



ILM Assessment Service Policy & Guidance

V4 August 2018

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Document Change History

Changes to specific sections of the document are listed below:

Introduction

Page No	Change
5	This section has been enhanced to include the responsibilities of various roles within ILM

ILM Responsibilities

Page No	Change
5	Section subsumed in the <i>Introduction</i> section

Using the ILM Assessment Service

Page No	Change
8	This section has been enhanced to include detailed descriptions of each of the 7 steps

ILMA Step-by-Step Guide

Page No	Change
8	Section subsumed in the <i>Using the ILM Assessment Service</i> section

Preventing Plagiarism

Page No	Change
n/a	This section has been removed and reference made to the <i>ILM Plagiarism Policy and Guidance</i>

Process: plagiarism, collusion or cheating detected by an ILM Assessment Assessor

Page No	Change
n/a	This section has been removed and reference made to the <i>ILM Plagiarism Policy and Guidance</i>

Scope

This document is for existing and prospective ILM Centres who wish to use the ILM Assessment Service. This means you have learners who would like to undertake an ILM qualification or mapped programme, the assessment of which will be marked by the ILM Assessment Service.

This ILM policy provides:

- Guidance on the process for using the ILM Assessment Service.
- The terms and conditions that apply when a Centre uses the ILM Assessment service. Additional terms and conditions can be found in the ILM Assessment Service Contract.
- The procedures that a Centre needs to follow when using the ILM Assessment service.

This policy should be read in conjunction with the contract of the ILM Assessment Service Contract and the ILM Customer Handbook.

All Centres using the ILM Assessment Service must adhere to this policy.

This policy supersedes and replaces the ILM Assessment Service Policy V3 November 2017.

Introduction

The ILM Assessment Service

The ILM Assessment Service offers an independent quality-assured marking service to ILM Approved Centres on a range of ILM qualifications.

The service provides timely, reliable and consistent marking and learner feedback to its Customers, who deliver the qualifications to their learners.

This is achieved by:

- Working with a team of appropriately-qualified and experienced assessors and lead assessors who mark and quality assure assessments for registered learners
- Scheduling assessment activity to ensure assessments are returned to Centres within the 25 working day Service Level Agreement (SLA)
- Providing timely, reliable and consistent feedback on learners' assessments
- Entering results on Walled Garden once a learner has passed a unit
- Providing Lead Assessor advice to Centres that are not attaining the required standard and need additional support
- Ensuring pertinent ILM Assessment Service information is shared with Business Development Managers and Quality and Compliance Managers and integrated into the wider Quality Model.

ILM provides focused support to Customers of the ILM Assessment Service. The roles and responsibilities of key support teams and roles are listed below.

ILM Assessment Team

The ILM Assessment team is responsible for ensuring that all assessments submitted to the ILM Assessment Service are marked within the established Service Level Agreement, and claims results on Walled Garden on behalf of the Centre.

The team also provides Centres with general support in relation to the ILM Assessment Service and the use of the ILM Assessment portal, and responds to enquiries about the service and portal.

They also responsible for recruiting, training and managing a team of highly-qualified and experienced assessors and lead assessors.

Assessor

The Assessor is appointed to use his or her expertise and competence to make a professional judgement as to whether or not assessments submitted by learners to the ILM Assessment Service meet ILM standards and to provide developmental feedback to learners on how they may improve their knowledge and skills based on the evidence seen.

Lead Assessor

The Lead Assessor is appointed to undertake a quality assurance role within the ILM Assessment Service by sampling and standardising work undertaken by assessors and by supporting and providing feedback to assessors on an individual basis. Lead Assessors will also provide assessment-related support to Centres who need additional help, by writing Lead Assessor reports and providing additional support around these.

Business Development Manager

The Centre designated Business Development Manager is responsible for providing advice and guidance to existing Centres and potential Customers on the use of the ILM Assessment Service. They also act as an account manager throughout the centre's journey with ILM.

Quality and Compliance Manager

The Centre designated Quality and Compliance Manager is responsible for approving Centres to deliver ILM qualifications, including those marked by the ILM Assessment Service. They provide support and guidance on the approval process to potential Centres who wish to use the ILM Assessment Service.

If a Centre would like to consider using alternative assessment methods, their Quality and Compliance Manager can provide advice and would need to approve any alternative assessment arrangements.

They also work with Centres on resolving centre and learner malpractice cases, including plagiarism detected by ILM Assessment Service assessors. They also manage the External Verifier allocated for each Centre.

External Verifier

The Centre designated External Verifier (EV) undertakes regular centre visits to review Centre systems and processes. EVs will not sample, review or comment on learner work marked by the ILM Assessment Service. EVs will only sample assignments that are marked by the Centre assessors.

Customer Services Team

The Customer Services Team offer general information and assistance to ILM Customers.

Contact details of the key support teams listed above can be found in the Useful Contacts section.

Centre Responsibilities

Centres using the ILM Assessment Service retain a range of responsibilities that all ILM Centres have. These are described in the Customer Handbook, which describes the contractual arrangements in place between ILM and a Centre.

These include having a full range of policies and procedures in place to deliver ILM qualifications to learners. These policies must be discussed at a learner's induction to ensure that learners and potential learners are fully aware of both the Centre and ILM's expectations. To ensure compliance with the policies, it is good practice to reiterate salient points to learners during the programme delivery.

Centre staff must be conversant with the assessment criteria, learning outcomes and the knowledge and skills that are being tested for each ILM qualification it delivers. They also must have a good understanding of how ILM qualifications are assessed. Detailed information on this can be found in the [ILM Guide to Assessing VRQ units](#).

Centres need to ensure that adequate advice and guidance are still provided to learners, including sufficient tutorial support. Centres must also review assessments prior to submission to the ILM Assessment Service to ensure they address the assessment requirements and that all relevant documentation is in place.

Ensuring the authenticity of the learner work prior to submission is also critical, and the learner must confirm authenticity of each submission and resubmission made to the Service. Detailed information on this can be found in the *ILM Plagiarism Policy and Guidance document*.

If a submission is made without a fully signed authenticity declaration ILM will commence a Malpractice investigation and the Centre will be informed. Full details on the Malpractice process can be found within the *ILM Malpractice and Maladministration Policy* on the ILM website.

ILM does not have a direct relationship with learners and therefore will not provide results directly to learners. Once ILM has notified the Centres of learner results, it is the Centre's responsibility to ensure that learners are informed of results in a timely manner.

Using the ILM Assessment Service

This section provides a step-by-step guide on how to use the ILM Assessment Service.

There are seven key steps as illustrated below:



Each step is described below.

1. Approval

To use the ILM Assessment Service a Centre needs to be approved to deliver one or more of the qualifications assessed by the Service. A fully list of these qualifications can be found in the *ILM Guide to Fees*.

1.1 New ILM Customers

Organisations that are not approved ILM Centres, who wish to use the ILM Assessment Service, must first become an approved ILM Centre. The Centre's Business Development Manager will assist them with this.

Once Centre approval is granted, the Centre must be approved to deliver one or more of the qualifications assessed by the Service. Once again the Centre's Quality and Compliance Manager will assist them with this.

1.2 Existing ILM Customers

Existing ILM Centres must be approved to deliver one or more of the qualifications assessed by the Service. The Centre's Quality and Compliance Manager will be able to assist them with this.

1.3 Walled Garden

Access to Walled Garden is given to all ILM Approved Centres to enable them to view and purchase qualifications and other products. Customer can also view learner results on Walled Garden and certification dates.

New Centres must set up their ILM Walled Garden account first to be able to register learners. Once qualification approval is granted, the relevant product codes will appear in the Centre catalogue in the Walled Garden.

2. Registration

Centres must register all their learners through Walled Garden. The relevant ILM Assessment product codes need to be used.

For further information on how to do this, please refer to the Walled Garden support documentation available on our website at: <https://www.i-l-m.com/trainers-and-centres/walledgarden-new/walledgarden-new-resources>

2.1 Data Protection

Data Protection Legislation place obligations on those who control and process information relating to individuals. Centres must provide Personal Data to ILM upon registering learners.

The Centre that registers learners is responsible for them and for the processing of their Personal Data under Data Protection Legislation.

3. Assessment Portal Set-up

All assessments must be submitted via the ILM Assessment Portal.

Once a new Centre has made their first learner registrations, the ILM Assessment Team will contact them to provide initial support on how the service works, set appropriate centre staff up with an account for the ILM Assessment Portal, confirm which units the Centre is delivering, and answer any queries. A welcome call will also be arranged with the Centre's Lead Assessor.

Each member of Centre staff using the Portal should have their own user account. Should a Centre need to create additional user accounts for any other individuals within the Centre they would need to contact the ILM Assessment team who will be able to assist them. To create new user accounts we would need the approval of the Centre Quality Contact to ensure that only the right individuals have access to the portal.

Please note that we are unable to provide registered learners with user accounts for the ILM Assessment portal, even if they are members of Centre staff. They will be able to gain access to the portal after they have completed their ILM qualification.

Once a member of staff no longer requires access to the ILM Assessment Portal, please inform us and we will close their account.

Detailed information on the ILM Assessment Portal, including a Customer Guide, can be found on our website at:

<https://www.i-l-m.com/assessment-and-resources/ilm-assessed/ilm%20assessment%20portal>

4. Delivery

Once learners have been registered on the relevant ILM qualifications, centre staff will deliver relevant tutorial and other support to them.

Centres need to ensure that adequate advice and guidance are provided to learners. Centres must also review assessments prior to submission to the ILM Assessment Service to ensure they address the assessment requirements and that all relevant documentation is in place.

5. Submission

When learners have completed a set of assessments, the final versions of these need to be uploaded onto the ILM Assessment Portal.

5.1 How to make a submission

The following would need to be uploaded for each submission:

- The learner's complete assessment for each unit or for each set of integrated assessments. The following file naming convention needs to be used: Learner Enrolment number (ENR) – Centre No – ILM Unit Product Code – Submission Number (original = (1) or resubmission = (2)). For example: ABC123-012345-8697-530(1)
- An authenticity cover sheet signed by the learner must be submitted with the **first** submission for **each** unit or set of integrated units. Please see Appendix 1 for the submission cover sheet
- Any additional information the learner wishes to include in their submission, e.g. supporting documents or appendixes
- A result sheet with the learner details completed. This needs to be a Word document as our assessors would need to type in their marks and feedback in the result sheet. Please see Appendix 2 for a sample result sheet

Please note that our assessors only have these documentation available to them when marking, therefore a complete set of documents need to be uploaded onto the portal.

Once a submission has been made, a member of our team will quality-check it. If any missing information is found we may reject the submission. For example, if a declaration of authenticity is missing, or an assignment has been uploaded for the incorrect learner or the incorrect unit. The reason for rejecting a submission will be detailed in the notes section on the portal. We aim to quality-check each submission within **five working days** (part of the overall 25 working days SLA) from the date it has been uploaded onto the portal, however this can take longer if further checks are required.

If an assessment has been rejected, a new submission can be made via the portal containing all documents. Please note that the SLA will start again at **25 working days** as we are unable to mark incorrect submissions.

5.2 How to make a re-submission

If a learner has been referred on a particular unit, they would need to amend their work and it needs to be re-uploaded onto the portal. A signed authenticity cover sheet does not need to be uploaded with the re-submission as long as it was included in the original submission for the unit/set of integrated units.

Please ensure that any additional work the learner has made is clearly identifiable. This can be in bold, a different colour font or highlighted.

Re-submission charges apply and they can be found in the *ILM Guide to Fees*. We will send you an invoice for these, as they cannot be made via Walled Garden.

Should you require any assistance on using the ILM Assessment Portal please use the links below that will take you to our dedicated ILM Assessment Portal page:

<https://www.i-l-m.com/assessment-and-resources/ilm-assessed/ilm%20assessment%20portal>

6. Marking

Once a submission has been quality-checked it will be assigned to one of our assessors. To ensure the independence of our assessment decisions the assessors must not have any vested interest in the outcome of assessing learners. Therefore, if any conflict of interest is present we will ensure that we only allocate assessments to assessors who do not have any vested or personal interest in a learner or Centre.

Our assessors will mark the assessments and provide feedback onto the result sheets.

6.1 Quality assurance of marking

After marking, assessments are sampled, and the assessor marks and feedback are quality assured by one of our Lead Assessors. This is a vital stage to ensure that all assessment decisions are valid and reliable.

If the sampling reveals any quality issues with either the assessment decisions or feedback, mitigating actions take place prior to releasing the final results. There is no need for the ILM External Verifier to sample these assessments again.

7. Results

Once finalised, we will upload the final result sheet on the portal and release the results to the Centre. The Centre can track each submission via their own dedicated tracker dashboard on the ILM Assessment Portal.

Following releasing of the results on the portal we will enter the results onto Walled Garden for the learners who have passed the assessment.

ILM aims for the process from correct submission of assessment to entering the results onto Walled Garden to take up to **25 working days** to complete. The same SLA also applies to re-submissions.

7.1 Persistently high referral rate

If the referral rate is particularly high for a batch of assessments, our Lead Assessor will write a report highlighting any trends and providing advice on specific units and assessment criteria. They will also be available to discuss the report over the telephone. To arrange a call with our Lead Assessor, please contact the ILM Assessment team at ILMAssessment@i-l-m.com.

If the referral rate for a Centre is continuously higher than the average ILM Assessment Service's monthly referral rate the Centre's Quality and Compliance Manager (QCM) will contact the Centre to ensure that Centre staff are fully aware of ILM's expectations for the delivery of a qualification.

The QCM will seek assurance from the Centre, which may include the application of an action plan to reassure ILM that the Centre is delivering ILM qualifications in line with our requirements.

Related Policies

ILM is committed to providing high-quality assessment service, which assesses and awards consistently, accurately and fairly. To this end we require everyone who is involved in its implementation, assessment and quality assurance to demonstrate honestly and integrity.

All ILM Policies apply to Centres who use the ILM Assessment Service.

The following policies are particularly relevant:

- **ILM Assessment Privacy Statement** – The statement lays out the learner data that we collect and how it is managed to ensure full compliance with Data Protection legislation. The Privacy Statement can be accessed from <https://www.ilmassessment.co.uk>
- **Plagiarism Policy and Guidance** – This policy provides a definition and examples of plagiarism. It describes the process that Centres are required to follow in order to prevent, investigate and deal with instances of plagiarism, including those identified by the ILM Assessment service. It also provides useful guidance on prevention.
- **Enquiries and Appeals Policy**- If a Centre is dissatisfied with the results awarded by the ILM Assessment Service, they can make an enquiry about the results. The process for doing so and the fees are detailed in this policy.
- **Malpractice and Maladministration Policy**: The policy provides definition and examples of Malpractice and Maladministration which may occur in connection with centres, providers, learners and our customers in general. This policy outlines the actions that could bring the integrity of ILM qualifications and programmes into question, the practices that constitute malpractice and maladministration and the procedures that should be undertaken to manage and mitigate suspected occurrences.

All ILM policies can be found on our website at the following address:

<https://www.i-l-m.com/policies>

For further advice and guidance about any of these policies and procedures, please email ILMAssessmentPolicy@i-l-m.com.

Appendix 1 – Learner Statement of Authenticity Submission Cover Sheet

Instructions to the learner:

- Please complete, sign and date the cover sheet below and submit to your centre with the first submission for each unit or a set of integrated units. It is valid for all further re-submissions for the same unit or a set of integrated units.
- To show your understanding it is best to use your own words and images. If you use someone else’s words in your work, please remember that you need to reference their work, including text, images, and diagrams. Use other’s work sparingly and only when you feel the author has expressed something so well and so concisely that the words cannot be improved
- Do not copy and paste information from any source (including the internet) in your submission without referencing it. This is considered plagiarism
- When referencing a source, you must provide the name of the author, the date of their work that you have referred to and the page number where you got the quotation from immediately after the quotation (e.g. Hill, 2004, p. 42) and also provide full details of the reference in the reference list at the end
- You must also provide a full reference list - a list of books, articles, internet pages and any other sources you have quoted - at the end of your assessment

Learner name	
Learner registration number	
Unit(s) covered	
Date	
Learner signature	
<p>Learner confirmation:</p> <p>I declare that this assessment is all my own work and that:</p> <ul style="list-style-type: none"> • The work has not, in whole or in part, been knowingly submitted elsewhere for assessment • Where any submission for this unit (s) includes work from a previous assessment this has been identified • Where materials have been used from other sources it has been properly acknowledged • If this statement is untrue, I acknowledge that an assessment offence has been committed <p>Centre confirmation:</p> <p>The Centre declares that this learner:</p> <ul style="list-style-type: none"> • Has received adequate guidance on what plagiarism is and how to reference work • To the best of my knowledge, is the sole author of the submitted assessment 	
<p>Permission for ILM to use this submission</p>	

ILM uses learners' submissions – on an anonymous basis – for assessment standardisation.
If you are willing to allow ILM to use this script on condition that identifying information is removed, please confirm by ticking the box:

Submitting an alternate formal declaration of authenticity

Note for centres: If an alternate formal declaration of authenticity is completed by a learner this must as a minimum include the following:

Learner confirmation of authenticity:

By the act of making a submission/re-submission I am declaring that this is all my own work and that:

- The work has not, in whole or in part, been knowingly submitted elsewhere for assessment
- Where any submission for this unit (s) includes work from a previous assessment this has been identified
- Where materials have been used from other sources it has been properly acknowledged
- If this statement is untrue, I acknowledge that an assessment offence has been committed

Centres

Centre confirmation:

The Centre declares that this learner:

- Has received adequate guidance on what plagiarism is and how to reference work that is not theirs
- To the best of my knowledge, is the sole author of the submitted assessment

Permission for ILM to use this script

ILM uses learners' submissions – on an anonymous basis – for assessment standardisation.

If you are willing to allow ILM to use this script on condition that identifying information is removed, please confirm by ticking the box:

If applicable details of where further information can be found i.e. external sources.

If applicable glossary of terms used.

Appendix 2 – Example Result Sheet

RESULT SHEET – Solving problems and making decisions

Centre Number :		Centre Name :		
Learner Registration No:		Learner Name:		
<p>INSTRUCTIONS FOR ASSESSMENT AND USE OF RESULT SHEET</p> <p>Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met. Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a 'Pass' or 'Referral' in the box (below right). In order to pass the unit every AC must receive a 'Pass'.</p> <p>Where marks are awarded according to the degree to which the learner's evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).</p> <p>Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the 'pass' descriptor, that indicates it should attract 10 marks out of 20, if a 'good pass' then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements.</p>				
Learning Outcome / Section 1: Know how to describe a problem, its nature, scope and impact				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
AC 1.1 Describe a problem, its nature scope and impact	Referral [ca. 3/12]	Pass [6/12]	Good Pass [ca. 9/12]	/ 12 (min. of 6)
	<ul style="list-style-type: none"> The problem or improvement opportunity is ill-defined and so is vague or unclear There is limited or no consideration of the problem's scope or impact 	<ul style="list-style-type: none"> The problem or improvement opportunity is described, including both scope (how widespread, how often, etc.) and impact (who, how and/or what it affects) although the description may be limited 	<ul style="list-style-type: none"> The problem or improvement opportunity is well defined and described in detail and both scope and impact are thoroughly described and, if appropriate, quantified 	
Section comments (optional):		Verification comments (optional):		
Learning Outcome / Section 2: Know how to gather and interpret information to solve a problem				
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC
AC 2.1 Gather and interpret information to identify possible solutions to a problem	Referral [ca. 6/24]	Pass [12/24]	Good Pass [ca. 18/24]	/ 24 (min. of 12)
	<ul style="list-style-type: none"> Little or no evidence of oral or written information having been gathered Reference is made to gathering information but that information is not given in the submission Information has been gathered and is provided but is not relevant to identifying possible solutions; or merely further describes the problem instead of helping to identify possible solutions; or there is no interpretation to identify possible solutions 	<ul style="list-style-type: none"> Evidence is provided in the submission that oral and/or written information has been gathered to identify possible solutions, and, although the interpretation may be limited, the information is effectively interpreted to identify at least two possible solutions (not including 'doing nothing') 	<ul style="list-style-type: none"> Evidence is provided that substantial oral and/or written information has been collected from a variety of sources in order to effectively identify possible solutions The gathered information is presented in detail and thoroughly interpreted to clearly identify several possible solutions 	
AC 2.2 Prepare a summary of the options providing	Referral [ca. 4/16]	Pass [8/16]	Good Pass [ca. 12/16]	Assessor feedback on AC
	<ul style="list-style-type: none"> No options are given Options are merely listed as opposed to summarised 	<ul style="list-style-type: none"> At least two options (not including the option of 'doing nothing') are 	<ul style="list-style-type: none"> A range of varied options are thoroughly summarised or described 	

facts and evidence	<ul style="list-style-type: none"> Option summaries are minimal and/or too subjective and not based on facts and/or evidence 	summarised, and not merely listed, with the options based on facts and evidence	<ul style="list-style-type: none"> The options are clearly based on facts and evidence explicitly arising out of the interpretation of the problem 	/ 16 (min. of 8)	Pass or Referral
Section comments (optional):			Verification comments (optional):		
Learning Outcome / Section 3: Know how to evaluate options to make a decision					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
AC 3.1 Apply a simple decision making technique to evaluate options to arrive at the best solution	Referral [ca. 6/24]	Pass [12/24]	Good Pass [ca. 18/24]	/ 24 (min. of 12)	Pass or Referral
	<ul style="list-style-type: none"> The best solution is isolated but is not one of the options or a combination of them A solution is given but is merely stated with no evidence of evaluation by using a decision-making technique; and/or no consideration of resource implications in either the option summaries or the decision-making technique 	<ul style="list-style-type: none"> A simple decision-making technique has been used to evaluate options individually or together; and the decision-making criteria are identified although they may be limited; and the simple decision-making technique is correctly used to isolate the best solution with some reference to facts to support the decision; and although it may be limited, resource implications are briefly considered in either the option summaries or the decision-making technique 	<ul style="list-style-type: none"> A decision-making technique has been used to thoroughly evaluate options, individually or together, with the decision-making criteria described Options are weighted and ranked to arrive at the best solution with facts to fully support the decision-making, the weightings and rankings Resource implications are detailed in both the option summaries and the decision-making technique 		
Section comments (optional):			Verification comments (optional):		
Learning Outcome / Section 4: Know how to plan, monitor and review the implementation and communication of decisions					
Assessment Criteria (AC)	Sufficiency Descriptors <i>[Typical standard that, if replicated across the whole submission, would produce a referral, borderline pass or good pass result]</i>			Assessor feedback on AC	
AC 4.1 Plan the implementation and communication of the decision	Referral [ca. 4/16]	Pass [8/16]	Good Pass [ca. 12/16]	/ 16 (min. of 8)	Pass or Referral
	<ul style="list-style-type: none"> Little or no planning is provided The implementation and communication of the decision are merely described as opposed to actually planned A plan is given but contains no timescales and/or no resources required to implement Implementation is planned or communication is planned but not both 	<ul style="list-style-type: none"> An action plan is provided that plans both the implementation and communication of the decision, although one or other may be limited; and the plan includes time scales and responsibilities and some consideration of the resources required (including people and finance) although this may be limited 	<ul style="list-style-type: none"> A detailed and SMART action plan(s) is provided that fully plans both the implementation and communication of the decision, thoroughly describes responsibilities and details resource requirements (including people and finance) 		
AC 4.2 Describe which monitoring and review techniques	Referral [ca. 2/8]	Pass [4/8]	Good Pass [ca. 6/8]	/ 16 (min. of 8)	Pass or Referral
	<ul style="list-style-type: none"> Less than two monitoring and review techniques are provided 	<ul style="list-style-type: none"> A description, as opposed to a mere identification, is given of at least two 	<ul style="list-style-type: none"> Several appropriate monitoring and 		

could be used to evaluate outcomes	<ul style="list-style-type: none"> At least two monitoring and review techniques are given but are merely identified, as opposed to described, and/or are inappropriate or minimal 	monitoring and review techniques that could be used to evaluate outcome, although the description may be limited	review techniques are thoroughly described <ul style="list-style-type: none"> Clear measures of the effectiveness of the outcome are provided, such as milestones 	/ 8 (min. of 4)	Pass or Referral
Section comments (optional):		Verification comments (optional):			
			/ 100 TOTAL MARKS		
Assessor's Decision			Quality Assurance Use		
Outcome: PASS / REFERRAL	Signature of Assessor: Date:	Outcome PASS / REFERRAL	Signature of QA: Date of QA check:		

About ILM

ILM is the UK's leading provider of leadership, management and coaching qualifications, and a City & Guilds Group Business. ILM offers a specialist suite of qualifications ranging from Level 2 to Level 7, which are awarded by The City and Guilds of London Institute. ILM also specialise in assessment, learning content, and accreditation of training.

We believe that great leaders can come from anywhere. With the right support, anyone can grow and develop to make a real difference to their team and organisation. Which is why we help individuals from all levels to realise and apply their potential, so that the organisations they work for can reap the benefits.

City and Guild Group

ILM is a City & Guilds Group Business. Together, we set the standard for professional and technical education and corporate learning and development around the world, helping people and organisations to develop their skills for personal and economic growth.

Continuous Improvement

The ILM Quality and Regulatory Group monitor this policy and any associated feedback and ensure that the ILM Standard is maintained to ensure our qualifications and programmes are accessible to all whilst maintaining quality in implementation. This policy shall be the subject of a three year review cycle or as necessary.

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of going to press. However, ILM's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. ILM cannot accept liability for loss or damage arising from the use of information in this publication.

We aim to improve our business processes and our response to customers in the light of learning from the feedback we receive. If you have a complaint, or any suggestions for improvement about any of the services that we provide, please email: customer@i-lm.com

Useful Contacts

ILM Customer Service

General enquiries

Events enquiries

International enquiries

E: customer@i-l-m.com

Complaints and feedback

Complaints and feedback

E: customer@i-l-m.com

ILM Regulation and Compliance

Reporting malpractice/maladministration

Reporting incidents of plagiarism

Lodging appeals

E: ILMregulation@i-l-m.com

ILM Assessment

Lodging Enquiries

Requests for Special Consideration

Request for Access Arrangements

E: ilmassessment@i-l-m.com

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ILM
No 1 Newlands Court
Attwood Road
Burntwood
WS7 3GF
T +44 (0) 1543 266867
E customer@i-l-m.com
www.i-l-m.com