**ILM LEVEL 2 UNITS IN LEADERSHIP AND TEAM SKILLS ACCREDITATION DOCUMENT**

**[Name of Customer programme]**

**Advice for ILM Centre Managers and Course Organisers**

ILM is looking for *equivalence* of the standard of the Level 2 assessment activities, given the context specific nature of the learning, development and subsequent evidence provided by the learners.

This document provides evidence of learner summative assessments/s aligned with the ILM assessment criteria. It also assists internal and external verifiers in the undertaking of their verification activities.

In the column entitled *Learning Strategies* the programme delivery of guided learning activities are referenced. In the column entitled *Assessment Evidence, all specific assessments* that each learnerwill complete are documented.

It is likely that a range of assessment activities will be included and evidence spread across learning outcomes and assessment criteria.

**Advice for the Quality and Compliance Manager (QCM) and External Verifier (EV).**

Pay particular attention to the summative assessment activities which have been aligned in this document, these should be centre- assessed using appropriate centre recording documentation or ILM mark sheets.

Please note that every assessment for every learner should be *available* to the E.V. as requested. The exception being those centres with Direct Claims Status.

*\*For Dual Accredited programmes, the E.V. should have sight of the University Academic Board’s exam pass list, to ensure that there is a match between the completion of the correct university modules and the ILM units claimed.*

**[name of customer programme]**

**Introduction**

[Overview of customer programme/ mode of delivery etc.]

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| **Rules of Combination** | | |
| **Award: all credits L3 from Group 1: YES/NO/N/A** | **Certificate: YES/NO/N/A** | **Diploma: YES/NO/N/A** |
| Minimum of 3 credits  Maximum of 12 credits  Minimum of 2 units  All units must be taken from Group 1  **StorageX/G/ilmcurrent/qualitypractice/mapping/** | Minimum of 13 credits  Maximum 36 credits  Choice of Units from Group 1 and Group 2  Maximum of 6 credits from Group 2 | No Diploma |

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| **Customer Programme Title** | |  | | | | | **Assessment Manager/QA**  **Alignment Consultant** |  |
| **ILM Qualification** | | **ILM Level 2** | | | | | **Quality and Compliance Manager (QCM)**  **Business Development Manager (BDM)** |  |
|  | **Summary** | | | **Coverage** | | | **Comments** | **Title of Assessment for External Verification** |
| Ref | Unit Title | | Credit Value | None | Partial | Full |  |  |
| 8000-250 | Developing yourself as a team leader | | 1 |  |  |  |  |  |
| 8000-252 | Planning and monitoring work | | 2 |  |  |  |  |  |
| 8000-253 | Developing the work team | | 1 |  |  |  |  |  |
| 8000-256 | Working within organisational and legal guidelines | | 1 |  |  |  |  |  |
| 8000-257 | Providing quality to customers | | 1 |  |  |  |  |  |
| 8000-258 | Using information to solve problems | | 1 |  |  |  |  |  |
| 8000-259 | Understanding change in the workplace | | 2 |  |  |  |  |  |
| 8000-260 | Maintaining a healthy and safe working environment | | 1 |  |  |  |  |  |
| 8000-261 | Diversity in the workplace | | 1 |  |  |  |  |  |
| 8000-265 | Workplace communication | | 1 |  |  |  |  |  |
| 8000-268 | Leading your work team | | 2 |  |  |  |  |  |
| 8000-269 | Managing yourself | | 1 |  |  |  |  |  |

**ILM Accreditation Document – Developing yourself as a team leader**

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| **Unit No: 8000-250** | | **Developing yourself as a team leader 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the role and responsibilities of the team leader | 1.1 | Outline the role of the team leader |  |  |
|  |  | 1.2 | List the responsibilities of the team leader within the team |  |  |
|  |  | 1.3 | Outline the limits of the team leaders authority and their accountability |  |  |
|  |  | 1.4 | Give an example of a situation where they would need to refer to someone with senior authority |  |  |
| 2 | Be able to seek feedback on their workplace performance to identify strengths, weaknesses and areas for improvement | 2.1 | Gather feedback on own performance from different sources |  |  |
| 2.2 | Interpret the feedback and list areas for improvement |  |  |
|  |  | 2.3 | Prepare an action plan to address weaknesses and improve performance |  |  |

**ILM Accreditation Document – Planning and monitoring work**

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| **Unit No: 8000-252** | | **Planning and monitoring work 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand how to work within the organisational guidelines to achieve team goals | 1.1 | Identify an organisational policy that can have an effect on the planning and allocating of work |  |  |
|  |  | 1.2 | Give an example of a target or objective that a team is working to achieve |  |  |
| 2 | Understand how to plan and allocate work | 2.1 | List the key stages when planning and allocating work |  |  |
| 2.2 | Describe how work is allocated to meet team objectives |  |  |
| 2.3 | Describe how to check that team members understand their allocated work |  |  |
|  |  |  |  |
| 3 | Understand how to monitor a team’s performance against the plan | 3.1 | Outline a method to monitor the team’s performance against the plan |  |  |
|  |  | 3.2 | Describe an action the team leader could take to rectify underachievement against the plan |  |  |

**ILM Accreditation Document – Developing the work team**

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| **Unit No: 8000-253** | | **Developing the work team 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the nature of teams | 1.1 | Explain how teams differ from groups in the workplace |  |  |
| 1.2 | Describe the behavioural characteristics of an effective team |  |  |
|  |  | 1.3 | Outline the stages of team development using a recognised model |  |  |
| 2 | Understand the advantages and disadvantages of team working | 2.1 | Identify the responsibilities of team members |  |  |
| 2.2 | List advantages of working in a team |  |  |
| 2.3 | List disadvantages of working in a team |  |  |
|  |  |  |  |
| 3 | Be able to evaluate a briefing or presentation | 3.1 | Design a simple evaluation form to gather feedback on briefing or presentation |  |  |
| 3.2 | Use feedback to identify areas for improvement in presentation skills |  |  |

**ILM Accreditation Document – Working within organisational and legal guidelines**

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| **Unit No: 8000-256** | | **Working within organisational and legal guidelines 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand employees legal rights | 1.1 | Outline an employee’s statutory rights under UK law |  |  |
| 1.2 | Outline parts of organisational policy that cover employee rights and responsibilities |  |  |
| 1.3 | Outline the purpose of a contract of employment |  |  |
| 1.4 | Explain why a contract of employment is important |  |  |
| 2 | Understand organisational disciplinary and grievance procedure | 2.1 | Outline the team leader’s responsibilities under the organisation’s dismissal and disciplinary policy |  |  |
| 2.2 | Describe the employee grievance process as defined in an organisation’s policy |  |  |

**ILM Accreditation Document – Providing quality to customers**

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| **Unit No: 8000-257** | | **Providing quality to customers 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the importance of quality within the organisation | 1.1 | Explain the importance of quality to the customer |  |  |
| 1.2 | Explain the difference between quality assurance and quality control |  |  |
| 1.3 | Outline a quality system relevant to the organisation |  |  |
| 2 | Know how to deliver quality within the organisation | 2.1 | Outline a method of monitoring the quality of the team’s work |  |  |
| 2.2 | Outline things the team could do to improve quality |  |  |
| 2.3 | Describe a way that the team could measure an improvement in quality |  |  |

I**LM Accreditation Document – Using information to solve problems**

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| **Unit No: 8000-258** | | **Understanding information to solve problems 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | 1. Be able to use information to solve problems | 1.1 | Identify a problem in the team or elsewhere in the organisation |  |  |
| 1.2 | Identify appropriate success criteria for resolving the problem |  |  |
| 1.3 | Use different methods to gather and/or retrieve information involving the team to help solve the problem |  |  |
| 1.4 | Apply a recognised technique to solve the problem |  |  |
|  |  | 1.5 | Check the problem solution against the success criteria |  |  |

**ILM Accreditation Document – Understanding change in the workplace**

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| **l Unit No: 8000-259** | | **Understanding change in the workplace 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand change in the workplace | 1.1 | Give potential internal or external reasons or factors for change in the workplace |  |  |
| 1.2 | Explain team members’ possible attitudes and responses to change at work |  |  |
| 1.3 | Identify potential barriers to change in the workplace and state how they can be overcome |  |  |
| 1.4 | Identify potential benefits of change in the workplace |  |  |
| 2 | Know how to support the implementation of change in the workplace | 2.1 | Explain how a team leader can implement change in the workplace |  |  |
| 2.2 | Explain how a team leader can support change in the team |  |  |
| 2.3 | Explain how to develop and maintain cohesion within a team during change |  |  |

**ILM Accreditation Document – Maintaining a healthy and safe working environment**

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| **Unit No: 8000-260** | | **Maintaining a healthy and safe working environment 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand responsibilities for health and safety | 1.1 | Identify specific legislation relating to health, safety and welfare in the workplace |  |  |
| 1.2 | Outline the organisation’s health and safety policies, practises and systems |  |  |
| 1.3 | Give an example of good practise in relation to health and safety |  |  |
| 1.4 | State the process of reporting and recording accidents in the organisation |  |  |
| 1.5 | Explain how to communicate health and safety requirements to the team |  |  |
| 2 | Know how to conduct risk assessment of the team’s work environment | 2.1 | Explain the difference between risk and a hazard |  |  |
| 2.2 | Use a simple recognised technique to assess risk and hazards in the workplace |  |  |
| 2.3 | Use the information obtained from the risk and hazard assessment, and describe how to reduce the risk(s) and/or hazard(s) identified |  |  |
| 2.4 | Explain the value of team involvement in risk assessment |  |  |

**ILM Accreditation Document – Diversity in the workplace**

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| **Unit No: 8000-261** | | **Diversity in the workplace 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand how to contribute to a positive workplace environment | 1.1 | Outline the organisational policy on equality and diversity in the workplace |  |  |
| 1.2 | Explain how a team leader can promote equality and diversity in the team |  |  |
| 1.3 | Give an example of inappropriate behaviour in relation to equality and diversity in the workplace and how it should be addressed |  |  |
| 1.4 | State the organisation’s referral process for dealing with inappropriate behaviour that is beyond the team leader’s authority |  |  |
|  |  |  |  |
| 2 | Understand how to deal with difficulties arising from diverse individual and/or organisational values | 2.1 | Give an example of a situation where an individual’s views may clash with organisational expectations |  |  |
| 2.2 | Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations |  |  |

**ILM Accreditation Document – Workplace communication**

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| **Unit No: 8000-265** | | **Workplace communication 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the importance of effective communication | 1.1 | Explain why clear and effective communication is essential in the workplace |  |  |
| 1.2 | Outline the key stages in the communication process |  |  |
| 1.3 | List potential barriers to communication and outline how these could be overcome |  |  |
| 2 | Understand methods of communication | 2.1 | Explain methods and their best use when communicating with the team |  |  |
| 3 | Understand the importance of maintaining accurate records of communication | 3.1 | Explain why it is important to have a record of communication |  |  |
| 3.2 | Outline the importance of keeping a record of oral communication |  |  |
| 3.3 | Describe methods of maintaining accurate records of electronic and oral communication |  |  |

**ILM Accreditation Document – Leading your work team**

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| **Unit No: 8000-268** | | **Leading your work team 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the difference between leadership and management | 1.1 | Explain the difference between leadership and management |  |  |
| 1.2 | Explain why leadership is important within own team |  |  |
| 2 | Understand a range of leadership styles, their benefits and potential impact on individuals and performance | 2.1 | Describe a range of different leadership styles |  |  |
| 2.2 | Identify the most commonly used leadership style(s) within an organisation |  |  |
| 2.3 | Explain the likely effect this leadership style(s) has on a team’s performance |  |  |
| 2.4 | Identify own leadership style and its potential impact on a team |  |  |

**ILM Accreditation Document – Managing yourself**

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| **Unit No: 8000-269** | | **Managing yourself 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to use effective personal time management to achieve team goals | 1.1 | Explain the importance of effective time management |  |  |
| 1.2 | Identify your strengths and weaknesses in time management |  |  |
| 1.3 | Set and prioritise personal SMART objectives to achieve objectives |  |  |
| 1.4 | Describe a simple time management technique for achieving objectives |  |  |
| 2 | Know how to manage own stress | 2.1 | Identify causes of stress and state their impact on their workplace |  |  |
| 2.2 | List symptoms of stress in the workplace |  |  |
| 2.3 | Describe a simple stress management technique that could help to reduce stress or its effects |  |  |
| 2.4 | Identify sources of support available in the workplace or elsewhere for stress management |  |  |