**ILM LEVEL 3 UNITS IN LEADERSHIP AND MANAGEMENT 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 3 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 4 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 (no minimum no of units specified)  Maximum 36 credits  Choice of Units from Group 1 and Group 2  Maximum of 6 credits from Group 2 | Minimum 37 credits  Choice of Units from Group 1 and Group 2  Maximum of 18 credits from Group 2 |

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| **Customer Programme Title** | |  | | | | | **Assessment Manager/QA** |  |
| **ILM Qualification** | | **ILM Level 3** | | | | | **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 |  |  |
| 8600-300 | Solving problems and making decisions | | 2 |  |  |  |  |  |
| 8600-302 | Planning change in the Workplace | | 2 |  |  |  |  |  |
| 8600-307 | Giving briefings and making presentations | | 2 |  |  |  |  |  |
| 8600-323 | Understanding performance management | | 2 |  |  |  |  |  |
| 8600-324 | Understanding costs and budgets in an organisation | | 1 |  |  |  |  |  |
| 8600-326 | Understanding the communication process in the workplace | | 2 |  |  |  |  |  |
| 8600-311 | Developing yourself and others | | 2 |  |  |  |  |  |
| 8600-312 | Understanding conflict management in the workplace | | 1 |  |  |  |  |  |
| 8600-320 | Managing workplace projects | | 2 |  |  |  |  |  |
| 8600-339 | Understanding good practice in workplace coaching | | 3 |  |  |  |  |  |
| 8600-341 | Leading and motivating a team effectively | | 2 |  |  |  |  |  |
|  | **Summary** | | **Coverage** | | | | **Comments** | **Title of Assessment for External Verification** |
| 8600-210 | Maintaining a healthy and safe work environment | | 1 |  |  |  |  |  |
| 8600-400 | Understanding the management role to improve management performance | | 4 |  |  |  |  |  |

**ILM Accreditation Document – Solving problems and making decisions**

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| --- | --- | --- | --- | --- | --- |
| **Unit No: 8600-300** | | **Solving problems and making decisions 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to describe a problem, its nature, scope and impact | 1.1 | Describe a problem, its nature scope and impact |  |  |
| 2 | Know how to gather and interpret information to solve a problem | 2.1 | Gather and interpret information to identify possible solutions to a problem |  |  |
| 2.2 | Prepare a summary of the options providing facts and evidence |  |  |
| 3 | Know how to evaluate options to make a decision | 3.1 | Apply a simple decision making technique to evaluate options to arrive at the best solution |  |  |
| 4 | Know how to plan, monitor and review the implementation and communication of decisions | 4.1 | Plan the implementation and communication of the decision |  |  |
| 4.2 | Describe which monitoring and review techniques could be used to evaluate outcomes |  |  |

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

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| **Unit No: 8600-302** | | **Planning change in the workplace 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the forces for change in an organisation | 1.1 | Identify the forces that may require own organisation to change by conducting a simple PESTLE or SWOT analysis |  |  |
| 2 | Know how to identify and plan change in an organisation | 2.1 | Give an example of change required in the workplace reflecting the SWOT or PESTLE analysis |  |  |
| 2.2 | Identify relevant human and financial factors in the consideration of planning change within the context of the example given |  |  |
| 2.3 | Explain how to communicate with and involve people to facilitate effective change |  |  |
| 2.4 | Use a technique for planning change within the given context |  |  |

**ILM Accreditation Document – Giving briefings and making presentations**

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| **Unit No: 8600-307** | | **Giving briefings and making presentations 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to plan a briefing or presentation | 1.1 | Identify appropriate information in line with the objectives of the briefing or presentation |  |  |
| 1.2 | Prepare a plan for the content of the briefing or presentation |  |  |
| 2 | Be able to conduct a briefing or presentation | 2.1 | Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation |  |  |
| 2.2 | Present information clearly and logically |  |  |
| 2.3 | Present information within agreed time limits |  |  |
| 2.4 | Respond to questions raised accurately and clearly |  |  |
| 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 – Understanding performance management**

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| --- | --- | --- | --- | --- | --- |
| **Unit No: 8600-323** | | **Understanding performance management 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the value of assessing performance to meet organisational and individual needs | 1.1 | Describe the value of formal and informal performance assessment in the workplace |  |  |
| 1.2 | Explain the role of the first line manager in performance management |  |  |
| 2 | Know how to manage performance of individuals in the team | 2.1 | Identify ways to ensure fair and objective formal assessment |  |  |
| 2.2 | Explain how to set SMART objectives for a team member |  |  |
| 2.3 | Explain how to set performance standards for a team member |  |  |
| 2.4 | Explain how to measure performance against agreed standards |  |  |
| 3 | Understand the value of feedback in the workplace | 3.1 | Explain the importance of feedback to improve performance |  |  |
| 3.2 | Describe how to give effective feedback |  |  |
| 4 | Know how to manage underperformance in the workplace | 4.1 | Identify potential areas of underperformance in the workplace |  |  |
| 4.2 | Identify causes for failure to meet agreed performance levels |  |  |
| 4.3 | Describe actions to restore performance to acceptable levels |  |  |

**ILM Accreditation Document – Understanding costs and budgets in an organisation**

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| **Unit No: 8600-324** | | **Understanding costs and budgets in an organisation 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand budgets within an organisation | 1.1 | Explain the importance of agreeing to a budget and operating within it |  |  |
| 1.2 | Describe the process by which a budget is agreed in an organisation |  |  |
| 1.3 | Explain the process of gathering information to be used for the determination and/or revision of budgets |  |  |
| 1.4 | Describe a method to monitor variance between actual and budgeted performance |  |  |
| 2 | Understand costs within an organisation | 2.1 | Explain fixed and variable costs in relation to the organisation |  |  |
| 2.2 | Explain the concept of break even in relation to the organisation |  |  |
| 2.3 | Explain the purpose and nature of basic cost statements |  |  |
| 2.4 | Explain the value of standard costing and its role as a control mechanism |  |  |
| 2.5 | Describe mechanisms in the organisation to maintain control of costs |  |  |

I**LM Accreditation Document – Understanding the communication process in the workplace**

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| **Unit No: 8600-326** | | **Understanding the communication process in the workplace 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Explain the importance of the communication process in the workplace | 1.1 | Explain the importance of effective communication in the workplace |  |  |
| 1.2 | Describe the stages in the communication cycle |  |  |
| 1.3 | Identify possible barriers to communication in the workplace |  |  |
| 1.4 | Explain how to overcome a potential barrier to communication |  |  |
| 2 | Understand the methods of communication | 2.1 | Describe the main methods of written and oral communication in the workplace and their uses |  |  |
| 2.2 | Identify the main advantages and disadvantages of written methods of communication |  |  |
| 2.3 | Identify the main advantages and disadvantages of oral communication |  |  |
| 2.4 | Explain how non-verbal communication can influence the effectiveness of oral communication |  |  |
| 2.5 | Explain the value of feedback in ensuring effective communication |  |  |
| 3 | Be able to assess own effectiveness in communication | 3.1 | Assess own performance in a frequently used method of communication |  |  |
| 3.2 | Outline actions to improve own performance in communicating |  |  |

**ILM Accreditation Document – Developing yourself and others**

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| **Unit No: 8600-311** | | **Developing yourself and others 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to identify development needs | 1.1 | Identify own learning style(s) and the learning style(s) of another member of the team |  |  |
| 1.2 | Use a simple technique for identifying own development needs and the development needs of another member of the team |  |  |
| 1.3 | Identify potential barriers to learning |  |  |
| 1.4 | Explain how barriers to learning can be overcome |  |  |
| 2 | Know how to develop self and others to achieve organisational objectives | 2.1 | Briefly analyse learning/development options to meet need(s) of self and another member of the team |  |  |
| 2.2 | Identify support mechanisms for the development of self and another member of the team |  |  |
| 2.3 | Prepare a development plan to achieve a learning objective for self or another team member |  |  |
| 2.4 | Describe a method that could be used to monitor the development of self and another member of the team |  |  |

**ILM Accreditation Document – Understanding conflict management in the workplace**

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| **Unit No: 8600-312** | | **Understanding conflict management in the workplace 1 credit** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand conflict management in the workplace | 1.1 | Identify causes of conflict at work |  |  |
| 1.2 | Describe the stages in the development of conflict |  |  |
| 1.3 | Explain the effects of conflict on individual and team performance at work |  |  |
| 1.4 | Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace |  |  |
| 1.5 | Describe how a manager could promote a positive atmosphere in order to minimise the adverse effects of conflict |  |  |

**ILM Accreditation Document – Managing workplace projects**

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| **Unit No: 8600-320** | | **Managing workplace projects 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to manage a simple workplace project | 1.1 | Identify a simple workplace project |  |  |
| 1.2 | Use a simple tool for determining the financial viability of the project |  |  |
| 1.3 | Produce a project plan using an appropriate project planning technique |  |  |
| 1.4 | Set objectives and targets/milestones to monitor performance and review plans within the project |  |  |
| 1.5 | Use a project evaluation technique to evaluate the project |  |  |
| 2 | Understand the financial and non-financial implications of a workplace project | 2.1 | List areas where net savings can be achieved as a result of the workplace project |  |  |
| 2.2 | Identify wider non-financial implications that can result from the workplace project |  |  |

**ILM Accreditation Document – Understanding good practice in workplace coaching**

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| **Unit No: 8600-339** | | **Understanding good practice in workplace coaching 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Understand the context for effective workplace coaching | 1.1 | Describe and define the purpose of workplace coaching |  |  |
| 1.2 | Explain the role and responsibilities of an effective workplace coach |  |  |
| 1.3 | Describe the behaviours and characteristics of an effective workplace coach |  |  |
| 1.4 | Explain how coaches should contract and manage confidentiality to coach ethically |  |  |
| 2 | Understand the process and content of effective workplace coaching | 2.1 | Explain how to manage a coaching process agreeing goals and following a simple coaching model |  |  |
| 2.2 | Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching |  |  |
| 2.3 | Explain why it is important to maintain basic records of coaching activity and what these should contain |  |  |
| 2.4 | Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers |  |  |

**ILM Accreditation Document – Leading and motivating a team effectively**

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| **Unit No: 8600-311** | | **Leading and motivating a team effectively 2 credits** | | | |
| **Learning Outcomes** | | **Assessment Criteria** | | **Learning Strategies** | **Assessment Evidence** |
| 1 | Know how to communicate the organisations vision and strategy to the team | 1.1 | Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation |  |  |
| 1.2 | Explain the role that communication plays in establishing a common sense of purpose |  |  |
| 1.3 | Assess the effectiveness of own communication skills on the basis of the above |  |  |
| 2 | Know how to motivate and develop the team | 2.1 | Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals |  |  |
| 2.2 | Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives |  |  |
| 2.3 | Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary |  |  |