

**ILM LEVEL 5
QUALIFICATIONS IN
SOCIAL ENTERPRISE
SUPPORT**



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Institute of Leadership & Management (ILM)

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ILM LEVEL 5 AWARDS, CERTIFICATE AND DIPLOMA IN SOCIAL ENTERPRISE SUPPORT (QCF)

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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QUALIFICATIONS OVERVIEW:

	Awards	Certificate	Diploma
Qualification Accreditation Number	A1 – 500/3553/8 A2 – 500/3557/5 A3 – 500/3555/1 A4 – 500/3554/X A5 – 500/3756/0*	500/3758/4	500/3759/6
Credit Value	<ul style="list-style-type: none"> Minimum of 6 to 8 credits depending on Award 	<ul style="list-style-type: none"> Minimum 21 credits 	<ul style="list-style-type: none"> Minimum 37 credits
Duration	<ul style="list-style-type: none"> Minimum 24 Glh 	<ul style="list-style-type: none"> Minimum 72 Glh 	<ul style="list-style-type: none"> Minimum 120 Glh
To be completed within	<ul style="list-style-type: none"> Three years 	<ul style="list-style-type: none"> Three years 	<ul style="list-style-type: none"> Three years
Induction	<ul style="list-style-type: none"> 2 Hours 	<ul style="list-style-type: none"> 3 Hours 	<ul style="list-style-type: none"> 3 Hours
Structure	<ul style="list-style-type: none"> One mandatory unit with a credit value of 6, 7 or 8 (depending on the Unit) 	<ul style="list-style-type: none"> Two mandatory units with a total credit value of 13 One optional unit with a credit value of 8 	<ul style="list-style-type: none"> Five mandatory units with a total credit value of 37

*** KEY**

A1 – Award in Understanding Social Enterprise

A2 – Award in Promoting Social Enterprise

A3 – Award in Developing Social Enterprises

A4 – Award in Sustaining Social Enterprises

A5 – Award in Personal Professional Development

STRUCTURE OF LEVEL 5 SOCIAL ENTERPRISE SUPPORT QUALIFICATIONS

Qualification	Credit	Unit details	Credit
Award in Understanding Social Enterprise (A1)	6	Understanding social enterprise	6
Award in Promoting Social Enterprise (A2)	8	Promoting social enterprise	8
Award in Developing Social Enterprises (A3)	8	Developing social enterprises	8
Award in Sustaining Social Enterprises (A4)	8	Sustaining social enterprises	8
Award in Personal Professional Development (A5)	7	Personal professional development	7
Certificate in Social Enterprise Support (C)	21	Understanding social enterprise	6
		Personal professional development	7
		OPTIONAL UNIT	8
Diploma in Social Enterprise Support (D)	37	Understanding social enterprise	6
		Promoting social enterprise	8
		Developing social enterprises	8
		Sustaining social enterprises	8
		Personal professional development	7

- (A) - Awards
(C) - Certificate
(D) - Diploma

LIST OF LEVEL 5 SOCIAL ENTERPRISE SUPPORT UNITS

Ref	Unit Title	Glh	Credit Value	A1	A2	A3	A4	A5	C	D
E5.01	Understanding social enterprise	24	6	M					M	M
E5.02	Promoting social enterprise	24	8		M				O	M
E5.03	Developing social enterprises	24	8			M			O	M
E5.04	Sustaining social enterprises	24	8				M		O	M
E5.05	Personal professional development	24	7					M	M	M

M=Mandatory, O=Optional

NB: These qualifications are based on the latest SFEDI national occupational standards for social enterprise support. Successful completion may support an application to join the National Register of Business Support Professionals maintained by the Institute of Business Consulting (IBC).

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 5 SOCIAL ENTERPRISE SUPPORT QUALIFICATIONS

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

Centre should normally be approved to offer at least the ILM Level 3 Certificate in First Line Management (to demonstrate appropriate competence in management development). Centres not approved to offer the appropriate management qualifications will need to demonstrate that members of their staff meet the Occupational Expertise standards for those qualifications.

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

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> Individuals involved in delivering, assessing and quality assuring the L5 Qualifications in Social Enterprise should have current, practical experience of management within a social enterprise, or of advising social enterprises.
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> Individuals involved in assessing and/or quality assuring the L5 Qualifications in Social Enterprise should have current, practical experience of management within a social enterprise, or of advising social enterprises.
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> Ideally hold an assessment qualification (e.g. TAQA or equivalent)
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> Demonstrate an understanding of the organisation's management centric policies, procedures and practices. Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.

ASSESSMENT GUIDANCE FOR THE LEVEL 5 SOCIAL ENTERPRISE SUPPORT QUALIFICATIONS

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

Appendix B in this document outlines the assessments* and mark sheets for the units in these qualifications. 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 assessments:

Units	Assessments
E5.01 Understanding Social Enterprise	Case Study
E5.02 Promoting Social Enterprise	Project Portfolio
E5.03 Developing Social Enterprises	Project Portfolio
E5.04 Sustaining Social Enterprises	Project Portfolio
E5.05 Personal Professional Development	Personal Development Portfolio

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 be seen as a guide to help achieve a balanced piece of work.

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

**suggested assessments for optional units can be downloaded from the ILM website.*

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 5 SOCIAL ENTERPRISE SUPPORT QUALIFICATIONS

Title:	Understanding Social Enterprise (E5.01)	
Level:	5	
Credit value:	6	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Examine whether an organisation is suited to the social enterprise model	1.1	Examine a specific organisation, explain in detail why it is suited to the social enterprise model, and how this is reflected in its purpose, values and activities
	1.2	Compare this organisation with another social enterprise to highlight their common purpose and values
2. Evaluate the organisational and legal structures of social enterprises	2.1	Analyse the organisational and legal structures of a social enterprise and examine how effective these structures are in achieving the enterprise's social and commercial objectives
	2.2	Identify how the organisational and legal structures could be improved, based on comparisons with another social enterprise
3. Evaluate the financial arrangements of social enterprises	3.1	Analyse the capital and revenue models of a social enterprise, identifying its principal sources of funding and resources
	3.2	Identify how the financial performance could be improved, based on comparisons with another social enterprise
4. Identify support needs and sources of support for social enterprise	4.1	Use the examination and analysis of a social enterprise to identify its support needs, and appropriate sources of support to address these needs
Additional information about the unit		
Unit purpose and aim(s)	To develop the understanding of social enterprise necessary for a manager, adviser or consultant to a third sector organisation, including an emerging or established social enterprise.	
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)	Based on 2007 SFEDI Business Support Standards (Unit A)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills	Council for Administration (CfA)	

council or other appropriate body (if required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The meaning of the term 'social enterprise' when used by the Government and other agencies that promote social enterprise • The values of social enterprise • The circumstances that may lead to a social enterprise being established • The similarities and differences between social enterprises and other organisations including: <ul style="list-style-type: none"> • private businesses • charities • voluntary organisations • community groups
2	<ul style="list-style-type: none"> • The similarities and differences between different types of social enterprise including: <ul style="list-style-type: none"> • social objectives; • management and ownership structures • who is involved with making decisions • Alignment between social and commercial objectives, and ways to achieve this • The features of various legal formats and structures used by social enterprises
3	<ul style="list-style-type: none"> • What start-up capital is available for social enterprises • How trade income in social enterprises is handled and the issues involved in mixing trade income with grants, donations, volunteers and so on
4	<ul style="list-style-type: none"> • What specialist support is available for social enterprises locally, regionally and nationally, and how this specialist support is linked together

Title:	Promoting Social Enterprise (E5.02)	
Level:	5	
Credit value:	8	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Identify and promote opportunities to establish social enterprise activities	1.1	Investigate market conditions, social needs and economic trends in order to identify opportunities for new social enterprise initiatives
	1.2	Promote these opportunities with the organisations and people most likely to get involved in developing new social enterprise initiatives
2. Support the formation and development of a group of stakeholders to develop a social enterprise proposal	2.1	Support the formation and development of a group of stakeholders as an effective business team with a common interest in developing a social enterprise proposal
	2.2	Establish a client relationship with this group of stakeholders, clarifying the rights and responsibilities of both parties, and agree a process for investigating a social enterprise proposal
3. Investigate the viability of a social enterprise proposal	3.1	Identify and research potential trading activities that are consistent with the clients' social objectives, competencies and resources
	3.2	Support the clients' work in researching and evaluating the viability of their social enterprise proposal, and help them to decide what future actions they should take
4. Review and improve own practices in supporting new social enterprises	4.1	Obtain feedback from clients, and use this feedback to identify ways of improving own support practices
Additional information about the unit		
Unit purpose and aim(s)	To equip social enterprise advisers with the skills to promote social enterprise concepts to potential stakeholders, and support stakeholders in investigating proposals for new social enterprise initiatives.	
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)	Based on 2007 SFEDI Business Support Standards (Units 1-4 and Unit B)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if	Council for Administration (CfA)	

required)	
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Definitions of social enterprise and the social economy, and techniques for mapping the range and scale of social enterprises in a locality • Sources of information about the local community and the local economy • National, regional and local government policies supporting social enterprise development • Techniques for reviewing the strengths, weaknesses, opportunities and threats facing organisations, communities and local economies • Techniques for identifying how political, economic, social, technological, legal and environmental trends might affect the social economy • Marketing research techniques for spotting potential business opportunities • How to present complex ideas to new audiences and engage their interest in those ideas
2	<ul style="list-style-type: none"> • Understanding of the role of advisers and their relationship with clients, focusing on: • Methods of establishing the terms of engagement • Boundaries and limitations of the role of advisers • Rights and responsibilities of clients • Strategies for completing an adviser-client relationship • A range of group development theories and descriptions used to design and review group processes, for example: <ul style="list-style-type: none"> • Four stages of group development (Tuckman) • Team roles (Belbin) • Johari window (Ingham and Luft) • Ladder of participation (Arnstein) • The availability of learning and development opportunities to improve the competencies of individuals and teams • The availability of resources to support the formation and development of social enterprise initiatives, including specialist advice, grants, and other resources • The different types of social enterprise, and their principal characteristics in terms of purpose, objectives and organisational structures
3	<ul style="list-style-type: none"> • Business development processes and their impact on organisations shifting from grant-funded activities to trading activities • Community consultation techniques for engaging product and service users in the development of a social enterprise proposal • The main sources of competitive advantage for social enterprises over private enterprises and public sector service providers • The principal factors affecting the success or failure of new social enterprises • Sources of information on trade sectors, market structures, customer and competitor behaviours, and market trends • Sources of specialist support and resources available to social enterprises
4	<ul style="list-style-type: none"> • Methods of providing, reviewing and improving own business support skills, focusing on:

- | |
|---|
| <ul style="list-style-type: none">• Maintaining effective business support relationships with clients• Helping clients analyse the business and decide the way forward• Enabling clients to implement changes in their business• Encouraging clients to act for themselves |
|---|

Title:	Developing Social Enterprises (E5.03)	
Level:	5	
Credit value:	8	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1. Support clients in determining the purpose and objectives of their enterprise		1.1 Encourage clients to explore their reasons for establishing a social enterprise, and help them prepare a statement of their purpose and objectives 1.2 Examine with clients how they can align the social and commercial objectives of their social enterprise
2. Explore organisational design options with clients to choose the most appropriate organisational and legal structures for their enterprise		2.1 Investigate with clients the most appropriate legal format and structure for their enterprise, taking into account the purpose of the organisation, its social and commercial objectives, stakeholder involvement, and capital investment requirements 2.2 Explore organisational design options with clients, addressing issues of management, governance, accountability and operational effectiveness
3. Help clients develop social enterprise business plans		3.1 Work with clients to identify the contents and structure of their business plans, and agree a process for preparing and reviewing such documents 3.2 Advise clients on potential sources of funding, resources and in-kind support, and how to present their business plans to investors
4. Review and improve own practices in supporting new social enterprises		4.1 Obtain feedback from clients, and use this feedback to identify ways of improving own support practices
Additional information about the unit		
Unit purpose and aim(s)		To equip social enterprise advisers with the skills to support social entrepreneurs developing new social enterprises
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)		Based on 2007 SFEDI Business Support Standards (Units 1-4 and Unit C)
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		

Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Different methods of providing business support including coaching, mentoring, training and advice giving • Motivation theories and their relevance to social entrepreneurs, for example: <ul style="list-style-type: none"> • Theory X and Y (McGregor) • Hierarchy of needs (Maslow) • Need for power, affiliation and achievement (McClelland) • Two-factor theory (Herzberg) • Definitions of charitable objects and community interest objects • The values and principles of different types of social enterprises, and their different approaches to stakeholder involvement • The use and treatment of profits by social enterprises and the implications for funding and investment
2	<ul style="list-style-type: none"> • Methods of identifying and analysing stakeholder roles • The pros and cons of different legal formats that can be used to incorporate a social enterprise, including: <ul style="list-style-type: none"> • Charities • Companies • Community interest companies • Industrial and provident societies • Sources of information and expert support in selecting the most appropriate legal format for a social enterprise and preparing the governing document • Forms of governance and accountability used by social enterprises and how this is expressed in their governing document • The legal requirements and responsibilities of directors • Appropriate organisational and legal formats for joint ventures, subsidiaries and franchises • Different methods of promoting stakeholder involvement in a social enterprise • The eligibility requirements for organisational membership of the main national social enterprise promotional bodies, including: <ul style="list-style-type: none"> • Co-operatives UK • Development Trust Association • Social Firms UK • Association of British Credit Unions •
3	<ul style="list-style-type: none"> • The contents of social enterprise business plans and how they typically address issues such as: <ul style="list-style-type: none"> • Social purpose and objectives • Competencies and anticipated contributions of key stakeholders • Proposed trading activities and market forecasts • Organisational, managerial and governance structures • Financial needs and forecasts • Risk assessment and contingency plans • The principal sources and eligibility criteria of national, regional and local funding, resources and in-kind support for social enterprises

	<ul style="list-style-type: none"> • The availability of business planning tools, templates and training courses suitable for social enterprises • The techniques used by funding bodies to assess and appraise business plans and funding applications •
4	<ul style="list-style-type: none"> • Methods of providing, reviewing and improving own business support skills, focusing on: <ul style="list-style-type: none"> • Maintaining effective business support relationships with clients • Helping clients analyse the business and decide the way forward • Enabling clients to implement changes in their business • Encouraging clients to act for themselves

Title:	Sustaining Social Enterprises (E5.04)	
Level:	5	
Credit value:	8	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1. Analyse the key determinants of sustainability in social enterprises	1.1 Motivate social enterprises to engage with and explore the issues associated with sustainability 1.2 Analyse the key determinants of sustainability in social enterprises, and the relationship between business growth and sustainability	
2. Review the sustainability and performance of a social enterprise	2.1 Formulate plans with clients to review the performance and sustainability of their social enterprises	
3. Examine ways of improving the sustainability of a social enterprise	3.1 Work with clients to devise and implement strategies for improving the performance and sustainability of their social enterprises 3.2 Show clients how to act for themselves, and develop independent organisational learning and support systems	
4. Review and improve own practices in supporting established social enterprises	4.1 Obtain feedback from clients, and use this feedback to identify ways of improving own support practices	
Additional information about the unit		
Unit purpose and aim(s)	To equip social enterprise advisers with the skills to work with established social enterprises that want to review their performance and improve their sustainability.	
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)	Based on 2007 SFEDI Business Support Standards (Units 1-4 and Unit D)	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The modern usage of the term sustainability, and associated concepts, such as the triple bottom line • The challenges associated with simultaneously pursuing social, economic and environmental goals (the triple bottom line) • Concepts of corporate social responsibility and its relevance to social enterprise and sustainability • Government policies promoting sustainability and their relevance to social enterprises • The impact of economies of scale on the performance and competitiveness of enterprises • The factors determining the optimum size and scale of operations of a social enterprise
2	<ul style="list-style-type: none"> • The similarities and differences between performance reviews, quality assurance procedures and impact measurement techniques • The range of quality and impact measurement tools that can be used by social enterprises to review their performance, for example: <ul style="list-style-type: none"> ▪ Social accounting and auditing ▪ Business Excellence Model ▪ Business Healthcheck ▪ Ethical Explorer ▪ Social Return on Investment ▪ Balanced Scorecard ▪ PQASSO • Performance measures and indicators promoted by national social enterprise bodies, including: <ul style="list-style-type: none"> ▪ Key social and co-operative performance indicators (Co-operativesUK) ▪ Social firm performance dashboard (Social Firms UK) ▪ Social reporting requirements for community interest companies ▪ Techniques for gathering information and feedback from stakeholders • The performance monitoring requirements for stakeholders external to the social enterprise, such as lenders, funders and commissioning bodies
3	<ul style="list-style-type: none"> • Barriers or obstacles to improving organisational performance, for example: <ul style="list-style-type: none"> ▪ Personal and interpersonal issues ▪ Skills deficits ▪ Lack of funding • Methods of achieving business growth which are consistent with the values and principles of social enterprise, including partnerships, joint ventures, mergers and franchises • Sources of capital investment for established social enterprises including equity, patient capital, mezzanine finance, loans, grants and gifts, and the associated legal and regulatory requirements governing such finance • The legal duties of directors and changes in corporate law that may affect their responsibilities • Methods for involving stakeholders in social enterprises, ranging from formal systems of ownership, control and representation, to informal practices such as consultation and voluntary participation in activities • Descriptions of learning styles and methods in organisational settings, for

	<p>example:</p> <ul style="list-style-type: none"> ▪ Experiential learning model (Kolb) ▪ Action learning sets (Revans) ▪ Organisational learning (Argyris, Schon) • Sources of specialist advice and business support with experience of working with established social enterprises
4	<ul style="list-style-type: none"> • Methods of providing, reviewing and improving own business support skills, focusing on: <ul style="list-style-type: none"> ▪ Maintaining effective business support relationships with clients ▪ Helping clients analyse the business and decide the way forward ▪ Enabling clients to implement changes in their business ▪ Encouraging clients to act for themselves

Title:	Personal Professional Development (E5.05)	
Level:	5	
Credit value:	7	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Assess whether the ethical and professional standards expected of business advisors are met	1.1 Review own work practices in order to assess whether they meet the ethical and professional standards expected of business advisors, and identify improvements that could be made to own work practices
2	Plan and implement own personal professional development	2.1 Investigate own continuing professional development needs, taking into account changes in own work roles and operating environment 2.2 Devise and implement personal development plans based on identified needs
3	Develop own professional networks	3.1 Assess the quality of own current networks and identify how they could be improved 3.2 Implement plans for improving own professional networks, and identify the outcomes of these efforts
4	Review and improve business support services offered by self or employers	4.1 Use performance monitoring techniques to review the business support services offered by self or employers 4.2 Identify and implement opportunities for improving business support services offered by self or employers
Additional information about the unit		
Unit purpose and aim(s)		To equip business advisers with the skills to manage their continuing personal professional 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)		Based on 2007 SFEDI Business Support Standards (Units 5-8)
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/10/2007
Unit guided learning hours	24
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The reasons for reviewing their own performance and the limitations of self-appraisal • Professional codes of conduct and ethics for business advisers • Reliable sources of feedback from, for example, line managers, supervisors, peers, mentors, fellow learners and professional associations • Methods for monitoring and recording work practices with clients • The standards of performance set by professional associations, commissioning bodies, contractors and business support providers
2	<ul style="list-style-type: none"> • The principles of continuing professional development • Personal learning styles and preferences • Action-planning techniques • A range of work-based learning activities, for example: <ul style="list-style-type: none"> ▪ Learning logs ▪ Mentoring ▪ Projects ▪ Work shadowing ▪ Books, journals, videos, CDs and other media • Sources of continuing professional development for business advisers • The personal development policies and practices of their employer
3	<ul style="list-style-type: none"> • Communication and interpersonal skills associated with networking • How networks are established and developed, the distinctions between formal and informal networks, and methods for extending and strengthening networks • The ethics of using contacts and networks for the benefit of clients, and the limitations of networks in recruitment, procurement and contracting • Policies and guidelines on client confidentiality, sharing client data, sharing access to management information systems, equal opportunities, diversity and social inclusion
4	<ul style="list-style-type: none"> • The importance of establishing and applying appropriate measures for evaluating the performance of business support services • Sources of information about the performance of other business support providers • Systems for collecting and assessing performance monitoring data • How to use performance assessments to identify opportunities for improvements to services • Customer services standards and practices used by business support providers, including practices for contracts and agreements with clients, handling complaints and disputes, client confidentiality, and professional indemnity • Current approaches to evaluating business support services used by and for government agencies

A P P E N D I X - B

ASSESSMENTS FOR THE LEVEL 5 SOCIAL ENTERPRISE SUPPORT QUALIFICATIONS

E5.01: UNDERSTANDING SOCIAL ENTERPRISE ASSESSMENT: Case study assignment

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Write a case study on an emerging or established social enterprise, which has given you permission to undertake your assignment. You must pay at least one visit to your chosen organisation and speak to at least one person closely associated with its ownership or control. For the purposes of this assignment, an emerging social enterprise can be a new organisation that has yet to start trading, or an existing organisation in the process of converting into being a social enterprise. Compare your case study organisation with another social enterprise Use the headings shown below to structure your assignment Check your assignment carefully prior to submission using the assessment criteria</p>	
	Assessment Criteria
<p>Background Describe your chosen organisation, its origins, what it does, and its current size and location. Briefly describe any other social enterprises with which you will compare your chosen organisation <i>(approximately 150 words; min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of the assignment is provided
<p>Social enterprise model Examine your chosen organisation and explain in detail why it is suited to the social enterprise model, and how this is reflected in its purpose, values and activities Compare your chosen organisation with another social enterprise to highlight their common purpose and values <i>(approximately 500 words; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> An explanation is given of why the chosen organisation is suited to the social enterprise model, and how this is reflected in its purpose, values and activities Comparisons are made with another social enterprise highlighting their common purpose and values
<p>Organisational and legal structures Analyse the organisational and legal structures of your chosen organisation and examine how effective these structures are in achieving the organisation's social and commercial objectives Identify how the organisational and legal structures could be improved, based on comparisons with another social enterprise <i>(approximately 500 words; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> The organisational and legal structures of the chosen organisation are analysed for their effectiveness in achieving the organisation's social and commercial objectives Comparisons are made with another social enterprise to identify how the organisational and legal structures could be improved
<p>Financial arrangements Analyse the capital and revenue models of your chosen organisation, identifying its principal sources of funding and resources Identify how the financial performance could be improved, based on comparisons with another social enterprise <i>(approximately 500 words; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> The capital and revenue models of the chosen organisation are analysed and the principal sources of funding and resources are identified Comparisons are made with another social enterprise to identify how the financial performance could be improved
<p>Support services Use the examination and analysis of your chosen organisation to identify its support needs, and appropriate sources of support to address these needs <i>(approximately 150 words; min 3 marks required from 6 available)</i></p>	<ul style="list-style-type: none"> The support needs of the organisation are identified, along with appropriate sources of support to address these needs

I confirm that this case study is my own work and has been submitted for assessment in response to the task above, exactly as set by ILM

Signature of Learner Date

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MARK SHEET: E5.01: UNDERSTANDING SOCIAL ENTERPRISE

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> Context of the assignment is provided 			/ 4 marks (min 2)	
Social enterprise model <ul style="list-style-type: none"> An explanation is given of why the chosen organisation is suited to the social enterprise model, and how this is reflected in its purpose, values and activities Comparisons are made with another social enterprise highlighting their common purpose and values 			/ 30 marks (min 15)	
Organisational and legal structures <ul style="list-style-type: none"> The organisational and legal structures of the chosen organisation are analysed for their effectiveness in achieving the organisation's social and commercial objectives Comparisons are made with another social enterprise to identify how the organisational and legal structures could be improved 			/ 30 marks (min 15)	
Financial arrangements <ul style="list-style-type: none"> The capital and revenue models of the chosen organisation are analysed and the principal sources of funding and resources are identified Comparisons are made with another social enterprise to identify how the financial performance could be improved 			/ 30 marks (min 15)	

E5.02: PROMOTING SOCIAL ENTERPRISE**ASSESSMENT: Project portfolio**

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK</p> <p>Maintain a portfolio of a project or programme to promote social enterprise. The project or programme must involve identifying and working with at least one group of clients who are investigating business opportunities for establishing a new social enterprise. The portfolio should contain evidence of all stages of the project, from the initial search for opportunities through to a study of the viability of the proposal. The portfolio should include a log that records your activities as a social enterprise adviser, how the client group responded to your support, and your reflections on your practice as an adviser, identifying areas where you could improve your performance.</p> <p>Use the headings shown below to structure your portfolio</p> <p>Check your portfolio carefully prior to submission using the assessment criteria</p>	
	Assessment Criteria
<p>Background</p> <p>Briefly describe your work setting and role in promoting social enterprise</p> <p><i>(approximately 200 words; min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of the project or programme is provided
<p>Opportunities for social enterprise</p> <p>An outline of the methods used to investigate market conditions, social needs and economic trends in order to identify opportunities for new social enterprise initiatives</p> <p>A description of the methods used to promote these opportunities with the organisations and people most likely to get involved in developing new social enterprise initiatives</p> <p><i>(approximately 500 words; min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> Opportunities for new social enterprises are identified based on investigations of market conditions, social needs and economic trends Opportunities are promoted with the organisations and people most likely to get involved in developing new social enterprise initiatives
<p>Stakeholder development</p> <p>A log of the support you provided to at least one group of stakeholders with a common interest in developing a social enterprise proposal, enabling their formation and development as an effective business team</p> <p>Evidence of an agreement with at least one group of stakeholders establishing the client relationship, clarifying the rights and responsibilities of both parties, and agreeing on a process for investigating a social enterprise proposal</p> <p><i>(evidence of at least three meetings with client groups and at least one work agreement with clients; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> A group of stakeholders, with a common interest in developing a social enterprise proposal, is supported and developed as an effective business team A client relationship is established with this group of stakeholders, which clarifies the rights and responsibilities of both parties and agrees a process for investigating a social enterprise proposal
<p>Viability of social enterprise proposals</p> <p>Evidence that the potential trading activities identified and researched with the clients, were consistent with their social objectives, competencies and resources</p> <p>A log of support you provided to clients' in researching and evaluating the viability of their social enterprise proposal, and helping them to decide what future actions they should take</p> <p><i>(evidence of at least one potential trading activity and at least 2 meetings with clients; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> Potential trading activities, consistent with the clients' social objectives, competencies and resources are identified and researched Clients are supported in researching and evaluating the viability of their social enterprise proposal, and helped to decide what future actions they should take

<p>Review and improve own support practices</p> <p>Obtain feedback from clients on the support you provided, reflect on this feedback, and make proposals for improving your performance</p> <p><i>(evidence of feedback from clients on at least two occasions and your response to this feedback; min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> • Feedback from clients has been obtained and used to identify ways of improving own support practices
<p>I confirm that this portfolio is based on my own work and has been submitted for assessment in response to the task above, exactly as set by ILM</p> <p>Signature of Learner.....Date.....</p>	

MARK SHEET: E5.02: PROMOTING SOCIAL ENTERPRISE

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> Context of the assignment is provided 			/ 4 marks (min 2)	
Opportunities for social enterprise <ul style="list-style-type: none"> Opportunities for new social enterprises are identified based on investigations of market conditions, social needs and economic trends Opportunities are promoted with the organisations and people most likely to get involved in developing new social enterprise initiatives 			/ 20 marks (min 10)	
Stakeholder development <ul style="list-style-type: none"> A group of stakeholders, with a common interest in developing a social enterprise proposal, is supported and developed as an effective business team A client relationship is established with this group of stakeholders, which clarifies the rights and responsibilities of both parties and agrees a process for investigating a social enterprise proposal 			/ 30 marks (min 15)	
Viability of social enterprise proposals <ul style="list-style-type: none"> Potential trading activities, consistent with the clients' social objectives, competencies and resources are identified and researched Clients are supported in researching and evaluating the viability of their social enterprise proposal, and helped to decide what future actions they should take 			/ 30 marks (min 15)	

Review and improve own support practices				
<ul style="list-style-type: none"> Feedback from clients has been obtained and used to identify ways of improving own support practices 				/ 16 marks (min 8)
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

E5.03: DEVELOPING SOCIAL ENTERPRISES

ASSESSMENT: Project portfolio

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>Maintain a portfolio of a project or programme to develop new social enterprises. It must involve working with clients who are developing a business plan for a new social enterprise, or an existing organisation that is adopting a business model for the first time. The portfolio should contain evidence of all aspects of the business planning process, from establishing the clients' purpose and objectives, through to preparing presentations of the business plan to potential funders and investors. The portfolio should include a log, that records your activities as a social enterprise adviser, how the client group responded to your support, and your reflections on your practice as an adviser, identifying areas where you could improve your performance.</p> <p>Use the headings shown below to structure your portfolio</p> <p>Check your portfolio carefully prior to submission using the assessment criteria</p>	
	Assessment Criteria
<p>Background</p> <p>Briefly describe your work setting and role in developing new social enterprises</p> <p>Briefly describe one or more client groups you supported as part of your project or programme</p> <p><i>(approximately 300 words; min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of the project or programme is provided
<p>Purpose and objectives</p> <p>Evidence of an agreement with a client group to provide them with support leading to the development of a business plan</p> <p>A log of the support you provided to clients, encouraging them to explore their reasons for establishing a social enterprise, helping them prepare a statement of their purpose and objectives, and examining how they can align their social and commercial objectives</p> <p><i>(evidence of at least 2 meetings with clients and at least one work agreement with clients; min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> Clients have been supported in exploring their reasons for establishing a social enterprise, and in preparing a statement of their purpose and objectives Clients have been supported in examining how they can align the social and commercial objectives of their social enterprise
<p>Organisational design</p> <p>A log of your meetings with clients investigating the most appropriate legal format and structure for their enterprise, taking into account the purpose of the organisation, its social and commercial objectives, stakeholder involvement, and capital investment requirements</p> <p>A log of your meetings with clients, exploring organisational design options, addressing issues of management, governance, accountability and operational effectiveness</p> <p><i>(evidence of at least 2 meetings with clients; min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> Clients have been supported in investigating the most appropriate legal format and structure for their enterprise, taking into account their purpose, social and commercial objectives, stakeholder involvement and capital investment requirements Clients have been supported in exploring organisational design options addressing issues of governance, accountability and operational effectiveness
<p>Business plan</p> <p>A log of your work with clients to identify the contents and structure of their business plans, and agree a process for preparing and reviewing such documents</p> <p>A log of your meetings with clients, advising them on potential</p>	<ul style="list-style-type: none"> Clients have been supported in identifying the contents and structure of their business plan and have agreed a process for preparing and reviewing such documents

<p>sources of funding, resources and in-kind support, and how to present their business plans to investors</p> <p><i>(evidence of a completed business plan and at least two meetings with clients; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • Clients have been advised on potential sources of funding, resources and in-kind support, and how to present their business plans to investors
<p>Review and improve own support practices</p> <p>Obtain feedback from clients on the support you provided, reflect on this feedback, and make proposals for improving your performance</p> <p><i>(evidence of feedback from clients on at least two occasions and your response to this feedback; min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> • Feedback from clients has been obtained and used to identify ways of improving own support practices
<p>I confirm that this portfolio is my own work and has been submitted for assessment in response to the task above, exactly as set by ILM</p> <p>Signature of Learner Date </p>	

MARK SHEET: E5.03: DEVELOPING SOCIAL ENTERPRISES

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> Context of the project or programme is provided 			/ 4 marks (min 2)	
Purpose and objectives <ul style="list-style-type: none"> Clients have been supported in exploring their reasons for establishing a social enterprise, and in preparing a statement of their purpose and objectives Clients have been supported in examining how they can align the social and commercial objectives of their social enterprise 			/ 26 marks (min 13)	
Organisational design <ul style="list-style-type: none"> Clients have been supported in investigating the most appropriate legal format and structure for their enterprise, taking into account their purpose, social and commercial objectives, stakeholder involvement and capital investment requirements Clients have been supported in exploring organisational design options addressing issues of governance, accountability and operational effectiveness 			/ 24 marks (min 12)	
Business plan <ul style="list-style-type: none"> Clients have been supported in identifying the contents and structure of their business plan and have agreed a process for preparing and reviewing such documents Clients have been advised on potential sources of funding, resources and in-kind support, and how to present their business plans to investors 			/ 30 marks (min 15)	

Review and improve own support practices				
<ul style="list-style-type: none"> Feedback from clients has been obtained and used to identify ways of improving own support practices 				/16 marks (min 8)
Assessor's decision		Quality assurance use		
Total marks	Outcome <i>(circle as applicable)</i>	Total marks	Outcome <i>(circle as applicable)</i>	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

E5.04: SUSTAINING SOCIAL ENTERPRISES

ASSESSMENT: Project portfolio

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>Maintain a portfolio of a project or programme working with established social enterprises. The work must involve reviewing the performance of established social enterprises and plans to improve their sustainability. The portfolio should contain evidence of all aspects of the business support process, from establishing a working relationship with the client group, through to the implementation of plans to improve the sustainability of the social enterprise, based on a review of its performance. The portfolio should include a log, that records your activities as a social enterprise adviser, how the client group responded to your support, and your reflections on your practice as an adviser, identifying areas where you could improve your performance.</p> <p>Use the headings shown below to structure your portfolio</p> <p>Check your portfolio carefully prior to submission using the assessment criteria</p>	
Assessment Criteria	
<p>Background</p> <p>Briefly describe your work setting and role in sustaining established social enterprises</p> <p>Briefly describe one or more client groups you supported as part of your project or programme</p> <p><i>(approximately 300 words; min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of the project or programme is provided
<p>Sustainability</p> <p>Evidence of an agreement with a client group to engage with and explore the issues associated with sustainability</p> <p>A log of your meetings with clients analysing the key determinants of sustainability in their social enterprise, and the relationship between business growth and sustainability</p> <p><i>(evidence of at least 2 meetings with clients and at least one work agreement with clients; min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> Social enterprises have been motivated to engage with and explore issues associated with sustainability The key determinants of sustainability in social enterprises, and the relationship between business growth and sustainability, have been analysed with clients
<p>Plan performance reviews</p> <p>A log of your meetings with clients formulating plans to review the performance and sustainability of their social enterprise</p> <p><i>(Evidence of at least 2 meetings with clients; min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> Clients have been supported in formulating plans to review the performance and sustainability of their social enterprise
<p>Devise and implement sustainability strategies</p> <p>A log of your work with clients, devising and implementing strategies for improving the performance and sustainability of their social enterprise, and showing them how to act for themselves, and develop independent organisational learning and support systems</p> <p><i>(evidence of at least three meetings with clients; min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> Clients have been supported in devising and implementing strategies for improving the performance and sustainability of their social enterprise Clients have been shown how to act for themselves, and develop independent organisational learning and support systems

<p>Review and improve own support practices</p> <p>Obtain feedback from clients on the support you provided, reflect on this feedback, and make proposals for improving your performance</p> <p><i>(evidence of feedback from clients on at least two occasions and your response to this feedback; min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> • Feedback from clients has been obtained and used to identify ways of improving own support practices
<p>I confirm that this portfolio is my own work and has been submitted for assessment in response to the task above, exactly as set by ILM</p> <p>Signature of Learner Date </p>	

MARK SHEET: E5.04: SUSTAINING SOCIAL ENTERPRISES

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> Context of the assignment is provided 			/ 4 marks (min 2)	
Sustainability <ul style="list-style-type: none"> Social enterprises have been motivated to engage with and explore issues associated with sustainability The key determinants of sustainability in social enterprises, and the relationship between business growth and sustainability, have been analysed with clients 			/ 26 marks (min 13)	
Plan performance reviews <ul style="list-style-type: none"> Clients have been supported in formulating plans to review the performance and sustainability of their social enterprise 			/ 24 marks (min 12)	
Devise and implement sustainability strategies <ul style="list-style-type: none"> Clients have been supported in devising and implementing strategies for improving the performance and sustainability of their social enterprise Clients have been shown how to act for themselves, and develop independent organisational learning and support systems 			/ 30 marks (min 15)	
Review and improve own support practices <ul style="list-style-type: none"> Feedback from clients has been obtained and used to identify ways of improving own support practices 			/16 marks (min 8)	

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):	

E5.05: PERSONAL PROFESSIONAL DEVELOPMENT ASSESSMENT: Personal development portfolio

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<p>Maintain a portfolio of your personal development activities as a business adviser, over a period of not less than six months. The portfolio must contain materials relating to the four elements of the personal development process shown below.</p> <p>Use the headings shown below to structure your portfolio</p> <p>Check your assignment carefully prior to submission using the assessment criteria</p>	
	Assessment Criteria
<p>Background</p> <p>Briefly describe your career background and your current job or occupation, and how this relates to the professional role of business adviser</p> <p><i>(approximately 200 words; min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> The context for the personal professional development activities is provided
<p>Personal reviews</p> <p>The portfolio should contain -</p> <p>A skills analysis of your current occupation using National Occupational Standards, focusing on the SFEDI business support and social enterprise support standards, but also identifying any other standards that are applicable</p> <p>Copies of at least two personal reviews of your work with clients, conducted with support from a work colleague, containing proposals for improvements to your work practices</p> <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> Personal work practices have been reviewed and assessed against ethical and professional standards for business advisers, and improvements that could be made to work practices have been identified
<p>Personal development plans</p> <p>The portfolio should contain -</p> <p>A training needs analysis, derived from your job description, skills analysis and personal reviews</p> <p>A personal development plan based on the training needs analysis, setting out objectives and methods, and a programme of personal development activities</p> <p>Evidence that you have implemented your personal development plan and have achieved some of the outcomes</p> <p><i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> Continuing professional development needs have been investigated, taking into account any changes in work roles and operating environment A personal development plan has been devised and implemented
<p>Network development</p> <p>The portfolio should contain –</p> <p>An analysis of your professional network and proposals for improving this network</p> <p>At least two examples of your professional networking activities, together with a brief evaluation of the new contacts added to your network</p> <p>At least two examples of your use of your professional network for the benefit of your clients</p> <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> The quality of current networks have been assessed and ways of improving networks have been identified Plans for improving professional networks have implemented, and the outcome of these efforts identified

<p>Service reviews</p> <p>The portfolio should contain –</p> <p>A description how you or your employer monitor the performance of the business support service you provide</p> <p>At least two examples of the performance monitoring practices applied to your work with clients</p> <p>An analysis of performance monitoring data, together with proposals for improvements to the business support service</p> <p><i>(Min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • Performance monitoring techniques have been used to review the business support services • Opportunities for improving the business support service have been identified and implemented
<p>I confirm that this portfolio is my own work and has been submitted for assessment in response to the task above, exactly as set by ILM</p> <p>Signature of Learner Date</p> <p>.....</p>	

MARK SHEET: E5.05: PERSONAL PROFESSIONAL DEVELOPMENT

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Background <ul style="list-style-type: none"> The context for the personal professional development activities is provided 			/ 4 marks (min 2)	
Personal reviews <ul style="list-style-type: none"> Personal work practices have been reviewed and assessed against ethical and professional standards for business advisers, and improvements that could be made to work practices have been identified 			/ 26 marks (min 13)	
Personal development plans <ul style="list-style-type: none"> Continuing professional development needs have been investigated, taking into account any changes in work roles and operating environment A personal development plan has been devised and implemented 			/ 24 marks (min 12)	
Network development <ul style="list-style-type: none"> The quality of current networks have been assessed and ways of improving networks have been identified Plans for improving professional networks have implemented, and the outcome of these efforts identified 			/ 20 marks (min 10)	
Service reviews <ul style="list-style-type: none"> Performance monitoring techniques have been used to review the business support services Opportunities for improving the business support service have been identified and implemented 			/26 marks (min 13)	

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