

Supporting Notes for ILM VRQs

This document is intended for current and prospective ILM centres and contains supporting notes for ILM Vocationally Related Qualifications (VRQ). The main purpose of this document is to provide guidance to centres looking to deliver an ILM VRQ.

Note: This a generic document and should always be read in conjunction with a VRQ specification and the ILM Centre Manual (www.i-l-m.com/centres).

Disclaimer:

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*Previously known as Scheme of Work (SoW)

1. Understanding the Format of VRQs

Qualification Structure

A qualification consists of credit based units of learning and assessment. Each qualification will have a structure specifying which units are mandatory (if any) and which are optional. The credit and units required to complete a qualification are set out by the Rules of Combination (RoC). As each unit belongs to a qualification under a permissible RoC, we can recognise more easily how long it will take to achieve both the units and the overall qualification based on learning time size and level.

A RoC is specific to each qualification and not to a unit. It also upholds the underpinning QCF (Qualifications and Credit Framework) principle of credit accumulation and credit transfer which means that once enough unit credit is accumulated, this can be used to gain a qualification or transferred towards a number of qualifications if the units appear under the permissible RoC, are within the same context, sector, level and have met the assessment requirements.

Qualification Level, Credit and Size

The level of a unit or qualification indicates its complexity, the depth of achievement required and/or the autonomy of that learner demonstrating that achievement. QCF has 9 levels: entry level plus levels 1 up to level 8.

Credit is awarded for completion of a unit with credits combined to make qualifications. The size of a qualification is specified in terms of the minimum total credits required. Awards are between 1-12 credits, Certificate between 13-36 credits and Diplomas must have more than 37 credits. You can have an award of any difficulty level from 1 to 8. This is because the type indicates the size of qualification, not its difficulty. The diagram below will help show how the qualifications fit into the QCF:

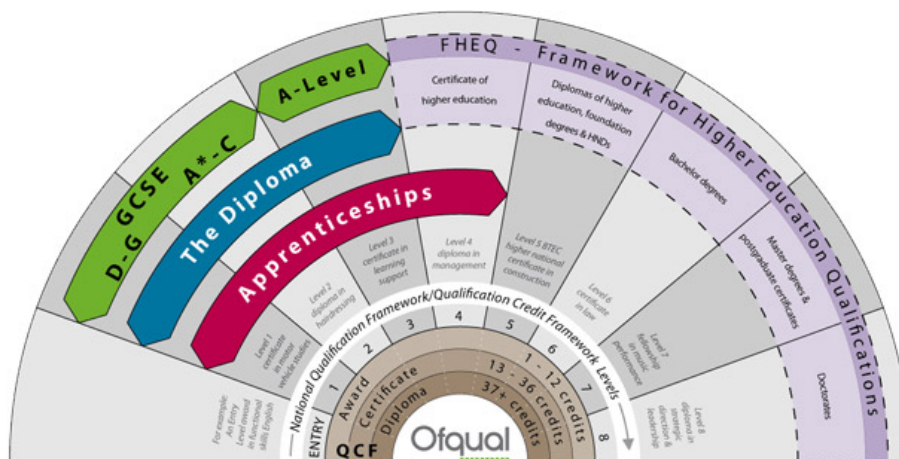


Diagram courtesy <http://www.ofqual.gov.uk/qualification-and-assessment-framework>

Learning Time

In a qualification, one credit is equal to 10 hours of learning time. For example a 3 credit unit highlights that on average, a learner will take about 30 hours to complete. Learning time is the average time it takes a learner to complete the learning outcomes of a unit. This can include tutorial time, group work, private study, reading, research, practical learning, work-based learning and assessment. Learning time includes guided learning hours and time allocated for self-directed study.

Guided Learning Hours

Each qualification also includes the minimum Guided Learning Hours (GLH). GLH is the time that a trainer/tutor is available to guide learners. Skills Funding Agency (formerly the Learning and Skills Council) defines GLH as:

“Guided learning hours (GLH) are defined as all times when a member of provider staff is present to give specific guidance towards the learning aim being studied on the programme. This definition includes lectures, tutorials, and supervised study. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners.”

Guided learning can include tutorials, e-learning courses, guided reading, tutor facilitated discussion, one-to-one feedback and online guidance given by a tutor. It also includes the time spent by staff assessing a learner’s achievement for example in the assessment of knowledge and competence for a vocational qualification. However it does not include time spent by staff in the day-to-day marking of assignments and homework where the learner is not present, nor does it include hours where supervision is of a general nature and is not specific to the study of learners.

ILM VRQs give an indicative guidance (min. or max) to GLH in the qualification specifications and it is required for quality assurance purposes. GLH is also an important criterion in the principals of funding. More information on this can be obtained from the Skills Funding Agency’s website

<http://skillsfundingagency.bis.gov.uk>

Table showing the difference between Guided Learning Hours and Learning Time

	Tutor* Directed/Facilitated	Learner Directed	Assessment
Guided Learning Hours	<ul style="list-style-type: none"> • Induction • Tutorials and tutorial support time • Directed activities such as role play, case studies etc • Facilitated group discussion • Action learning Sets • Supervised work-based learning or practice • Directed on-line learning • Guidance prior to assessment 		
Learning Time	<ul style="list-style-type: none"> • Induction • Tutorial and tutorial support time • Directed activities such as role play, case studies etc • Facilitated group discussion • Action learning Sets • Supervised work-based learning or practice • Directed on-line learning • Guidance prior to assessment 	<ul style="list-style-type: none"> • Reading • Research • Self-study • Discussion with relevant others in the workplace • Practice in the workplace 	Time taken for learner to complete assessment

*In this context, the term tutor covers teachers, deliverers, instructors, lecturer, trainer or any others involved in delivering the training.

2. Approval for an ILM VRQ

Before running a new qualification(s)/programme you as a centre must check that you have approval for the qualification/units you are intending to offer. Although approval for any VRQ is for the full suite – Award, Certificate and Diploma at the same level for a common subject area – the centre is only approved to register learners for the programmes for which they have submitted learner journey plan (formerly known as schemes of work), lesson/session plans etc. The qualifications you are presently approved to offer will be listed on your latest ILM approval letter. Please liaise with your Business Development Manager or Quality Manager to obtain add-on approval. More information on the approvals process can be obtained from the Centre Manual.

As a minimum requirement you will need the following to gain approval for a qualification:

Occupationally Competent Staff

Centres **must** ensure they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications. The table below shows the generic 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, the qualification specification 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 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 information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. • Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> • Be able to prove that they have current experience of delivering training appropriate to the level and subject area of the qualification(s)
A qualification in support of teaching/training.	<ul style="list-style-type: none"> • Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> • Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. • Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in	<ul style="list-style-type: none"> • Demonstrate clear evidence of current experience in

the field of the relevant qualification.	quality assurance and/or assessment appropriate to the level and subject area of the qualification(s).
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.

Compiling a Learner Journey Plan

The Learner Journey Plan previously known as the Scheme of Work, is a robust and holistic terminology when describing or projecting a learner's journey from inception to conclusion of a qualification/study programme. This is an overarching plan and should show a learner's journey. Centres may find that a lot of the information in this document is helpful in preparing the programme. Typically the learner journey plan should include:

- A clear mapping of the structure and content of the qualification/programme.
- Information that will be shared with learners during induction.
- Name(s) of the tutor(s) who will be involved in delivery (and what components they will deliver).
- Resources and learner support available.
- An account of how the minimum guided learning hours for the qualification will be achieved.

Compiling a Lesson/Session Plan

When compiling a lesson/session plan, unit(s) selected should not only meet the needs of the learner and/or sponsoring organisation(s) but must also meet the assessment criteria(s) of the unit(s). Centres must ensure that the credit value of these units adds up to the minimum number of credits required to achieve the qualification.

Decide on the method of delivery (i.e. workshops, use of distance learning materials) – different units lend themselves to different methods. Prepare the plan to ensure all learning outcomes are met. Centres should ensure that the plan includes:

- Outline of the learning outcomes to be achieved using a combination of tutor and learner activities (for example tutorials, workshops, group exercises, prescribed reading, research, reflection, role play, on-line learning etc). Estimated times should also be included for the various activities.
- Outline of the assessment instrument that will be used.

Tutorial Record Form

Centres should plan tutorial support for the programme and for the assessment. The programme should be delivered as scheduled, maintaining records of session attendance, or completion of distance learning as appropriate.

The time for tutorial support is shown in the qualification overview table in the qualification specification. Bear in mind that, if a learner does not pass an assessment and is referred, he/she will need extra (and possibly intensive) tutorial support. As a centre you should be able to provide an audit trail showing tutor support to learners.

Examples of a Learner Journey Plan and Lesson/Session Plan can be found in Appendix A.

3. Running the Programme

Learner Recruitment and Registration

Unless the VRQ is being offered as part of an apprenticeship package that includes key/functional skills or equivalent, centres should ensure that learners registering for:

Level 2	Have a background which is likely to be Level 1 Key Skills Literacy and Numeracy or their equivalent.
Levels 3, 4 and 5	Have a background which is likely to be Level 2 Key Skills Literacy and Numeracy or their equivalent.
Level 6 and 7	Have a background which is likely to be Level 3 Key Skills Literacy and Numeracy or their equivalent.

Note: learners are not usually assessed specifically on their literacy, or indeed their presentation of information because this is normally not an assessment criterion. However it is crucial that they communicate well enough to make themselves understood in meeting the assessment criteria.

Learners who are sponsored by their employers and those without such sponsorship are equally eligible to register on ILM qualifications.

It is strongly advised that centres obtain the learner's unique learner number (ULNs) prior to registration with ILM to ensure that learners' successes can be recorded on their learner records (LRs). Further information can be obtained from the learner records service (formerly MIAP) at www.learningrecordsservice.org.uk

Centres should ensure that the learners **must** be in a position to meet the assessment demands, which are typically work-based and reflective in nature. Ideally learners should use their workplace as the basis for their assignments. However, learners who are not employed could use their work in a voluntary organisation or work in an organisation with which they are familiar to complete their assignments.

Centres are required to demonstrate commitment to equal opportunities when recruiting. The Centre Manual gives guidance in making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment (www.i-l-m.com/centres). This should be done as early as possible in the programme and needs to be approved by ILM before implementation.

Unless otherwise agreed and documented learners must be registered with ILM within **four weeks** of the beginning of a programme lasting more than **three** months, or within **one week** for programmes of shorter duration. Registration should be completed electronically via the Walled Garden, although a paper-based system is available if required. More detail on this is available from the Centre Manual.

Induction

Centres must ensure that each programme should start with a short induction. The learner journey plan briefly covers this, however this section emphasises some of the key areas:

- Outline of the programme/qualification (content, delivery methods, hours, attendance etc).
- The assessment requirements (assessment methods, support and resources available, submission dates, appeals procedure, plagiarism, any special considerations etc).
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism (see the Centre Manual for more information).
- Roles and responsibilities of centre staff, employer of the learner (where applicable) and ILM.

- Expectations of, and benefits to, the individual and where relevant, their employer.

Recognition of Prior Learning (RPL)/Accreditation of Prior Learning (APL)

Some learners can already meet the assessment requirements for a QCF unit, although they have no formal recognition or credit for it. Recognition of Prior Learning (RPL) or Accreditation of Prior Learning (APL) is an assessment process that deals with this situation. It allows a learner to demonstrate that they already have the knowledge, understanding and/or skills required for a unit in the qualification they are now taking.

Whether their learning was non-certified or informal, or workplace experience and reflection, as long as they meet all the assessment requirements, RPL/APL allows learners to receive credit for their learning.

See the Centre Manual for more information on RPL/APL or refer to the Ofqual website at <http://ofqual.gov.uk/>

4. ILM Assessment Strategy

Assessment guidance is primarily designed to help assessors mark ILM assessments to the required standards and also acts as guidance that can be conveyed to learners to help them in writing their assessments. Centres should ensure that all units (mandatory and/or optional) included in a qualification must be assessed and the assessment must address all of the learning outcomes and assessment criteria for the relevant unit(s).

This section gives generic guidance around ILM's assessment strategy for its units and briefly outlines the assessment support systems available to centres at ILM.

Centres may note that Qualification specific assessment guidance can be found in qualification specification itself.

Unit Assessment

Most ILM VRQs will have both mandatory and optional units. However there are qualifications where all the units are either mandatory or optional. Assessment for mandatory units is prescribed (e.g. Work-Based Assignment) by ILM so both the units and their assessment instrument are normally mandatory. However some flexibility is permitted in exceptional circumstances and to meet a specific need, a centre can deviate from the prescribed mandatory assessment. Mandatory units' assessments can also be achieved through APL. In both cases prior approval in writing is needed from ILM. Refer to the Centre Manual for more information on unit assessments.

ILM provides an outline suggestion for optional unit assessment in the qualification specification. Centres can also develop their own assessments as long as all assessment criteria for the unit(s) are met. ILM also has free 'ready-to-use' assessments which can be downloaded from the ILM website for many optional units.

Integrated Assessment

Units can be assessed individually but can also be grouped in a single assessment instrument that assesses two or more units as long as credit can be awarded for individual units in any combination. It is a QCF requirement that it must always be possible to award unit credit. Therefore all integrated assessments must be capable of de-construction back to unit level to identify unit achievement. For example; it is possible to fail overall an integrated assessment that covers several units but still pass one or more of the units.

In practice, assessment types will not differ that greatly under the QCF. Centres deciding to integrate units should start by looking at the various units and fully understand the learning outcomes. Factors that favour the integration of unit assessments are:

- Units that have some overlap and where the knowledge acquired in one unit maybe used to evidence the skill required in another.
- Where there is a logical flow from one unit to the other (sequence).

Guidance on Marking an Assessment

ILM QCF qualifications do not offer 'merit' or 'distinction' grades. ILM typically cites 'pass' or 'referral' on mark sheets, encouraging learners to learn from feedback and re-submit where appropriate. Centres may recognise different levels of achievement by their learners, but this is independent of the achievement of the QCF qualification. To assist this practice, ILM normally applies a pass mark of 50% as reflecting a minimum pass.

All ILM units, both mandatory and optional are arranged into sections. Centres must ensure that learners adequately complete all sections. To ensure all learning outcomes are assessed, section passes are required for mandatory units (integrated or stand-alone assessment being provided by ILM). Compensation between learning outcomes is not allowed in any QCF unit and thus ILM recommends centres consider using section passes in optional assessments. The minimum required to pass each section is 50%.

ILM Guides to Assessments

For its most popular qualifications, ILM has developed:

- Benchmarkers (i.e. dummy scripts at different standards).
- Sufficiency Descriptors (criterion by criterion, identify the different evidence at different standards).

All of the above are aimed primarily at centre staff. However, used with tutorial support, some can be useful to learners.

For more information on these guides contact your External Verifier (EV) or email the ILM Customer Services Team at: customer@i-l-m.com

5. Other Information

ILM Membership

ILM offers tutors free membership that is not time-bound. This gives access to the *Learning Zone* which includes 50 e-learning modules, fact sheets and video clips, mapped to ILM units. For further information go to www.i-l-m.com/centres.

All ILM learners qualify for six months trial membership of ILM, gaining access to a wealth of specialist information and advice including the *Learning Zone*. Trial membership is an ideal way to support your learners' studies and ongoing leadership and management development.

Centres can advise learners and tutors to activate their trial membership for free at any time by visiting www.i-l-m.com/activate

For further information on trial membership, contact the ILM Membership team on 01543 266886 or send an email to membership@i-l-m.com

ILMA – ILM's Assessment Service

ILM has newly launched ILMA services that offer whole-qualification assessment for ten of ILM's most popular VRQs. This assessment service is more comprehensive than the established external assessment route. Both mandatory and optional units in the qualifications are covered in this assessment service. ILMA also provides feedback on learner's performance.

To know more about ILMA and its services in detail, centres are advised to email at ilmassessment@i-l-m.com

Learning Resources at ILM

ILM offers its centres a range of learning resources and support materials/tools to assist in the teaching and learning of ILM qualifications. ILM also validates high quality third party learning resources.

Please see the ILM website (<https://www.i-l-m.com/ilmshop>) or email the ILM Customer Services Team at: customer@i-l-m.com

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Appendix A

This section gives:

- **Examples of a Learner Journey Plan**
- **Examples of a Lesson/Session Plan**

Examples of an ILM VRQ Learner Journey Plan

Below are some examples of a learner journey plan for the ILM Level 2 Award in Team Leading and the Level 7 Certificate in Executive Coaching and Leadership Mentoring.

Example 1

Learner Journey Plan from:		XYZ Training Company		
Name of ILM Qualification:		ILM Level 2 Award in Team Leading		
Aim of the qualification:		Aims to give practising or potential team and cell leaders the foundation for their formal development in this role. The qualification does this by developing basic team leading skills and assisting participants in gaining the basic knowledge required at this level.		
Structure of the Qualification:		One mandatory unit with a credit value of 1 Selected optional unit(s) with a minimum total credit value of 2		
Total Credits:		3		
Qualification Guided Learning Hours:		22		
Duration:		X		
Minimum/Maximum:		XX		
Main tutor(s):		XX		
Day/Hours	Module Title	Content		Resource
Day 1 3	Induction	<ul style="list-style-type: none"> Outline of ILM qualifications. Aim and format of the programme. Assessment process and requirements (<i>refer to the section on Assessment Strategy</i>) Resources and learner support. Expectations of, and benefits to, the individual and where relevant, their employer. Roles and responsibilities of centre staff, employer of the learner (where applicable) and ILM. Information on equal opportunities, appeals procedures, plagiarism, any special considerations etc). ILM Membership (<i>refer to the membership section in this document</i>) 		Learner Handbook
Day 1 3	Tutorial Support	<ul style="list-style-type: none"> Support to learners SMART objectives Values & behaviours Roots to further qualifications 		Handouts, Group Discussion
Day 2 4	Session/Lesson: Developing yourself as a team leader (M2.01 - 1 credit)	Learning Outcome	Assessment Criteria	Resources
		Understand the roles, functions and responsibilities of the team leader; and the limits of his/her authority and accountability	<ul style="list-style-type: none"> Describe four responsibilities of a team leader Give two examples of problems they would need to refer to someone with more authority 	Flip chart, Power Point slides
		Know how to seek, accept and respond	<ul style="list-style-type: none"> Use feedback on 	Handouts, Flip Chart

		positively to feedback on personal performance to improve workplace performance	<p>own performance to identify <u>one</u> strength and <u>one</u> area for improvement</p> <ul style="list-style-type: none"> Describe one thing that can be done to establish and maintain trust within the team Prepare a simple action plan to address areas needing improvement in own performance 	
Day 2 2	Assessment Guidance for M2.01	<ul style="list-style-type: none"> Guidance given to learners with regards to mandatory assessment for M2.01 (Reflective Review) 		Handouts
Day 3	Session/Lesson: Planning and monitoring work (M2.03 - 2 credits)	Understand how to work within the organisation's policies, procedures and priorities	<ul style="list-style-type: none"> Identify <u>one</u> organisational policy that is relevant to the work of the team Give <u>one</u> example of a target or objective that the team is working to achieve Give <u>one</u> example of conflict or incompatibility between different targets or objectives in the workplace 	Power Point Slides, Flip Chart, Discussion
5		Understand how to plan and allocate work	<ul style="list-style-type: none"> Explain how work is planned or allocated to meet the target or objective selected in 1.2 above Describe <u>one</u> way of checking that team members understand what work is required of them 	Flip Chart, Discussion
		Understand how to monitor a team's work	<ul style="list-style-type: none"> List <u>two</u> ways to monitor the team's work Describe <u>one</u> action the team leader could take to rectify performance that does not meet the required standard 	Notes, Flip Chart, Discussion

Day 3 1	Assessment Guidance for M2.03	<ul style="list-style-type: none">• Guidance given to learners with regards to Work-Based Assignment for unit M2.03.		Handouts

Example 2

Ideal Application Ltd – Learner Journey Plan
Level 7 Certificate in Executive Coaching and Leadership Mentoring

- This programme is provided in groups of up to X people, who are selected for the programme based on experience, skills.
- The learners/delegates will attend two full three day workshops, which are three months apart. The workshops are XX hours in total.
- A learner handbook is supplied to all at the time of induction and this incorporates a recommended reading list and study guide.
- The main content of ILM units will be delivered within these modules, although learners/delegates are expected to undertake significant personal research to prepare for assessment tasks and complete homework exercises.
- The workshops are delivered at X. This has on site accommodation and leisure facilities available if required.
- Each learner/delegate will receive two hours of tutor mentoring support.
- In line with ILM requirements learners/delegates have three years to complete the programme.
- To help chart development needs, key learning and personal development progress, learners/delegates are encouraged to maintain a weekly learning log – a suggested copy is provided at the workshops.
- Following attendance at the workshops, learners/delegates are required to undertake 12 hours of workplace coaching. It is recommended that they spend 30 minutes preparation before each session and 30 minutes after each session reviewing their performance and recording personal reflections, key insights, personal development on a coaching session record which is provided.
- Learners/delegates have to complete and submit a Work-based assignment (reference unit no. D7.01) for assessment.
- Learners/delegates have to complete and submit a reflective review and coaching diary (reference unit nos. D7.02 & D7.03) for assessment.
- Apart from comprehensive reading and resources list, learners/delegates will be supplied with copies of power point slides, handouts and a detailed workbook with activities.
- All assessments are mandatory and will be used to assess the learners/delegates.

Tutors Initials:**LIST OF LEVEL 7 EXECUTIVE COACHING AND LEADERSHIP MENTORING UNITS**

Unit Reference	Unit Title	Credit Value
D7.01	Critically reviewing the role of the leadership mentor or executive coach in developing leadership performance	5
D7.02	Critically reviewing own ability to perform effectively as a leadership mentor or executive coach	5
D7.03	Undertaking leadership mentoring or executive coaching	5

Module 1 – Summary of contents**Total Guided Learning Hours: XX**

Day 1*	Subjects covered	ILM unit reference number and learning outcome no. (in RED, italics)	Duration (minutes)
	Induction		60
	Reflective review/learning logs	D7.03. <i>3</i>	30
	Honey and Mumford Learning Styles	D7.02. <i>1</i>	30
	Assessing development needs as a coach	D7.02. <i>1</i>	45
	Characteristics of effective Coaching relationships. Purpose and role of Exec coaching. Comparison with mentoring and other development interventions What are the qualities of an effective Coach?	D7.01. <i>2</i>	30
	Preparation for first practical coaching session. Work in groups of three.	D7.02. <i>3</i>	30
	The GROW Model of coaching	D7.01. <i>2</i>	90

Effective questions and wisdom access questions	D7.01.2	30
Johari Window	D7.01.2	60

* Only shows day 1 in this example.

Examples of an ILM VRQ Lesson/Session Plan

Below are examples of a lesson/session plan.

Example 1

Session Plan – M2.01 (Developing yourself as a team leader) – DAY 1* Session Length – 6.25 hours Venue - TBA Tutor - TBA Resources - Lap top / Projector, Flip Chart Paper, Marker Pens

Unit aim(s)		
To develop an understanding of the role of a team leader		
Indicative content:		
<ul style="list-style-type: none"> The various roles, functions and responsibilities of a team leader – depending on workplace Limits of authority and accountability, and how these are defined 		
<ul style="list-style-type: none"> Personal skills and abilities for effective team leading Using reflective learning skills to improve performance Areas of strength and possible improvement Ways of obtaining feedback from others Receiving and responding positively to feedback Personal action planning techniques 		
Learning outcomes The learner <u>will</u>	Assessment criteria The learner <u>can</u> (in an organisation with which they are familiar)	
1 Understand the roles, functions and responsibilities of the team leader; and the limits of his/her authority and accountability	1.1 1.2	Describe <u>four</u> responsibilities of a team leader Give <u>two</u> examples of problems they would need to refer to someone with more authority
2 Know how to seek, accept and respond positively to feedback on personal performance to improve workplace performance	2.1 2.2 2.3	Use feedback on own performance to identify <u>one</u> strength and <u>one</u> area for improvement Describe <u>one</u> thing that can be done to establish and maintain trust within the team Prepare a simple action plan to address areas needing improvement in own performance
Time	Activity	Resource
9.00 9.20	Session Introduction Question to the group: What is the role of the manager? <ul style="list-style-type: none"> Flip answers & discuss Summarise and ensure that the key points are addressed 	Input & overview Question Responses to Flip Chart Discussion Input of model roles and responsibilities
10.00	Follow up with what are the Key responsibilities – discussion & summary Authority: What is authority? Q to group – ask them to agree a definition Groups to feedback their definitions Input – an agree upon a definition	Discussion Input of model roles and responsibilities Question Responses to Flip Chart Discussion Input of a suggested definition

10.20	Limits of Authority: Ask the group to draw up a list of their own limits of authority across their job roles. Review each of these lists and discuss Bring out some of the legal and ethical reasons for these limits	and responsibilities Question Responses to Flip Chart Discussion
11.00	Coffee Follow up with a discussion about who you would need to refer to if limits of authority were in question	
11.15	Question to the group:	Input & discussion
11.30	What are the key skills and person attributes for an effective team leader? Input SWOT Input Reflective Practice – Link to KOLB Model	Question Responses to Flip Chart Discussion Input of a suggested list
12.00	Individuals to complete a SWOT Individuals to undertake reflection on their last week's work	Input
12:30	Lunch	
	Question to the group:	Individual work – Tutor support throughout and formative assessment of each
13.00	How do you get feedback on your own performance?	
13.45	Groups to feedback and a general discussion with suggested sources offered Input Action Planning: Introduce SMART and the need for support etc to be identified	Question Responses to Flip Chart Discussion Input of suggested sources of feedback
14.30	Tea	
14.45	Individuals to draw up their own action plans	
15.00	Review of the session	Input
15.15	Input on RR M2.01	
15.50	Close	
16.05		Individual work – Tutor support throughout and formative assessment of each

* Only shows day 1 in this example.

Example 2

Lesson/Session Plan for ILM Level 7 Certificate in Executive Coaching and Leadership Mentoring					
Day 1*					
Learning outcomes					
By the end of the day participants will:					
<ul style="list-style-type: none"> • Critically review and evaluate own development needs as coaches through applying the conscious incompetence model. • Have a greater understanding of the purpose of Executive Coaching and the characteristics of Executive Coaches. • Have an increased understanding of their and other people's learning style and need to adapt their style when working with different types of people. • Practice coaching on a leadership mentoring or executive coaching workplace issue and giving/ receiving feedback. • Practice using the GROW model in coaching and critically review their skills as a coach in developing performance. • To carry out a coaching practice with a person not on the course, then critically review and evaluate own ability as a coach or mentor. • Have increased their self awareness. • Update their reflective diary/learning log. 					
Time	ILM unit reference number and learning outcome no. (in RED, italics)	Tutor activity	Course Member activity	Resources	Assessment/Evaluation
09.00-10.00	Induction	Introduce Induction topics(full details of content shown in Scheme of works)	Ask any questions to clarify understanding	Learner handbook, study guide and reading list.	We have adopted the mandatory assignments of work based assignment and reflective logs . The content of workshops and activities will prepare the delegates to complete these successfully.
10.00-10.30	Reflective review/learning logs D7.03.3	Introduce the concept of reflective learning and learning logs. Explain benefits and provide structure for doing this.	Review handouts and workbooks provided	Workbook and note book	
10.30-11.00	Honey and Mumford Learning Styles D7.02.1	Review results from the Honey and Mumford questionnaire completed pre course	Review handouts. Using the reflective diary with questions to critically evaluate their learning	Peer Review sheet pens	Completing learning logs. Questions, feedback
11.00 – 11.45	Assessing development needs as a	Introduce the Unconscious Incompetence /	Using the model and their pre-	Flip chart , Pens. Workbook/handout	Make notes in learning logs Start to complete

	coach D7.02.1	Conscious Competence model Coaching wheel showing the qualities of an effective coach.	course work , Critically review their main development needs as a coach and share with the group. Set selves a learning goal around this.	on Learning model and coaching wheel.	Personal Development plan as a coach
11.45-12.15	Characteristics of effective Coaching relationships. Purpose and role of Exec coaching. Comparison with mentoring and other development interventions What are the qualities of an effective Coach. D7.01.2	Tutor led presentation.	Review workbook and ask any questions to clarify understanding	Workbook Power point slides	Notes in learning log in case of need
12.15-12.45	Preparation for first practical coaching session. Work in group of three D7.02.3	Set up activity. Explain purpose of the activity and what is required from session. Organise group into groups of three.	One group considers what preparation needs to be made as a coach, what needs to be covered, approach to be adopted. Other group work from the angle of the coachee – what they looking for from coach in this first session	Flipcharts Pens	Note in learning log icon

* Only shows day 1 in this example.

Appendix B

Glossary

Term	Definition
Accreditation	The process through which the qualifications regulators confirm that a qualification conforms to the requirements of the QCF regulatory arrangements.
Accreditation of Prior Learning (APL)	Formal acknowledgement by way of granting credit to learners' previous learning towards a programme of study or towards a professional body accreditation.
Assessment	The process of making judgements about the extent to which a learner's work meets the assessment criteria of a unit, or any additional assessment requirements of a qualification.
Assessment Criteria	Descriptions of the requirements a learner is expected to meet to demonstrate that a learning outcome has been achieved.
Assessor	A person who assesses a learner's work.
Award	A qualification with credit value between 1 and 12.
Centre	An organisation accountable to an awarding organisation for assessment arrangements leading to the award of credit or qualifications.
Certificate	A qualification with a credit value between 13 and 36.
Credit	An award made to a learner in recognition of the achievement of the designated learning outcomes of a unit.
Credit Accumulation	The process of putting together a combination of credits to meet the achievement requirements of a qualification.
Credit Transfer	The process of using a credit or credits awarded in the context of one qualification towards the achievement requirements of another qualification.
Credit Value	The number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit.
Diploma	A qualification with a credit value of 37 or above.

Guided Learning Hours	The number of hours of tutor/teacher-supervised or directed study time required to teach a qualification or unit of a qualification.
Learner Record(s)	An authoritative record of all credit and qualification achievements made by an individual learner in the QCF.
Learning Outcome	A statement of what a learner can be expected to know, understand or do as a result of a process of learning.
Learning Time	The amount of time a learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.
Learner Journey Plan	An overarching plan projecting a learner's journey from inception to conclusion of a qualification/study programme.
Lesson/Session Plan	Detailed description of the course of instruction for one session/class.
Level	An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the learner in demonstrating that achievement.
Mandatory Units	Units in a set of rules of combination that must be achieved for the qualification to be awarded.
Optional Units	A unit named in a set of rules of combination that a learner may choose to complete to achieve the required number of units/credits for award of the qualification.
Qualification	An award made to a learner for the achievement of the specified combination of credits, or credits and exemptions, required for that award.
Qualification Specification	A detailed document defining the purpose, content, structure and assessment arrangements for a qualification.
Recognition of Prior Learning (RPL)	A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
Rules of Combination	A description of the credit accumulation requirements for the achievement of a named qualification.
Unique Learner Number (ULN)	The unique number that is used to identify an individual learner.