The options are evaluated with reference to the conditions agreed with employment supervisor and other managers and stakeholders and with reference to appropriate theories, models, principles and practices • 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
(min 15 marks required from 30 available)	
Agree a task that will lead to significant improvement in organisational performance and related learning outcomes *(min 10 marks required from 20 available)*	• Discussed and agreed with employment supervisor and with other managers and stakeholders, and with learning supervisor an extensive task designed to lead to significant improvement in organisational performance that is feasible and appropriate • Researched and prepared a detailed business case for the task, identifying the scope, potential outcomes and benefits, organisational implications, timescales, resources, financial implications, success criteria, risks, uncertainties and constraints • Presented the business case to employment supervisor and other, affected, managers and stakeholders and negotiated and agreed the task
Be able to critically assess own beliefs, attitudes and value systems and the validity of management theories in relation to own beliefs, attitudes and values and develop own knowledge and understanding about the task through self-directed learning *(min 15 marks required from 30 available)*	• Used self-directed learning to identify and evaluate a range of theories, models, principles and practices that are relevant to the task through research and discussion with learning supervisor • The difference between beliefs, attitudes and values is explained • The impact of beliefs, attitudes and values on own behaviour is critically assessed • 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
Be able to lead and manage change within an organisation *(min 5 marks required from 10 available)*	• A change management plan is created that is designed to meet stakeholders' expectations • The change management plan is implemented, monitoring progress against agreed targets
By submitting I confirm that this assessment is my own work	

MARK SHEET: L5 EXTENDED DIPLOMA INNOVATION REPORT M5.04, M5.05, and M5.32 assessment criteria 1.1, 1.2, 1.3, 2.2, 3.1, 3.2

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: ☐		

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Understand the need for innovation and change management within an organisation • The importance of innovation for own organisation is explained • The importance of managing change within own organisation is explained			/ 10 marks (min 5)	
Be able to propose innovative solutions to improve organisational performance and take responsibility for self-directed learning and workplace activities to enhance personal and organisational performance • An opportunity for innovation and improvement in own organisation is assessed • The improvement identified is justified in the context of organisational objectives • Self-directed learning and workplace research are used to investigate the task and identify possible options for innovation and improvement • The options are evaluated with reference to the conditions agreed with employment supervisor and other managers and stakeholders and with reference to appropriate theories, models, principles and practices • 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			/ 30 marks (min 15)	
Agree a task that will lead to significant improvement in organisational performance and				

related learning outcomes				
• Discussed and agreed with employment supervisor and with other managers and stakeholders, and with learning supervisor an extensive task designed to lead to significant improvement in organisational performance that is feasible and appropriate • Researched and prepared a detailed business case for the task, identifying the scope, potential outcomes and benefits, organisational implications, timescales, resources, financial implications, success criteria, risks, uncertainties and constraints • Presented the business case to employment supervisor and other, affected, managers and stakeholders and negotiated and agreed the task			/ 20 marks (min 10)	
Be able to critically assess own beliefs, attitudes and value systems and the validity of management theories in relation to own beliefs, attitudes and values and develop own knowledge and understanding about the task through self-directed learning • Used self-directed learning to identify and evaluate a range of theories, models, principles and practices that are relevant to the task through research and discussion with learning supervisor • The difference between beliefs, attitudes and values is explained • The impact of beliefs, attitudes and values on own behaviour is critically assessed • 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			/ 30 marks (min 15)	
Be able to lead and manage change within an organisation • A change management plan is				

created that is designed to meet stakeholders' expectations • The change management plan is implemented, monitoring progress against agreed targets				/ 10 marks (min 5)

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

ASSESSMENT : Learning Through Complex Workplace Activities Assignment (M5.32 – Assessment Criteria 2.1; 3.3; 3.4; 3.5; 4.1; 4.2; 4.3)

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:

Important Information

The focus of this assignment is implementation of a significant improvement action that has been agreed with your work supervisor/line manager. Ideally the subject used for your *Innovation Report* will form the basis for this assignment. If the subject of your *Innovation Report* has not been approved for implementation you will have to identify another improvement action that with the agreement of your work supervisor/line management can be implemented.

Task

Write a clear and coherent report using appropriate conventions for quotations, references and bibliographies. You should discuss this report with your tutor, colleagues at work and/or fellow learners before you undertake the research to help you clarify its scope and to identify the issues to be taken into account in your research. This task should be between 3 000 to 5 000 words.

The content of this task should include
- How you will develop your own knowledge and understanding as a result of the task
- How you will evaluate implementation options and implement your improvement
- How you will reflect on the task and the feedback collected to identify areas for further learning

Check your assignment carefully prior to submission using the assessment criteria

Please use the headings below when writing up your Assignment	**Assessment Criteria**
Own knowledge and understanding about the task is developed through self directed learning Identify what other knowledge, understanding and skills will you need in order to implement the improvement action. Discuss these needs and how they can be met with your work supervisor/line manager. *(min 10 marks required from 20 available)*	• The potential learning outcomes that will arise from the task are identified and agreed with learning supervisor
Implementation of Improvement Summarise how you • Proposed, negotiated and agreed the introduction of your improvements, including any ongoing changes to your implementation plans, with relevant parties. • Led the implementation of the proposals, monitored their effectiveness and adapted where necessary. Undertake a detailed evaluation and financial appraisal of the improvement with reference to the agreed success criteria. *(min 30 marks required from 60 available)*	• The introduction of improvements with employment supervisor and learning supervisor, and with other managers and stakeholders are proposed, negotiated and agreed • The implementation of the proposals are led and their effectiveness monitored and adapted where necessary • A detailed evaluation and financial appraisal of the improvements with reference to the agreed success criteria was undertaken

Reflection Identify areas for further learning after • analysing feedback from relevant stakeholders; and • critically reviewing and assessing own performance in undertaking the task and managing own learning. *(min 10 marks required from 20 available)*	• Collected and analysed feedback from the employment supervisor and learning supervisor, other managers and stakeholders on own performance in the task • Critically reviewed and assessed own performance in undertaking the task and managing own learning • Reflected on feedback and own performance assessment in undertaking the task and managed own learning and identified areas for further learning and performance development
By submitting I confirm that this assessment is my own work	

MARK SHEET: Learning Through Complex Workplace Activities Assignment (M5.32 Assessment Criteria 2.1; 3.3; 3.4; 3.5; 4.1; 4.2; 4.3)

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: ☐			
Criteria		**Strengths**	**Areas for Improvement**	**Assr mark**	**QA mark**
Own knowledge and understanding about the task is developed through self directed learning • The potential learning outcomes that will arise from the task are identified and agreed with learning supervisor				/20 marks (min 10)	
Implementation of Improvement • The introduction of improvements with employment supervisor and learning supervisor, and with other managers and stakeholders are proposed, negotiated and agreed • The implementation of the proposals are led and their effectiveness monitored and adapted where necessary • A detailed evaluation and financial appraisal of the improvements with reference to the agreed success criteria was undertaken				/ 60 marks (min 30)	
Reflection in Relation to a Widely used Management or Leadership Theory • Collected and analysed feedback from the employment supervisor and learning supervisor, other managers and stakeholders on own performance in the task • Critically reviewed and assessed own performance in undertaking the task and managing own learning • Reflected on feedback and own performance assessment in undertaking the task and managed own learning and identified areas for further learning and performance development				/ 20 marks (min 10)	
Assessor's decision		**Quality assurance use**			
Total marks	**Outcome**	**Total marks**	**Outcome**		

	(circle as applicable)		*(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):**	

REFLECTIVE REVIEW: M5.29 ASSESSING YOUR OWN LEADERSHIP CAPABILITY AND PERFORMANCE

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:

TASK

Review and assess the impact of the prevailing leadership styles in the organisation, assess own leadership ability, and justify and implement the most effective leadership style in own area.

This task can be *either* written *or* presented to a group:

- A **presentation** must be supported by notes, slides or cue cards that address all the assessment criteria below. The presentation should be at least 15 minutes in duration.

- A **written** reflective review must address all the assessment criteria below, and the 'nominal' word count for a written reflective review is 2000 words with a suggested range of between 1500 to 2500 words.

Please use the headings shown below when writing up or presenting your assignment	**Assessment Criteria**
Understand leadership styles within an organisation *(min 15 marks required from 30 available)*	• 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
Be able to review effectiveness of own leadership capability and performance in meeting organisational values and goals *(min 20 marks required from 40 available)*	• 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
Be able to adopt an effective leadership style to motivate staff to achieve organisational values and goals *(min 15 marks required from 30 available)*	• 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	

MARK SHEET: 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: ☐	

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Understand leadership styles within an organisation • 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 • 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 • 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	**PASS/REFERRAL**	Total 50 + overall, AND	**PASS/REFERRAL**

minimum in each section		minimum in each 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):**	

ASSESSMENT: LEADERSHIP DEVELOPMENT PLAN AND REFLECTIVE LEARNING LOG M5.30 AND M5.31

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:

TASK

Compile a Leadership Development Plan and Reflective Learning Log. This should include:

- Your revised long, medium and short term development aims and objectives (which you would present to your employment supervisor)
- A record of the Action Learning Sets including:
  - o the 'problems' you brought to each meeting
  - o the actions you agreed with set members
  - o an assessment of any sources of help and support available to you
  - o a summary of how your planned and implemented your planned actions, and
  - o a judgement of their effectiveness in developing your performance.
- Reflect on your development as a leader during the programme and evaluate the effectiveness of Action Learning Sets

The suggested range for this assignment is between 3000 and 4000 words.

Check your assignment carefully prior to submission using the assessment criteria.

Please use the headings shown below when writing up your assignment	**Assessment Criteria**
Be able to review personal and work-related development experiences, aims, objectives and priorities *(min 5 marks required from 10 available)*	• Prior learning and work-related experience is evaluated to identify personal strengths and weaknesses in self-development • Personal development aims, objectives, and priorities for the long, medium and short term are assessed
Be able to use action learning for leadership development *(min 20 marks required from 40 available)*	• The responsibilities of an individual within an action learning set are explained • How group dynamics in action learning can enhance leadership development is explained • Action learning is actively engaged in to develop own leadership performance and the leadership performance of others in the action learning set • Action learning as a leadership development technique and its role in own leadership development is evaluated
Be able to plan and undertake activities to develop own leadership performance *(min 10 marks required from 20 available)*	• Appropriate activities and sources of help and support to develop own leadership capacity are identified and selected • Activities to develop own leadership capacity are planned • Planned activities to improve own leadership performance are undertaken and judgements made

	about their effectiveness
Be able to undertake and evaluate planned development activities *(min 10 marks required from 20 available)*	• Development opportunities for the long, medium and short term are evaluated • Undertaking planned personal development activities is justified to employment and learning supervisors • Planned and resourced development activities are negotiated and undertaken • The effectiveness of the development activities in meeting personal aims, objectives, and priorities is evaluated
Be able to review and reflect on learning and its effect on workplace performance *(min 5 marks required from 10 available)*	• How learning and development has been applied in the workplace to improve own or others' performance is critically reviewed • Short, medium and long-term goals are revised, based upon personal development activities and their impact on the workplace
By submitting I confirm that this assessment is my own work	

MARK SHEET: LEADERSHIP DEVELOPMENT PLAN AND REFLECTIVE LEARNING LOG M5.30 AND M5.31

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: ☐

Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Be able to review personal and work-related development experiences, aims, objectives and priorities • Prior learning and work-related experience is evaluated to identify personal strengths and weaknesses in self-development • Personal development aims, objectives, and priorities for the long, medium and short term are assessed			/ 10 marks (min 5)	
Be able to use action learning for leadership development • The responsibilities of an individual within an action learning set are explained • How group dynamics in action learning can enhance leadership development is explained • Action learning is actively engaged in to develop own leadership performance and the leadership performance of others in the action learning set • Action learning as a leadership development technique and its role in own leadership development is evaluated			/ 40 marks (min 20)	
Be able to plan and undertake activities to develop own leadership performance • Appropriate activities and sources of help and support to develop own leadership capacity are identified and selected • Activities to develop own leadership capacity are planned • Planned activities to improve own leadership performance are				

			/ 20 marks (min 10)	
Be able to undertake and evaluate planned development activities • Development opportunities for the long, medium and short term are evaluated • Undertaking planned personal development activities is justified to employment and learning supervisors • Planned and resourced development activities are negotiated and undertaken • The effectiveness of the development activities in meeting personal aims, objectives, and priorities is evaluated			/ 20 marks (min 10)	
Be able to review and reflect on learning and its effect on workplace performance • How learning and development has been applied in the workplace to improve own or others' performance is critically reviewed • Short, medium and long-term goals are revised, based upon personal development activities and their impact on the workplace			/ 10 marks (min 5)	

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