**ILM LEVEL 7 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 7 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: YES/NO/N/A** | **Certificate: YES/NO/N/A** | **Diploma: YES/NO/N/A** |
| Minimum of 15 creditsMaximum of 15 credits**StorageX/G/ilmcurrent/qualitypractice/mapping/** | Minimum of 20 credits Maximum 20 credits | Total credit value of 60 All three units to be completed |

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| **Customer Programme Title** |  | **Assessment Manager/QA****Alignment Consultant**  |  |
| **ILM Qualification** | **L7 Diploma in Leadership & Management** | **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 |  |  |
| 8617-703 | Developing leadership and management capability | 15 |  |  |  |  |  |
| 8617-700 | Developing leadership and management capability through enquiry | 20 |  |  |  |  |  |
| 8617-701 | Developing a High Level Business Case | 20 |  |  |  |  |  |
| 8617-702 | Developing and maintaining a high-performance culture and optimising resources  | 20 |  |  |  |  |  |

**AWARD UNIT**

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| Unit No: 8617-703  | **Award ILM Accreditation Document – Strategic Leadership & Management** |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence**  |
| 1 | Understand the context of senior leadership and management | 1.1 | Analyse the strategic context of a learner specified organisation using theoretical approaches appropriate to Level 7 |  |  |
| 1.2 | Identify the espoused strategic leadership and management capabilities in the context of the learner specified organisation  |  |  |
| 1.3 | Critically evaluate the congruence of leadership and management capabilities in specified context including critical reflection on own choice of approaches |  |  |
| 2 | Be able to design an investigation and implementation plan of relevance to leadership and management | 2.1 | Undertake an investigation of relevance to leadership and management with data gathered from a variety of sources in order to meet own or organisation’s needs |  |  |
| 2.2 | Using the results of the investigation in 2.1 formulate a plan for the leadership and/or management of self or organisation in the specified context taking account of the needs of specified stakeholders |  |  |
| 2.3 | Critically evaluate the sources of information and development available to senior leaders and managers including professional network (s) and how they might inform the investigation |  |  |
| 3 | Be able to implement and evaluate the results of the investigation | 3.1 | Demonstrate how engagement with a professional network has impacted your own thinking with regard to leadership and management  |  |  |
| 3.2 | Critically evaluate the impact of the implementation of at least part of the plan |  |  |
| 3.3 | Communicate the impact of the investigation using appropriate media to specified stakeholders |  |  |

**CERTIFICATE UNIT**

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| **Unit No: 8617-700** | **Developing leadership and management capability through enquiry** |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence**  |
| 1 | Be able to justify an enquiry-based approach as a means of developing leadership and management capability | 1.1 | Use an enquiry-based research-orientated approach for leadership and management development in complex situations in a learner specific context |  |  |
| 2 | Be able to design and undertake an enquiry-based approach to learning and development | 2.1 | Propose a valid enquiry which draws on existing cross cultural knowledge and current practice in leadership and management using a robust methodological approach within a realistic time frame and budget in the learner specific context |  |  |
| 2.2 | Undertake a robust data-driven enquiry based on an investigative proposal negotiated with stakeholders that adds additional value through active participation in a learning community |  |  |
| 3 | Be able to evaluate and deliver the outcome of enquiry-based learning | 3.1 | Critically evaluate the impact on the identified stakeholders of the actions arising from the enquiry findings |  |  |
| 3.2 | Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance own personal brand |  |  |
| 3.3 | Evaluate the extent to which the impact of a rigorous data-driven enquiry has, through action, added value to self and organisation and raised awareness of global and strategic issues in leadership and management in a learner specific context |  |  |

**DIPLOMA- CERTIFICATE UNIT ABOVE PLUS TWO MORE UNITS**

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| **Unit No: 8617-=701** | **Developing a High Level Business Case** |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence**  |
| 1 | Understand the strategic context for change to identify the requirement for a high-level business case | 1.1 | Establish a business need that takes full account of the drivers for change and the strategic fit to organisational goals and priorities |  |  |
| 1.2 | Propose, and obtain agreement for, the development of a high-level business case that draws on existing knowledge and current practice, uses a robust methodological approach, and takes account of the needs of stakeholders |  |  |
| 2 | Be able to generate and evaluate viable options and apply decision-making techniques | 2.1 | Evaluate viable high-level business case options and associated costs and benefits |  |  |
| 2.2 | Justify the selection of a best business case option  |  |  |
| 3 | Understand how to select and justify the strategies required to manage the high-level business case through to the desired business outcomes | 3.1 | Design an appropriate change management strategy for implementing the high-level business case that takes full account of diversity, risk and performance measurement and has been informed through active participation in a learning community |  |  |
| 3.2 | Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance own personal brand |  |  |
| 3.3 | Evaluate the impact of the enactment of a significant part of the change management strategy |  |  |

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| **Unit No: 8617-702** | **Developing and maintaining a high-performance culture and optimising resources 20 credits** |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence**  |
| 1 | Understand how to assess and benchmark performance | 1.1 | Establish with relevant stakeholders a range of appropriate data and indicators for assessing performance in own area of responsibility in terms of effectiveness, efficiency, financial viability, sustainability, diversity and relevance |  |  |
| 1.2 | Undertake a rigorous data-driven enquiry using an appropriate methodology to assess and benchmark performance and identify risks and challenges to current ways of working |  |  |
| 1.3 | Establish metrics to drive sustainability, performance and demonstrate value added |  |  |
| 2 | Understand how to develop and maintain a culture of high levels of performance | 2.1 | Critically evaluate the impact of the enquiry and establish strategies for the development and maintenance of high levels of performance that take account of stakeholder needs, identified risks, challenges and diversity |  |  |
| 2.2 | Engage effectively with collaborative networks to add value and ensure sustainability of high levels of performance  |  |  |
| 3 | Understand the leadership and management skills required for future-readiness | 3.1 | Critically review the outcomes of the enquiry to establish the leadership and management skills and perspectives required by a future-ready leader/ manager to create and sustain long-term organisational success |  |  |
| 3.2 | Justify choice of media to evidence the impact of the enquiry to satisfy and influence stakeholders and to enhance personal brand |  |  |