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| City & Guilds Level 5 Diploma for Operational Leaders and Managers (8421-31/33) |

April 2025 Version 1.2

Qualification at a glance

|  |  |
| --- | --- |
| Subject Area | Leadership & Management |
| ILM Number | 8421-31 – Full Payment route  8421-33 – Unit Payment route |
| Age Group Approved | 16+ |
| Qualification Entry Requirements | Active or aspirational Operational and Departmental Managers who have opportunity to undertake Operational and/or Departmental Manager activities in a real-work environment. |
| Assessment | Portfolio and/or Unit Assignments |
| Approvals | Available from February 2022 |
| Apprenticeship Standard | [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2) |
| Registration & Certification | Consult the [Walled Garden/Online Catalogue](https://www.walled-garden.com/login?returnUrl=%2f&pinged=true) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title & Level | ILM Number | Ofqual Accreditation Number | GLH | TQT |
| City & Guilds Level 5 Diploma for Operational Leaders & Managers | 8421-31/33 | 610/0058/4 | 342 | 471 |
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| --- | --- | --- |
| Version & Date | Change Detail | Section |
| V1.0 January 2022 | Handbook created |  |
| V1.1 January 2022 | Corrected example model title | Unit 520 AC1.1 Depth |
| V1.2 April 2025 | Post Nominals added | Section 4 |
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Contents

Qualification at a glance 2

1 Introduction 5

Structure 6

Total Qualification Time 6

2 Centre Requirements 7

Approval 7

Centre Staffing Requirements 7

Learner Entry Requirements 7

Age Restrictions 8

Time Constraints 8

3 Delivering the Qualification 9

Initial Assessment 9

Induction 9

Guidance for Delivery 10

Support Materials 10

Suggested Learning Resources 10

4 Assessment 12

Assessment Method 12

Assessment Strategy 13

ILM Assessment Terminology (Verbs) 13

Authenticity 13

Results Sheets 13

Recognition of Prior Learning (RPL) 13

Results Entry on Walled Garden 13

Certificates 14

5 Assessment Guidance: Portfolio 15

Types of Evidence 15

Selecting Evidence 16

Preparing Evidence 16

6 Assessment Guidance: Unit Assignments 17

7 How this Qualification Links to Level 5 Operations or Departmental Manager End-point Assessment 18

Mapping to the Standard 18

End-point Assessment 18

8 Units 20

Unit 520 Personal & Professional Development 21

Unit 521 Communication Skills 29

Unit 522 Managing Teams 37

Unit 523 Business Planning 47

Unit 524 Operational Planning & Management 53

Unit 525 Financial Practices 61

Unit 526 Project Planning 67

Appendix A Guidance for Delivery 76

Appendix B Mapping Level 5 Operations or Departmental Manager Apprenticeship to Qualification 82

Appendix C Unit Assignments 95

Assignment: 520 Personal & Professional Development 95

Assignment: 521 Communication Skills 98

Assignment: 522 Managing Teams 101

Assignment: 523 Business Planning 104

Assignment: 524 Operational Planning & Management 106

Assignment: 525 Financial Practices 109

Assignment: 526 Project Planning 111

Appendix D Portfolio Evidence Matrix 114

Appendix E Results Sheets 123

Results Sheet: 520 Personal & Professional Development 123

Results Sheet: 521 Communication Skills 127

Results Sheet: 522 Managing Teams 132

Results Sheet: 523 Business Planning 137

Results Sheet: 524 Operational Planning & Management 141

Results Sheet: 525 Financial Practices 145

Results Sheet: 526 Project Planning 148

Sources of General Information 153

Useful Contacts 154

1 Introduction

This document tells you what you need to do to deliver the qualification:

|  |  |
| --- | --- |
| Area | Description |
| Who is the **qualification** for? | Active or aspirational Operational and Departmental Managers who must manage teams and projects to achieve operational/departmental goals and objectives, as part of the delivery of the organisation’s strategy. Responsibilities include financial and resource management. They are accountable to a more senior manager or business owner.  Apprentices must be active in an Operational or Departmental Manager role. |
| What does the qualification cover? | This qualification allows learners to develop and practise the skills required by Operational and Departmental Managers.  It supports on-programme delivery for [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2). |
| What opportunities for progression are there? | This qualification supports learner progression onto the following ILM/City & Guilds qualifications:   * Level 3 Award & Certificate in Effective Coaching/Mentoring * Level 5 Certificate & Diploma in Effective Coaching & Mentoring * Level 6 Award & Diploma in Management * Level 7 Diploma for Senior Leaders * Level 7 Certificate & Diploma for Executive and Senior Level Coaches and Mentors   Higher level apprenticeships could also be accessed at Levels 6 and 7. |
| Who did we develop the qualification with? | Leadership and Management subject matter experts and ILM customers. |
| Is it part of an apprenticeship pathway? | This qualification provides full coverage for on-programme delivery of the Apprenticeship which has been created by the employer-led Trailblazer group. |

Structure

To achieve the City & Guilds Level 5 Diploma for Operational Leaders & Managers, learners must pass allseven units.

|  |  |  |  |
| --- | --- | --- | --- |
| **ILM unit number** | **Unit title** | **Level** | **Guided Learning Hours (GLH)** |
| 8421-520 | Personal & Professional Development | 5 | 48 |
| 8421-521 | Communication Skills | 5 | 47 |
| 8421-522 | Managing Teams | 5 | 66 |
| 8421-523 | Business Planning | 5 | 47 |
| 8421-524 | Operational Planning & Management | 5 | 54 |
| 8421-525 | Financial Practices | 5 | 30 |
| 8421-526 | Project Planning | 5 | 50 |

Total Qualification Time

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

TQT is comprised of the following two elements:

* The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
* An estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by - but, unlike guided learning, not under the immediate guidance or supervision of - a lecturer, supervisor, tutor or other, appropriate provider of education or training.

Extract from Ofqual: *Total Qualification Time Criteria for All Qualifications*

| **Title and level** | **GLH** | **TQT** | |
| --- | --- | --- | --- |
| City & Guilds Level 5 Diploma for Operational Leaders & Managers | 342 | | 471 | |

The Guided Learning Hours (GLH) and TQT are based on unitised delivery and can be reduced through holistic delivery. See [Appendix A](#AppendixAGuidanceforDelivery) for guidance on how content could be delivered efficiently.

2 Centre Requirements

Approval

Centres must be approved by ILM to offer this qualification before commencing delivery. Centres should liaise with their Account Manager to obtain approval.

Existing ILM customers currently offering Level 5 Diploma for Leaders & Managers (8420) wishing to offer this qualification will be able to apply for fast track approval. ILM Centres who are not approved for 8420 will need to complete the qualification approval process. Organisations which are not already ILM approved centres will need to complete both centre approval and qualification approval processes.

To offer this qualification new Centres will need to gain both Centre and Qualification approval. Centre staff must familiarise themselves with the structure, content, and assessment requirements of the qualification before designing a course programme. Please refer to the *City & Guilds/ILM Quality Assurance Standards, Centre Document Library,* and *Centre Approval Process* documents for further information.

Once approved, the qualification will be listed on a Centre’s Walled Garden Catalogue.

Centre Staffing Requirements

Staff delivering these qualifications must be able to demonstrate that they meet the occupational expertise requirements. They should:

* Be occupationally competent or technically knowledgeable in the area(s) for which they are delivering training and/or have experience of providing training. This knowledge must be to the same level as the training being delivered.
* Have recent relevant experience in the specific area they will be assessing.
* Have credible experience of providing training.

Centre staff may undertake more than one role, e.g., Tutor and Assessor or Internal Quality Assurer but cannot internally quality assure their own assessments.

Further information is available in *City & Guilds/ILM Quality Assurance Standards, Centre Document Library,* and *Centre Approval Process* documents.

Learner Entry Requirements

Centres must ensure that learners have the potential and opportunity to gain the qualification successfully. As this qualification is work-based, learners must have the opportunity to undertake the activities of an Operations/Departmental Manager to enable them to fulfil the requirements of this qualification.

Gaps in opportunity to undertake activities within their day-to day role must be identified by the Centre at the start of the qualification. The employer **must** provide opportunities for the learner to achieve the required evidence. Evidence must come from activities within a real work environment within their organisation.

Age Restrictions

City & Guilds cannot accept registrations for learners under 16 as these qualifications are not approved for under 16s.

Time Constraints

Qualification registration is valid for three years.

3 Delivering the Qualification

Initial Assessment

An initial assessment of each learner must be made before the start of their programme to identify:

* If the learner has any specific training needs.
* The appropriate type and level of qualification.
* Support and guidance they may need when working towards their qualification.
* Any units they have already completed which are relevant to the qualification.

Centres are required to demonstrate commitment to equal opportunities when recruiting learners. The *City & Guilds/ILM Centre Document Library* has guidance on making arrangements for learners requiring reasonable adjustments or special considerations in respect of assessment. This should be done as early as possible in the programme and needs to be approved by ILM before implementation.

Induction

Centres must provide an induction so learners fully understand the requirements of the qualification, their responsibilities as a learner, and the responsibilities of the Centre. This information can be recorded on a learning contract.

Each programme must include the following, which must be supported by written information for learners covering:

* An outline of the qualification and the related learner support available.
* The aim of the City & Guilds Level 5 Diploma for Operational Leaders & Managers.
* Expectations of, and benefits to, the learner and where relevant, their employer.
* Format of the programme – content, hours, attendance, delivery methods, etc.
* The Assessment Criteria, including the Assessment Requirements (Sufficiency).
* Roles and responsibilities of Centre staff, learners and ILM.
* Learning and study skills, including reference to use of library, internet and any open or online learning to be used, and access to The Institute of Leadership & Management Studying Membership and benefits.
* Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity, and plagiarism.

Recommended for this qualification:

|  |  |
| --- | --- |
| Induction | Tutorial Support |
| Two hours induction (minimum) | At least 7 hours of tutorial support as part of the Guided Learning Hours (GLH). |

Guidance for Delivery

The Guided Learning Hours (GLH) and TQT are based on unitised delivery and can be reduced through holistic delivery. See [Appendix A](#AppendixAGuidanceforDelivery) for guidance on how content could be delivered efficiently.

Each unit also includes suggested delivery methods.

Support Materials

|  |  |
| --- | --- |
| Description | How to access |
| Fast track approval form | ILM Website and Quality Team |
| E-Workbooks | ILM Account Manager |
| Student Membership from The Institute of Leadership of Management: Learning resources, diagnostic tools, Edge Magazine | [www.institutelm.com](http://www.institutelm.com) |

Email updates

Sign up to receive tailored emails covering ILM updates and events:

[www.i-l-m.com/trainers-and-centres/email-updates](http://www.i-l-m.com/trainers-and-centres/email-updates)

Suggested Learning Resources

These suggestions are current at the time of publication.

General

The following resources could be used to support learning in all of the subject areas:

* Studying membership of The Institute of Leadership & Management.
* E Journals.
* Professional Body Learning Resources.
* Company and Industry Sector Reports.
* The leadership challenge: how to make extraordinary things happen in organizations (6th edition); Kouzes, James M and Posner, Barry Z; John Wiley and Sons; 2017; 9781119278962
* Management: A Very Short Introduction; Hendry, John; Oxford University Press, 2013, 9780199656981

Units

The following resources are provided as guidance only. Centres should select current and relevant resources and encourage learners in self-guided reading.

**8421-520 Personal & Professional Development**

* Thanks for the Feedback: The Science and Art of Receiving Feedback Well: Stone, D and Heen, S; Penguin; 2015; 9780670922635
* Emotional Intelligence: 25th Anniversary Edition; Goleman, D; Bloomsbury; 2020; 978152663620
* Gods of Management, The Four Cultures of Leadership: Handy, Charles; Profile; 2020; 9781788165624

**8421-521 Communication Skills**

* Just Listen: Discover the Secret to Getting Through to Absolutely Anyone; Goulston, Mark M.D; HarperCollins Focus; 2018; 9780814436479
* Conflict Management for Managers: Resolving Workplace, Client, and Policy Disputes; Raines, Susan S: Rowman & Littlefield: 2019: 9781538119938
* In the Chair: how to guide groups and manage meetings; Green, Andrew; Parthian books; 2014; 9781909844780

**8421-522 Managing Teams**

* The Coaching Manual 5th Ed; Starr, Julie; Pearson Education Ltd; 2021; 9781292374246
* Team management – How to Manage People (4th revised edition): Fast, Effective Management Skills that Really Get Results; Armstrong, M; Kogan Page Ltd; 2019; 9780749484811
* Drive: The Surprising Truth About What Motivates Us (main edition); Pink, Daniel H; Canongate books Ltd; 2018; 9781786891709

**8421-523 Business Planning**

* The 7 Habits Of Highly Effective People: Revised and Updated: 30th Anniversary Edition: Covey, Stephen R; Simon & Schuster: 2020; 9781471195204
* Six Thinking Hats; De Bono, Edward; Penguin Books; 2016; 9780241257531
* Marketing For Dummies 5th Ed; McMurtry, Jeanette Thomas: John Wiley & Sons; 2017, 9781119365570

**8421-524 Operational Planning & Management**

* Who Moved My Cheese; Johnson, Spencer; Vermilion; Ebury Publishing; 2002; 9780091883768
* Managing Information Technology, Francisco Castillo, Springer publishing, 1st Ed. 2018, 9783319817699
* Managers Guide to Operational Management; Kamauff John; McGraw-Hill Education, 2009; 9780071627993

**8421-525 Financial Practices**

* Financial Management for Decision Makers 9th edition: Atrill, Peter; Pearson Educational; 2019; 9781292311432
* Accounting for Non Accounting Staff; Dyson J.R. & Franklin Ellie; Pearson Education; 2020; 9781292286938
* The Financial Times Essential Guide to Budgeting and Forecasting: How to Deliver Accurate Numbers (The FT Guides); Wyatt, Nigel; Pearson Education; 9780273768135

**8421-526 Project Planning**

* Project Management: A Managerial Approach (9th Ed); Meredith, Jack R; Mantel, Samuel J. Jr. and Shafer, Scott M.; John Wiley & Sons; 2015; 9781118945834
* Decision Making and Problem Solving: Break Through Barriers and Uncertainty at Work; Adair, John Eric; Kogan Page; 2019; 97807492809
* Project Management in Practice; Meredith, Jack R; Shafer, Scott M, Mantel, Samuel J. and Sutton, Margaret M; John Wiley & Sons; 2021; 9781119703037

4 Assessment

Assessment Method

Centres can decide whether to assess each unit by Portfolio or Unit Assignment:

* Portfolio – evidence across one or more units.
* Unit Assignment – structured evidence for a single unit.

Learners must complete a Portfolio and/or Unit Assignments which cover all the Assessment Criteria **and** Assessment Requirements, providing evidence of their knowledge, skills and behaviours in real situations.

The primary purpose of this qualification is to support on-programme delivery of the Level 5 Operations or Departmental Manager Apprenticeship Standard, so scenarios are not accepted as assessment evidence because they do not support a learner demonstrating their competence.

Gaps in opportunity to undertake activities within their day-to day role must be identified by the Centre at the start of the qualification. The employer must provide opportunity for the learner/apprentice to achieve the required evidence. Evidence must come from activities within a real work environment within their organisation.

The qualification is graded Pass or Referral (not yet competent). To achieve a Pass for the qualification the learner must Pass all seven units.

| ILM Unit Number | Unit Title | Assessment Method | Assessment Material Locations |
| --- | --- | --- | --- |
| 8421-520 | Personal & Professional Development | Portfolio and/or Unit Assignments | This Qualification Handbook:   * Portfolio guidance in [Section 5](#Section5Portfolio), and each Unit ([Section 8](#Section8Units)). * Unit Assignments guidance in [Section 6](#Section6AssignmentsGuidance), and [Appendix C](#AppendixCAssignments). |
| 8421-521 | Communication Skills |
| 8421-522 | Managing Teams |
| 8421-523 | Business Planning |
| 8421-524 | Operational Planning & Management |
| 8421-525 | Financial Practices |
| 8421-526 | Project Planning |

Assessment Strategy

All units in this qualification are initially assessed by the Centre (internal assessment), and subject to internal and external quality assurance.

Assessment decisions can only be determined as Pass or Referral. The only acceptable reason for a referral is a failure to meet one or more Assessment Criteria.

To Pass each unit the learner **must satisfy all Assessment Criteria and Assessment Requirements** by providing sufficient and valid evidence of their own creation. Centres must ensure that learners have access to the Assessment Criteria and Assessment Requirements (Sufficiency).

ILM Assessment Terminology (Verbs)

The Assessment Criteria include a range of verbs. Definitions are available on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Authenticity

The learner must complete and sign a Declaration of Authenticity when submitting their Portfolio and/or Unit Assignments to the Centre. A blank declaration form can be found in the *City & Guilds/ILM Centre Document Library*.

Results Sheets

Result Sheets are a key auditable document found in [Appendix E](#AppendixEResultsSheets) of this Qualification Handbook. The sheets can be used for both the Unit Assignments and Portfolio. Centres may use their own version of Results Sheets as long as the same information is provided.

Assessors must provide a rationale for their assessment decision in the Results Sheet. Feedback should be rich and contextualised.

Recognition of Prior Learning (RPL)

Recognition of prior learning means using previous experience or qualifications to contribute to a new qualification. RPL is allowed for this qualification.

Apprenticeship End-point Assessment (EPA): The primary purpose of this qualification is on-programme delivery for the Level 5 Operations or Departmental Manager Apprenticeship. Prior achievement is not accepted as evidence for this apprenticeship.

Results Entry on Walled Garden

Walled Garden is the online portal for entering registrations and assessment results. For full instructions on using Walled Garden go to www.i-l-m.com/trainers-and-centres/walledgarden

When entering results, the assessment type will appear as ‘Portfolio.’ Unit Assignment results can also be entered under the ‘Portfolio’ assessment type.

Certificates

A printed certificate will be issued to each successful learner for units and the full qualification.

E-Certificates are a complimentary service for all City & Guilds/ILM qualifications enabling customers to view and download PDF versions of certificates.

**Digital Credentials**

A digital credential is a visual representation of knowledge and skills, and is issued online for the full qualification only, making it easy for individuals to demonstrate their competencies to employers, clients, and peers. Each digital credential has a unique URL that can be shared electronically via social media, in an email signature, and on a CV. Please see an example below:



[www.credly.com/org/ilm/badge/level-5-diploma-for-operational-leaders-and-managers-8421-31](http://www.credly.com/org/ilm/badge/level-5-diploma-for-operational-leaders-and-managers-8421-31)

Should the learner wish to receive a digital credential on successful completion of this qualification, as part of the registration process Centres must ensure that the learner’s unique email address is added. This will allow ILM to issue the credential directly to them. This is a complimentary service in addition to the paper certificate.

**City & Guilds of London Institute**

On successful completion of these qualifications, learners will be awarded the prestigious designation of Affiliateship of the City and Guilds of London Institute and will be able to use the post-nominals **AfCGI** after their names. These post-nominals provide learners with professional recognition and provide additional validation for employers and clients of their capabilities and expertise. Learners will receive a digital certificate confirming their designation.

5 Assessment Guidance: Portfolio

The Portfolio is intended to be holistic, for example one piece of evidence may be provided against multiple Assessment Criteria and across more than one unit. It is not necessary for learners to have a separate piece of evidence for each Assessment Criteria.

**When compiling their Portfolio learners must refer to the Assessment Criteria and Assessment Requirements (Sufficiency) to understand the evidence required.**

Find the explanations of verbs on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

**Evidence of skills applied in real-work situations is required**; scenarios to demonstrate skills and behaviours are not accepted because they do not support a learner demonstrating their competence.

Learners must ensure that they provide multiple examples/references when required by the Assessment Criteria.

Where demonstrating knowledge, learners may refer to their own organisation, or another they are familiar with.

The Portfolio for this qualification will be a range of materials and documents generated over the period of the qualification which demonstrate knowledge and application of leadership and management concepts.

The Portfolio must be provided electronically, unless agreed otherwise under the Special Consideration policy.

**Apprenticeship End-point Assessment (EPA):** Where this qualification is taken as part of the Level 5 Operations or Departmental Manager Apprenticeship, learners must review the specific requirements of the EPA assessment methods to ensure compliance.

Types of Evidence

Types of evidence could be:

* Work products, such as:
* Performance reviews.
* Project plans and documentation.
* Reports.
* Minutes of meetings.
* Demonstrations.
* Presentations.
* Research projects.
* Video or audio extracts, such as professional discussions. It is essential that the Assessor can easily identify the key pertinent points within the recording:
  + Where a criterion is being met it must be identified in the Evidence Matrix, e.g., can be found from four minutes within the recording (timestamped)
  + Which individual is the learner – an introduction at the beginning of each recording identifying who is involved and the date of the recording. This could be further supported with an annotated or written summary.
* Witness testimony from a reliable, authentic witness giving their account of what the learner has carried out in their job role. Statements must be dated and signed by the witness and include their relationship to the learner.
  + Feedback must focus only on direct observation of evidence rather than opinions.

Evidence must be clear and unambiguous – an initial profile page and supporting context statements are recommended to support evidence that does not stand alone.

Evidence **must** not:

* Include case studies or scenarios.
* Include reflective accounts by the learner, except for AC2.4 in Unit 520 Personal & Professional Development (Reflective Accounts are not accepted for End-point Assessment except for S8.1).
* Require access to hyperlinks.

Selecting Evidence

All evidence must be of the learner’s own work and any teamwork presented must clarify and focus on the learner’s contribution.

The Guidance for Delivery in [Appendix A](#AppendixAGuidanceforDelivery) may help learners understand where evidence can be used for multiple Assessment Criteria.

In summary, there are two questions that a learner should consider when selecting work for their Portfolio:

1. Which pieces holistically (most efficiently) provide evidence that together cover multiple Assessment Criteria?
2. Is this the best evidence I have, showing that I have met all of the Assessment Criteria **and** Assessment Requirements?

Preparing Evidence

Evidence should be presented as follows:

* With a header or footer containing the learner’s name, the date the evidence was produced, and an evidence reference number.
* The content of the Portfolio must be mapped to the relevant Assessment Criteria using an Evidence Matrix such as provided in [Appendix D](#AppendixDPortfolioMatrix).
* External sources must be clearly referenced using a recognised system.

Confidentiality and data protection requirements must be adhered to, e.g., permissions for use of video/images containing identifiable individuals (such as colleagues and clients), anonymisation of documentation, and permission when submitting sensitive information.

6 Assessment Guidance: Unit Assignments

Unit Assignments provide learners with a structure for presenting their evidence for a single unit. They can be found in [Appendix C](#AppendixCAssignments).

The Assignments each cover the Learning Outcomes and Assessment Criteria for one unit.

**When completing their assignment learners must refer to the Assessment Criteria and Assessment Requirements (Sufficiency) to understand the evidence required.**

Find the explanations of verbs on the ILM website: [www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

**Evidence of skills applied in real-work situations is required**; scenarios to demonstrate skills and behaviours are not accepted because they do not support a learner demonstrating their competence.

Learners must ensure that they provide multiple examples/references when required by the Assessment Criteria.

The Assignments are designed for use by learners from any industry.

Where demonstrating knowledge, learners may refer to their own organisation, or another they are familiar with.

Assignments can be in written form, recorded Presentation, or a recorded Professional Discussion. Learners can combine all three methods in an Assignment. Supporting work-product evidence should be included in Appendices/Annexes.

Typical word counts and timings reflect the expectation that learners can produce concise evidence. Where assessment methods are combined word counts and timings should be adjusted proportionately.

**Apprenticeship End-point Assessment (EPA):** Where this qualification is taken as part of the Level 5 Operations or Departmental Manager Apprenticeship, learners must review the specific requirements of the EPA assessment methods to ensure compliance. If Unit Assignments are submitted as part of the Portfolio of Evidence for EPA, the apprentice must ensure that work-product evidence is provided in the Appendices/Annexes to demonstrate the skills and/or behaviours.

7 How this Qualification Links to Level 5 Operations or Departmental Manager End-point Assessment

This qualification is designed to support apprentices during the on-programme part of the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2). It can be used to support progression, providing confidence in the apprentice’s competence and readiness to go through to End-point Assessment (EPA).

Achievement of this qualification is independent of EPA and does not guarantee success at EPA.

Centres may choose assessment through Portfolio and/or Unit Assignments, however apprentices may benefit from Portfolio assessment for the four units which map to the EPA Professional Discussion.

If using ILM as the EPA organisation, Centres must refer to the *ILM Level 5 Operations or Departmental Manager End-point Assessment Pack* and *Recording Forms* for detailed guidance on using ILM/City & Guilds for EPA.

Mapping to the Standard

[Appendix B](#AppendixBMappingtoStandard) shows where each Knowledge, Skill, Behaviour (KSB) and Pass Grading Descriptor maps to this qualification.

The Units in [Section 8](#Section8Units) include reference to the Knowledge, Skills and Behaviours (KSBs).

The combined Assessment Criteria **and** Assessment Requirements (Sufficiency) provide full coverage of the KSBs and Pass Grading Descriptors.

Distinction Grading Descriptors are not covered.

End-point Assessment

The [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2) has two assessment methods:

* Professional Discussion, underpinned by a Portfolio of Evidence.
* Project Proposal with three elements: Written, Presentation and Questioning.

Prior to Gateway, Centres should support apprentices by developing their skills for the Professional Discussion, Presentation and Questioning.

Apprentices should review the EPA Distinction Grading Descriptors as part of their preparation for EPA.

**Portfolio of Evidence**

The Portfolio generated for this qualification **must be reviewed by the apprentice, employer, and provider before submission at Gateway** to ensure it meets the requirements of EPA, including:

* Limits on the number of pieces of evidence.
* Duration restrictions for recordings.
* Only the KSBs and Grading Descriptors for the Professional Discussion must be evidenced.
* Evidence must by generated during the on-programme element of the apprenticeship.
* An Evidence Matrix mapping to the KSBs.
* If Unit Assignments are submitted as part of the Portfolio of Evidence for EPA, the apprentice must ensure that work-product evidence is provided in the Appendices/Annexes to demonstrate the skills and/or behaviours.

**Project Proposal**

The Level 5 Operations or Departmental Manager Assessment Plan requires that the Project Proposal subject, title and summary is presented at Gateway as a 500-word Summary.

The Project Proposal is completed in its entirety **after Gateway**, whichcannot be changed by ILM.

Evidence from the following **qualification** units **cannot** be used for EPA unless the evidence has been produced **after Gateway**:

* 8421-523 Business Planning
* 8421-525 Financial Practices
* 8421-526 Project Planning

8 Units

This qualification is comprised of sevenUnits. A unit describes what is expected of a competent Operations/Departmental Manager in their job role:

* **Learning Outcomes** describe the skills and knowledge that a learner will possess on completion of the qualification.
* **Assessment Criteria (AC)** specify what knowledge, skills and behaviours must be evidenced:
  + Learners must ensure that they provide sufficient evidence, for example where the AC asks for evidence of more than one model/activity.
  + **The Knowledge, Skills and Behaviours shown in blue** map to the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2).
  + An AC may cover underpinning knowledge or all/part of a KSB. A KSB may be split across ACs in order to fully cover the requirements.
* **Depth** defines the minimum breadth or scope which a Centre should deliver in order to adequately prepare the learner.
  + The Depth includes examples of models and theories which Centres could cover within a topic. Relevant alternatives can be used.
  + Additional content can be delivered as long as it is relevant to the Assessment Criteria and the job role.
* **Assessment Requirements (Sufficiency)** detail how a learner **must** demonstrate their competence.
  + Numbers of theories/models provide evidence of the breadth of the subject.
* **Guided Learning Hours** reflect unitised delivery and assessment.
  + [Appendix A](#AppendixAGuidanceforDelivery) provides a suggested approach to delivery which combines Assessment Criteria into subjects.

The order of the units is only a suggestion; however, Centres can deliver in any order.

Suggestions for delivery and possible work-product evidence are included with each unit.

Unit 520 Personal & Professional Development

|  |  |
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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 48 |
| Unit Aim: | This unit will enable learners to develop a personal development plan based on their preferred learning and behavioural styles and reflect on the impact of their performance on others. They’ll be able to act as a role model of their organisation’s values. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Personal & Professional Development KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K8.1, K8.2 * S8.1, S9.1 * B4.1, B4.2, B4.3   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to create a personal development plan based on individual learning and behavioural styles.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Evaluate learning and behavioural styles to determine the implications for the workplace.  (K8.2 Understand different learning and behavioural styles.) | Models of learning styles, for example Honey & Mumford, VARK, Felder-Silverman etc.  Models of behavioural styles, for example Merill’s People Style Grid, Berne’s Transactional Analysis.  How to evaluate the strengths and limitations of learning and behavioural styles in the context of own workplace. | The learner must evaluate a minimum of two learning style model/theories and two behavioural style model/theories and make clear links to their implications for the workplace. |
| **AC1.2**  Assess own learning and behavioural styles.  (K8.2 Understand different learning and behavioural styles.) | Tools and techniques that help assess different individual learning styles and preferences, for example Kolb Learning Style Inventory, Honey & Mumford’s learning style, Anthony Gregorc's Mind Styles.  The tools and techniques that help assess different individual behavioural styles and preferences, for example DISC profiles, Belbin’s team roles, working styles questionnaire.  Applying tools and techniques to clarify specific aspects of own ways of learning and behaving, e.g., preferred style, dominant style. | The learner must identify and assess their own learning and behavioural styles, referring to at least two recognised tools or techniques. |
| **AC1.3**  Produce a personal development plan using own learning and behavioural styles.  (S9.1 Able to create a personal development plan.) | Creating a Personal Development Plan:   * The reasons why planning own personal development is important. * Formal and informal methods of learning and development available within the organisation, for example training courses, coaching, mentoring, shadowing etc. * The personal development cycle and the stages involved in development planning, including identifying development needs. * What should be included in a personal development plan to help measure and track progress and achievements. (SMART objectives, short, medium, and long-term goals) * Planning development activities to suit learning/behavioural styles of self. * How to match different learning/behavioural preferences to the range of organisational learning and development opportunities available. * The difference between a Personal Development Plan and Continuing Personal Development Log. | The learner must create a personal development plan for themselves that matches their own individual learning and behavioural styles.  The personal development plan must contain a minimum of three SMART development objectives, covering short, medium, and long-term aspirations. |

**Learning Outcome 2**

The learner will understand impact of own behaviour on others.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain why reflection is an important self-development tool.  (S8.1 Able to reflect on own performance, working style and its impact on others.  K8.1 Understand own impact and emotional intelligence.) | The definition of self-awareness, and how this can assist in developing knowledge of own behaviours.  The value of critical refection as a self-development tool.  The links between effective reflection and personal development in self and others.  The link between self-awareness and improved performance (own and others).  How to develop as a manager/leader through observation and self-reflection. | The learner must explain the importance of self-awareness and the role reflection plays in this, providing an evaluation of how effective reflection can impact on personal development in self and others. |
| **AC2.2**  Evaluate working styles and their impact on the workplace.  (S8.1 Able to reflect on own performance, working style and its impact on others.  K8.1 Understand own impact and emotional intelligence.) | Models of working styles, for example Rensis Likert, The Tannenbaum Schmidt Leadership Continuum, Hershey & Blanchard situational leadership etc.  Applying tools and techniques to clarify specific aspects of ways of working/working styles, e.g., preferred style, dominant style.  The positive and negative impacts of personal working style on others. | The learner must evaluate a minimum of two working styles models. This must reflect key features of the models and their impact on the workplace. |
| **AC2.3**  Evaluate the impact of emotional intelligence within the workplace.  (K8.1 Understand own impact and emotional intelligence.) | Definitions and models/theories of emotional intelligence, e.g., Goleman, Salovey and Mayer, Petrides and Furnham.  How the models compare, and the key features of each.  The strengths and weaknesses of emotional intelligence theories, including criticisms.  How awareness of emotional intelligence can make leaders more effective in their role.  Strengths and areas for development of identified personal emotional intelligence style.  How awareness of the impact of own behaviours on others can be used to improve working relationships.  How to identify personal emotional triggers and the likely behaviours associated with these. | The learner must evaluate emotional intelligence within the workplace, referring to at least one model/theory.  This must reflect key features of the model and its impact on the workplace. |
| **AC2.4**  Reflect on own performance, working style and emotional intelligence, including the impact on others.  (K8.1 Understand own impact and emotional intelligence.  S8.1 Able to reflect on own performance, working style and its impact on others.) | The range of methods that can be used to gather feedback on performance, such as:   * Coaching tools, e.g., Johari window, wheel of life, personal SWOT, self-awareness cards. * Management tools, e.g., 360-degree feedback, engagement surveys. * Self-reflection techniques and tools, e.g., using a journal, listening to inner voice, mindfulness.   Tools and techniques to measure own emotional intelligence, for example Bar-On Emotional Quotient Inventory, Self-Report Emotional Intelligence Test etc.  Tools and techniques to identify working style. | The learner must ensure the reflection of their practice includes the importance of being aware of own behaviour and the impact it can have on others.  The reflection must refer to performance and personal working style and emotional intelligence behaviours.  **A reflective account is permitted for this Assessment Criteria only, accompanied by evidence to support the conclusions.** |

**Learning Outcome 3**

The learner will be able to act as a role model within their organisation’s values.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain organisational values and culture.  (B4.3 Operates within organisational values.) | An understanding of what is meant by ‘organisational’ values and link to company identity, e.g., sector, size, location, age, product/service, management structure.  Why organisational values are important and how they impact upon management and performance.  Theories and models of organisational culture, e.g., Handy’s four types, Competing Values framework.  The range of factors that contribute to the creation of organisational culture, e.g., Schein’s three levels.  How culture can differ between different divisions/structures within the same organisation. | The learner must explain organisational values and the links to company culture and identity. The work must be underpinned by reference to at least two relevant theories and models and examples from the workplace. |
| **AC3.2**  Describe the behavioural characteristics of a positive management role model.  (B4.1 Sets an example, and is fair, consistent, and impartial.  B4.2 Open and honest.) | The importance or role modelling.    How to demonstrate a positive role model through behaviours, e.g., Being open, honest, fair, consistent and impartial.  Consistently role modelling appropriate behaviours expected of others, to lead by example, e.g.:   * Valuing the contribution of team members. * Responding to feedback from the team. * Using an open, honest communication style. * Having a non-judgemental approach. * Encouraging the contribution of the whole team. * Encouraging a no blame culture. * Keeping promises.   The knowledge, skills and behaviours that support ethical management. | The learner must describe the behavioural characteristics that create a climate of fairness, impartiality, openness, and honesty in the workplace. |
| **AC3.3**  Operate within the organisation’s culture and values as a role model.  (B4.1 Sets an example, and is fair, consistent, and impartial.  B4.2 Open and honest.  B4.3 Operates within organisational values.) | How to treat people equally in the workplace using relevant organisational guidelines and codes of practice.  Definitions of equality, diversity, and inclusion in a workplace context.  How equality, diversity and inclusion differ, and the role of the leader in supporting these concepts. Approaches for creating an inclusive workplace.  The equality, diversity and inclusion policies that are available within an organisation.  Ways to recognise and challenge discrimination.  How to consider equality, diversity, and inclusion from policy through to everyday workplace activities. | The learner must demonstrate how they act as a role model consistently operating within the organisational values, in a climate of fairness, impartiality, openness, and honesty in the workplace. |

Guidance for Delivery

Delivery could be through a blend of underlying theory around culture, emotional intelligence theories and their application, supported by exercises to improve understanding of own abilities, for instance learning style inventories, or emotional intelligence competencies. Peer learning could support reflection on own competencies, and self-reflection could be encouraged through discussion and sharing good practice.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Outcomes of diagnostics to support understanding and evaluation of learning and behavioural styles and emotional intelligence.
* A completed Personal Development Plan that is based on SMART objectives and includes short, medium and long term goals.
* An understanding of organisational culture, for instance a cultural analysis of the organisation, such as Culture Web.
* Evidence of the impact of reflective practice on own, and organisational, work outcomes: this could be through the application of a model such as Kirkpatrick’s model, or through witness testimony.
* Workplace documentation, including observation and witness testimony, could support evidence of applied behaviours and role modelling, demonstrating a climate of fairness, impartiality, openness, and honesty in the workplace.
* Performance feedback gathered through, for instance, appraisal and supervision records, critical incident reports, evaluations, and 360 degree appraisals.

Unit 521 Communication Skills

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 47 |
| Unit Aim: | This unit will enable learners to build and maintain relationships with both internal and external stakeholders using a variety of effective communication formats and techniques. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Communication Skills KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K6.1, K6.2, K6.3, K7.1 * S6.1, S6.2, S7.2, S7.3 * B1.3, B2.2, B3.3   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to use interpersonal skills and communication within the workplace.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Describe different communication forms, techniques and interpersonal skills, and their application in the workplace.  (K7.1 Understand interpersonal skills and different forms of communication and techniques and how to apply them appropriately.) | Models of communication, such as Shannon & Weaver, Schramm, Osgood.  Different forms of communication, e.g., verbal, non-verbal, written, digital.  Communication techniques, including strengths and weaknesses.  Selecting a suitable form of communication to match different colleague levels.  Interpersonal skills, such as: patience, positive attitude, assertiveness, team working, active listening, reflection.  Organisational criteria that define the required interpersonal skills, such as: role specifications, competencies, behaviours frameworks, values, qualifications.  Use of criteria to make judgements about the interpersonal skills that are required in different workplace situations. | The learner must describe the application within the workplace of at least two of each of:   * Communication forms. * Communication techniques. * Interpersonal skills. |
| **AC1.2**  Actively listen when challenging and giving feedback in the workplace.  (S7.3 Use of active listening, and able to challenge and give constructive feedback.) | Models of feedback, e.g., Impact Feedback Tool, Pendleton’s Model of Feedback, Boost, Cobs etc.  Techniques for giving constructive feedback.  Techniques for handling challenging within the team.  Importance of effective feedback in the workplace.  Active listening:   * Questioning techniques (address uncertainty, seek clarity). * Reflection techniques (confirm understanding of the message). | The learner must demonstrate how they have used active listening skills when challenging and providing constructive feedback. |
| **AC1.3**  Justify how they have remained positive and adaptable when responding to feedback regarding the need for change.  (B3.3 Positive and adaptable, responding well to feedback and need for change.) | Techniques for gathering feedback, such as 360 degree feedback, performance reviews.  How to receive feedback in a constructive way – challenge or change by adapting behaviour. | The learner must provide evidence of a situation where they have responded to feedback that requires them to change something (behaviours/system etc.).  They must justify how they managed the receiving of this feedback in an adaptable and positive manner. |

**Learning Outcome 2**

The learner will be able to establish effective business relationships.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Explain how effective stakeholder relationships are established in the workplace.  (K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing and effective networking.) | How to identify stakeholders, including partners and suppliers.  Stakeholder mapping/analysis, e.g Mendelow Matrix, Eden and Ackermann.  How different stakeholder relationships need to be managed.  Key skills for building business relationships.  Barriers to creating effective relationships and how to overcome these. | The learner’s explanation must include reference to stakeholders, partners, and supplier relationship management. |
| **AC2.2**  Analyse collaborative working techniques and the impact this has on delivery.  (K6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.) | Collaborative working factors, e.g. Early engagement/involvement, shared goal/vision, communication channels etc.  How internal and external working relationships may differ when working collaboratively.  Building trust.  The implications for different parties when sharing knowledge, expertise, and best practice.  Pros and cons of collaborative working. | The learner’s analysis must include how collaborative working can impact delivery of work/projects through other people. |
| **AC2.3**  Build trust through internal and external collaborative relationships and sharing of good practice.  (K6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice.  S6.1 Able to build trust and use effective negotiation and influencing skills to manage conflict.  S6.2 Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation.) | The skills required to share good/best practice.  Selecting an appropriate forum for discussing best practice.  Application of the principles, guidelines, and tools for knowledge sharing/collaboration.  The implications for different parties when sharing knowledge, expertise, and best practice.  Risks of sharing information with other internal/external stakeholders. | The learner must demonstrate how they have built trust in effective collaborative working relationships, and how this was achieved through the sharing of good practice.  Evidence must provide examples of both internal and external collaborative relationships. |

**Learning Outcome 3**

The learner will be able to apply negotiation and influencing skills to manage conflict in the workplace.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain how effective use of negotiating, influencing, and networking skills establish business relationships.  (K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing and effective networking.) | Negotiation models and techniques, e.g., win-win, RADPAC Model  Negotiation styles, e.g., competing, collaborating, accommodating etc.  Influencing models, e.g., Cialdini’s six principles of influence model, push/pull model, McKinsey influence model.  How to identify/leverage opportunities to persuade others.  Difference between negotiating, influencing, and networking.  How to build effective formal and informal networks with all stakeholders. | The learner must include an explanation of negotiating, influencing, and networking skills, and how they can help build effective business relationships. |
| **AC3.2**  Analyse a conflict management model and the approaches used to resolve different levels of workplace conflict.  (K6.3 Know how to manage conflict at all levels.) | The levels/depth of conflict that occur within an organisation, e.g varying complexity and seriousness, within teams, interdepartmental conflict, escalation.  Conflict management models and styles, e.g Thomas-Kilmann, Problem Solving Cycles, Interest-Based Relational Approach etc.  Different approaches to managing conflict.  How to use recognised models, processes, and approaches to minimise conflict between stakeholders. | The learner’s analysis must include a conflict management model reflecting different levels of conflict within an organisation. |
| **AC3.3**  Build trust, show determination, negotiate and influence when managing conflict and difficult situations.  (S6.1 Able to build trust and use effective negotiation and influencing skills to manage conflict.  B1.3 Determination when managing difficult situations.) | Creating an environment of trust and respect.  Addressing issues to build and maintain trust.  How trust impacts on the management of conflict. | The learner must demonstrate use of building trust, showing determination, and influencing and negotiating to effectively manage a conflict situation. |

**Learning Outcome 4**

The learner will be able to chair meetings and present information.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC4.1**  Describe the key components involved in chairing a meeting.  (S7.2 Able to chair meetings and present using a range of media.) | Components of chairing a meeting:   * Role of the meeting chair. * Different types of meetings e.g., decision making, information giving etc. * Meeting procedures and protocols. * Planning and Preparation prior to, during and following the meeting. * Managing meeting behaviours. * Time management techniques. * Decision making techniques. | The learner must describe the key components of chairing a meeting in order to be effective. |
| **AC4.2**  Present information using a range of media.  (S7.2 Able to chair meetings and present using a range of media.) | Use of different presentation aids.  Organisational templates and guidelines for presentations.  Different formats/media for presenting information, e.g., intranet, website, tables, graphs, pie chart etc.  Formal and informal presentation methods.  Presentation skills and techniques. | The learner must undertake a minimum of one presentation, and a minimum of three different types of media must be used.  This presentation could be part of chairing a meeting or could be a stand-alone presentation. |
| **AC4.3**  Chair meetings effectively and inclusively.  (S7.2 Able to chair meetings and present using a range of media.  B2.2 Seeks the views of others and values diversity.) | Use of appropriate leadership styles during the meeting.  Use effective communication skills to ensure all participants contribute to a successful meeting.  Use non-confrontational approaches when challenging others: tact, reduce perceptions of threat, encourage collaboration etc.  Use of effective chairing skills and techniques to guide the meeting to a successful conclusion using the above skills and agenda ensuing all associated actions are agreed and understood. | The learner must chair a meeting and detail how they have chaired the meeting effectively.  The learner must include how they sought the views of others and valued diversity within the activity. |

Guidance for Delivery

Delivery of underlying theory combined with opportunities to discuss and explore workplace application. Peer learning in exploring good practice in, for instance, developing trust and working collaboratively. Sharing workplace practice in, for instance, chairing meetings and delivering presentations may also be of benefit.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Details of collaborative project planning, management, and outcomes.
* Stakeholder analysis, including engagement methodology and relationship management.
* Presentations delivered.
* Minutes of chairing meetings.
* Critical incidents including negotiation, networking, and influencing, and conflict management.
* Application of active listening skills, for instance supervision/appraisal or coaching records.
* Witness testimony/observation that demonstrate when the learner has built trust, shared good practice and used different methods of communication.

Unit 522 Managing Teams

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 66 |
| Unit Aim: | This unit will enable learners to use different leadership styles to improve performance, and lead and manage multiple and remote teams. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Managing Teams KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K4.1, K4.2, K4.4, K5.1, K5.2 * S4.2, S5.1, S5.2, S5.3 * B2.1   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to manage multiple and remote teams using authentic leadership.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Evaluate different leadership styles and how they apply in different situations.  (K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders.) | Range of leadership theories available, e.g., Adair, Hersey and Blanchard, etc.  Different leadership styles that can be adopted, e.g., Lewin’s Theory etc.  How to match leadership style with a range of workplace situations and teams, such as: projects with short time frames, on-going business as usual tasks, working with diverse remote teams etc.  Adapting leadership style and approaches to meet the needs of different teams.  How different organisational cultures may affect leadership styles.  Impact on performance when leadership styles do not align with culture. | The learner must evaluate a minimum of three leadership styles and detail how they could apply a leadership style in three different situations. |
| **AC1.2**  Analyse methods of leading multiple and remote teams and managing team leaders.  (K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders.  K5.1 Know how to manage multiple teams and develop high performing teams.) | Methods available to lead and manage multiple teams, remote teams, and team leaders.  The different kind of organisational teams that a leader may be responsible for, and their key functions.  The needs and expectations of different organisational teams.  The type of remote teams that may exist within an organisation, e.g., employees who work away from an organisation’s main site, home working, multi-location working etc.  The advantages and disadvantages of remote teams for the organisation, individuals, and leader.  The regular, day-to-day management activities that help to maintain the performance of remote teams, multiple teams, and team leaders.  The key leadership approaches that create an effective working environment for remote workers, team managers and multiple teams.  The problems associated with managing multiple teams, e.g., working across different cultures and time zones, different shift/working patterns, conflicting priorities, contrasting line management styles etc. | The learner must include an analysis of the methods of leading multiple and remote teams and managing team leaders. |
| **AC1.3**  Be an authentic leader, adapting leadership style when required.  (B2.1 Open, approachable, authentic, and able to build trust with others.) | How authenticity is modelled in the workplace.  Leadership behaviours showing authenticity, such as openness, trustworthy, approachable.  How to build trust with the team:   * Creating an environment of trust and respect. * Addressing issues to build and maintain trust. * How trust impacts on the management of conflict. | The learner must demonstrate behaviours that show authenticity, including openness, approachability, and the ability to build trust. |

**Learning Outcome 2**

The learner will be able to recruit, develop talent and performance manage their teams.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Critically analyse the stages of the organisation’s recruitment process.  (K5.2 Understand performance management techniques, talent management models and how to recruit and develop people.) | The organisational situations where the need for additional staff is identified.  The options for recruiting different types of staff, e.g., full-time, part-time etc.  The recruitment process, including the stages involved, from defining requirements through to issue of employment contract.  The different people and teams involved in a recruitment process (internal and external).  The legal requirements, industry regulations, organisational policies and professional codes that apply to recruitment.  The techniques that are used to ensure relevant requirements are met during recruitment activities. | The learner must critically analyse the strengths and weaknesses of the current process, making recommendations for improvement as appropriate. |
| **AC2.2**  Analyse performance and talent management techniques and models.  (K5.2 Understand performance management techniques, talent management models and how to recruit and develop people.) | Definition of performance management.  Formal and informal performance management techniques, e.g., setting objectives, appraisals, performance dashboards, etc.  The ways that underperformance can be identified.  Impact of individual poor performance on whole team.  How to address poor performance, using techniques such as individual monitoring.  Definition of talent management.  Ways to identify individual development needs, such as training needs analysis.  How to develop talent within the team, e.g., coaching, mentoring, on-line programmes etc.  The different talent management models that can be adopted, e.g., Bersin, BPI, Drotter’s Leadership Pipeline, in-house models etc.  The relationship between talent management and the achievement of organisational objectives.  Good practice for talent management, including, use of competency models, identifying high potential employees, etc. | The learner must analyse:   * A minimum of two techniques/models to manage underperformance. * A minimum of two talent management techniques/models. |
| **AC2.3**  Manage talent and performance.  (S5.1 Able to manage talent and performance.) | An organisation’s succession plans, such as identifying high potential employees and organisational opportunities for individual growth.  Consider reward and recognition policies.  Support the development of individuals and teams, e.g., mentoring, coaching, networking, involvement in cross-team projects etc.  Recording talent management activities that have been undertaken.  Appraisals/performance management meetings which identify individuals’ strengths and areas for improvement.  Identify and prioritise areas where team development is required to fill skills gaps. | The learner must demonstrate how they have effectively managed talent and performance within their team(s), detailing the key activities undertaken to manage this process. |

**Learning Outcome 3**

The learner will be able to develop high performing teams.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Evaluate coaching and mentoring approaches that can be used to improve performance.  (K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.) | The key differences between coaching and mentoring.  Formal and informal workplace coaching and mentoring that support individual improvement.  The range of models, techniques and processes that can be applied to support effective coaching, e.g., GROW, OSCAR, STAR, Active listening, questioning techniques, wheel of life, personal awareness cards.  Good practice in coaching and mentoring.  The differences between coaching, mentoring and appraisals. | The learner must include an evaluation of the use of coaching and mentoring approaches to improve performance. |
| **AC3.2**  Explain how to manage and develop high performing teams.  (K5.1 Know how to manage multiple teams and develop high performing teams.) | Theories/models of team building such as Belbin, Tuckman.  Describe the features of a high performing team.  Features of a high performing team that is focused on their departmental goals, such as SMART objectives, link to organisational vision  Balance of skills within the team to facilitate high performance working.  Sharing leadership and accountability to achieve quality outcomes.  Ways to monitor, support and review team in achieving objectives.  Techniques for identifying skills gap within team.  The problems associated with managing and developing high performing teams. | The learner’s explanation must include how to manage and develop high performing teams. |
| **AC3.3**  Analyse motivational techniques to improve performance.  (K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches.) | The range of motivational theories, e.g., Daniel Pink, Hertzberg, Vroom’s Expectancy Theory, McClellan’s Acquired Needs, Maslow etc.  How to apply motivational techniques to improve the performance of individuals and teams. | The learner must analyse two motivational techniques that can be used to improve work performance. |
| **AC3.4**  Support development through coaching and mentoring to enable and support high performance working.  (S4.2 Support development through coaching and mentoring and enable and support high performance working.) | Use of coaching plans with agreed outcomes/goals.  The differences between coaching, mentoring and appraisals. | The learner must evidence the application of coaching and mentoring plans for team members to support high performance working. |
| **AC3.5**  Develop, build, and motivate teams in the workplace by identifying their strengths.  (S5.2 Develop, build, and motivate teams by identifying their strengths and enabling development within the workplace.) | Methods of development within the workplace, such as training plans, PDP, SWOT, PDR, and capability frameworks that contain feedback and acknowledgment of individuals strengths, weaknesses, and drivers. | The learner must evidence how they have developed, built, and motivated their team(s).  The evidence must build on the identification of teams’ strengths. |

**Learning Outcome 4**

The learner will be able to delegate work.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC4.1**  Explain the purpose and process of delegation in the workplace.  (K4.4 Know how to delegate effectively.) | Purpose of delegation for effective team performance.  Factors to consider when delegating work to individuals and teams.  Delegation theories, such as the Tannenbaum and Schmidt continuum.  Matching work allocation to individual career aspirations and development plans.  The steps involved in effective delegation of work.  How to use resource availability to prioritise and re-prioritise workloads.  The impact on performance when work is delegated inappropriately.  When planning workloads, identify the capacity of individuals to take on delegated tasks.  Behavioural characteristics of accountability, e.g., lead by example, pride in work, admits mistakes etc.  Difference between accountability and responsibility. | The learner must explain the purpose and process of delegation, and support this with a minimum of two different examples of delegation in the workplace. |
| **AC4.2**  Delegate and enable delivery through others.  (S5.3 Able to delegate and enable delivery though others.) | Process to delegate work to team members, e.g., planning, level of authority | The learner must demonstrate the process they followed to delegate two different tasks to team members and show how delivery of objective was achieved. |

Guidance for Delivery

This unit has six key areas of learning: leadership, team building, coaching and mentoring, recruitment and selection, delegation and motivation, and can be supported by classroom learning for underlying theories and understanding and peer discussion to share good practice. Exploration of work based practice may support the skills element of the learning.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Records of coaching and mentoring, including feedback and outcomes achieved.
* Diagnostics identifying leadership strengths and areas for development.
* Project plans which include delegated tasks.
* Setting and monitoring KPIs which include motivation of teams and individuals, and outcomes to support this.
* Workplace policies, and records of, the recruitment and selection process.
* Succession planning and talent management activities such as skill/will matrices and skills-gap analysis.
* Witness testimony/observation could be used to demonstrate leadership approaches and behaviours, team leading capability, delegation, and motivation ability.

Unit 523 Business Planning

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 47 |
| Unit Aim: | This unit will enable the learner to create and integrate, strategic, operational, and contingency plans to continuously improve business performance. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Planning their Project Proposal KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K1.1, K1.2, K1.4, K10.2 * S1.1, S1.3, S4.3 * B3.1, B3.2   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand how to create strategic, operational, and contingency plans.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Describe operational management approaches and models and how these link to strategic planning.  (K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.) | Strategic planning purpose and content, for example:   * Organisational position, e.g., market insights, SWOT, customer demand etc. * Strategy, e.g., mission, values, vision, competitive advantage, long term objectives etc.   Strategic planning models and techniques, e.g.:   * Balanced Scorecard. * Porter’s 5 Forces. * Gap analysis.   Purpose of operational management, and the associated practices, for example:   * Inputs. * Transformation Process. * Outputs. * Links to strategic planning.   Management models and theories, e.g., Adair Action-Centred, Theory X-Y, Systems Theory, McKinsey’s 7-S. | The learner must describe at least:   * One operational management approach. * One operational management model.   and how these can be used to support strategic planning. |
| **AC1.2**  Explain the components of a viable operational plan.  (K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs.) | Components that are included in an operational plan, e.g., objectives, Key Performance Indicators (KPIs), quality standards etc.  What makes an operational plan viable, e.g., relation to company aims, objectives, sector, size resources. | The learner must explain the components of an operational plan and why the components are included, including KPIs and objective setting. |
| **AC1.3**  Describe the importance of contingency planning.  (K1.4 Knowledge of management systems, processes and contingency planning.) | Role of contingency planning in business continuity and risk management, e.g., succession planning, multi-skilling staff, valid risk management with mitigation.  Situations that can adversely impact operations, e.g., supply chain issues, staff absence, machinery failure.  Potential impact(s) when situations are poorly managed, e.g., high staff turnover, poorly trained staff, targets not met.  Risk analysis tools and techniques, e.g., Risk log, Fishbone/Ishikawa, RAG rating, risk matrix. | The learner must describe why contingency planning is important. |

**Learning Outcome 2**

The learner will be able to continuously improve business performance.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Implement changes to support continuous improvement within an organisation.  (K1.2 Understand business development tools (e.g., SWOT) and approaches to continuous improvement.  S4.3 Able to support the management of change within the organisation.) | Concept of continuous improvement in relation to business needs.  Commercial awareness and role in identifying areas for improvement.  Tools, techniques, and models that support change, e.g., Lewin, Kotter, ADKAR model. | The learner must identify a substantial/complex organisational change and demonstrate how they have implemented this change to support continuous improvement and ensure commercial awareness.  This must include how they identified the need for the above change. |
| **AC2.2**  Describe business development tools and management systems that support the management of change.  (K1.2 Understand business development tools (e.g., SWOT) and approaches to continuous improvement.  K1.4 Knowledge of management systems, processes and contingency planning.  S4.3 Able to support the management of change within the organisation.) | Change management.  Management systems, e.g.:   * Blake and Mouton. * Likert. * Lean management e.g., 6 Sigma * Management by objectives. * McGregor X and Y.   Business development tools, e.g., PESTLE, SWOT, Work breakdown structures (WBS), Critical Path Analysis (CPA). | The learner must describe a minimum of two each of the following in support of the management of change:   * Business development tools. * Management systems. |
| **AC2.3**  Use commercial awareness to identify and shape new opportunities.  (S1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities.  B3.1 Flexible to the needs of the organisation.  B3.2 Is creative, innovative and enterprising when seeking solutions to business needs.) | Commercial awareness, e.g., competition and impact on change solutions.  Business innovation – identifying and shaping new opportunities in line with organisational requirements.  Critical thinking techniques.  Decision making and problem solving tools and techniques which encourage creativity, e.g., Brainstorming, SWOT, PESTLE, De Bono, Weighted grid analysis, Deming cycle. Pareto analysis. | The learner must demonstrate how they have utilised commercial awareness to identify enterprising solutions to deliver change or develop new opportunities.  The learner must include how they were flexible and creative in developing the solution(s). |

**Learning Outcome 3**

The learner will be able to create plans in line with organisational objectives.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain how organisational values and ethics impact on decision making.  (K10.2 Understand organisational values and ethics and their impact on decision making.) | Identification of organisational values.  Ethical behaviour in business.  Impact of ethics on organisational values, e.g., public, private, charity sector, profit motive, community benefit etc.  Decision making tools and techniques, e.g., cost/benefit analysis, decision making tree. | The learner must explain how organisational values and ethics impact upon decision making. |
| **AC3.2**  Contribute to strategic planning and create a plan that is in line with organisational objectives.  (S1.1 Able to input into strategic planning and create plans in line with organisational objectives.) | Difference between a strategic and operational plan.  The link between operational planning and organisational strategy.  Definition of organisational objectives.  Components of objectives, for example:   * KPIs. * Reporting mechanisms. * Resources. * Timescales. * Accountabilities. * Tasks.   Long- and short-term planning.  Format of operational plans. | The learner must demonstrate how they have contributed to strategic planning, and then created a plan which supports organisational objectives. |

Guidance for Delivery

Classroom delivery of underlying theory, including change management, planning, and business development. Shared practice in terms of organisational planning systems and good practice, through peer learning, would support the practical elements of learning. A business development tool could be introduced through learning with a view to such a tool being created, or an existing one explored in depth. Peer learning, such as action learning, could be used to support reflection on own behaviours.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Operational planning documentation.
* Contingency and risk planning documentation.
* Examples of substantial organisational change, such as project management planning and execution, change programmes in own area of influence and continuous change strategies and planning,
* Market analysis and strategy.
* New enterprise exploration, outline and planning.
* Records of decision making, such as recommendations made, or reports created from analysis.
* Witness testimony/observation could be used to evidence behaviours.

Unit 524 Operational Planning & Management

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 54 |
| Unit Aim: | This unit will enable the learner to undertake operational planning in the workplace, considering the use of technology and data to support the delivery of these plans. They will understand how to manage, lead and communicate change in the workplace, and the impact that organisational culture and diversity has on change. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Operational Planning & Management KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K1.3, K1.6, K4.3 * S1.4, S4.1 * B1.1, B1.2, B1.4   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to create, deliver and monitor operational business plans.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Analyse the key components of operational business planning.  (K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.) | The differences between a strategic plan, a tactical plan, and an operational plan.  Organisational values.  The links between operational planning and organisational strategy.  The purpose of operational business planning.  The different components that are included in an operational plan, for example: setting objectives, setting targets (KPIs), timescales, reporting mechanisms, quality standards etc.  Resources, such as equipment, ICT, materials, staffing, budget etc.  The components of sales/marketing plans that contribute to operational plans, e.g., campaign timings, forecasts etc.  The organisational policies, processes and procedures that affect operational planning e.g., Health and Safety, maternity/paternity leave etc. | The learner’s analysis must include the following components:   * Management of resources. * Setting targets. * Monitoring performance. * Sales and marketing plans. |
| **AC1.2**  Describe operational business planning techniques.  (K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.) | The range of business planning techniques available to assist with operational planning, such as RACI, Risk Maps, PESTLE, SWOT analysis etc.  The difference between operational planning techniques and project planning techniques. | The learner must describe at least two business planning techniques.  The learner must describe how their knowledge and understanding of business planning techniques supports the creation and delivery of operational plans. |
| **AC1.3**  Create, deliver, and monitor an operational business plan.  (S1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans.) | Components of operational plans:   * Objectives. * Key Performance Indicators (KPIs). * Reporting mechanisms. * Resources. * Timescales. * Accountabilities. * Tasks. * Quality.   Techniques for monitoring performance against objectives/plans. | The learner must create an operational business plan that includes objectives, tasks, resources required, timescales, KPIs, accountabilities, quality, and monitoring and reporting mechanisms.  Delivery of the operational plan must be evidenced as well as how performance against the plan was monitored. |

**Learning Outcome 2**

The learner will understand effective technology use, data security and data reporting in the delivery of operational business plans.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Evaluate the use of technology in operational planning and management.  (K1.6 Understand data security and management, and the effective use of technology in an organisation.) | The types of technology used for operational planning and management, e.g., Management Information Systems (MIS).  How technology innovation can change data management and improve quality, efficiency, and productivity. | The learner must evaluate one example of how technology is used in operational planning and management. |
| **AC2.2**  Describe the importance of data management and security in an organisation.  (K1.6 Understand data security and management, and the effective use of technology in an organisation.) | Current data protection legislation, such as GDPR.  Protecting organisational sensitive data.  Implication for collection of data within organisations, e.g., how collect and store, retention periods.  Consequences of not meeting data protection regulations.  Data management and security in the context of operational plans. | The learner must describe how their knowledge and understanding of data management and security supports the creation and delivery of operational plans. |
| **AC2.3**  Explain how management reports are used in the delivery and monitoring of operational business plans.  (K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance.) | Different types of management reports, such as management of resources, target setting, monitoring performance etc.  When management reports are written, and their frequency.  How the reports are used in the business, by different departments/teams/individuals.  The key features of a viable management report.  The role that each of the key features of a management report fulfils. | The learner must explain how management reports are used in their organisation to manage resources and systems, set targets, and monitor performance of operational business plans. |

**Learning Outcome 3**

The learner will understand organisational culture and diversity, and leading, managing, and communicating change in the workplace.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Explain how organisational culture and diversity impacts the management of change within the workplace.  (K4.3 Understand organisational cultures and diversity and their impact on leading and managing change.) | Organisational Culture:   * Theories and models of organisational culture, e.g., Handy’s four types, Competing Values framework, etc. * Factors that contribute to the creation of organisational culture, such as Schein’s three levels. * Organisational culture aligns with desired organisational values. * The implications of cultural values, norms and practices on team working. * The impact of clashes between organisational culture and team working practices. * The ways that organisational culture can help or hinder change within the workplace.   Equality, Diversity, and Inclusion:   * Definitions of equality, diversity, and inclusion (EDI) in a workplace context. * The differences between equality, diversity, and inclusion. * Approaches for creating an inclusive workplace. * Current Equality Legislation. * Consequences of non-compliance at an organisational and individual level. * Organisational policies to support EDI within an organisation and how they impact leading and managing change. * Ways to recognise and challenge discrimination. | The learner must explain how organisational culture and diversity impact on leading and managing change in the workplace. |
| **AC3.2**  Explain the process of leading and managing change.  (K4.3 Understand organisational cultures and diversity and their impact on leading and managing change.) | Purpose of organisational change and how it provides opportunities for the workplace.  Change management models and processes, e.g., Kotter, The Change Curve, etc.  The different tools and techniques that can be used to plan change, e.g., Impact Analysis, Burke-Litwin, McKinsey 7S, etc.  The difference between leading and managing change.  The organisational systems to monitor progress during implementation of change.  Communicating change, e.g., emphasising benefits, mitigating risks, considering emotional impact etc. | The learner’s explanation must include the process of both leading and managing change, referencing at least one change management model/technique. |
| **AC3.3**  Use resilience and accountability when seeking new opportunities for own organisation.  (B1.2 Demonstrates resilience and accountability.  B1.4 Seeks new opportunities.) | Resilience behaviours, e.g., recognition of limits of control, commitment, action oriented, adaptable to change etc.  Behavioural characteristics of accountability, e.g., lead by example, pride in work, admits mistakes etc.  Difference between accountability and responsibility. | The learner must demonstrate how they have used resilience and accountability when seeking new business opportunities. |
| **AC3.4**  Communicate organisation’s vision and goals and their application to their team.  (S4.1 Able to communicate organisational vision and goals and how these to apply to teams.) | Key aspects of organisational vision and values that are appropriate to the team.  Communication methods to provide the information, for example: team meetings, briefings, presentations, etc. | The learner must evidence how they have communicated and applied the organisation’s vision and goals to their team(s). |
| **AC3.5**  Use drive to achieve change.  (B1.1 Drive to achieve in all aspects of work.) | Drive to achieve in work activities, e.g., resilience, tenacity, taking responsibility for actions, etc. | The learner must provide an example of when they have used their drive to achieve change. |

Guidance for Delivery

Tutor-led learning to support key theories around culture, change, and business planning, including data management. Peer shared learning could support personal reflection and explore good practice around equality and diversity, resilience, and communication of vision, such as discussion circles, action learning groups or peer-mentoring circles. Opportunities to explore own behaviours within the unit would be of benefit, such as facilitating reflective learning and encouraging discussion around personal competencies.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Examples of business planning in own area of influence, such as planning documents, project outlines, or recommendations made.
* Details of technology to support business planning.
* Operational planning documents, created by the learner, in their own area of influence.
* Change management within own area of influence, through change plans, minutes of meetings, recommendations, and outcome-based evidence.
* Critical instances or observation/witness testimonies, evidencing how they have used resilience and accountability when seeking new opportunities, and how they have driven change in their own area of influence.
* Evidence of having communicated vision and values, for example through shared planning documents, observation/witness testimonies, records of meetings and team briefings.

Unit 525 Financial Practices

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 30 |
| Unit Aim: | This unit will enable the learner to understand financial planning and be able to manage budgets. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Project Proposal Output KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K3.1 * S1.5, S3.1, S6.3 * B3.4   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will understand business finance.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Assess financial management practices within the workplace.  (K3.1 Understand business finance: how to manage budgets and financial forecasting.) | The range of financial management practices that are used within organisations, including:   * Planning and policy. * Governance and compliance. * Financial controls. * Setting budgets. * Managing budgets. * Internal and external audits.   Reasons why financial management practices are necessary.  Relationship of effective financial management to successful business performance. | The learner must assess and make a judgement on the importance of financial management practices to an organisation, with reference to at least three practices. |
| **AC1.2**  Explain financial forecasting.  (K3.1 Understand business finance: how to manage budgets and financial forecasting.) | Use of past, current and projected financial conditions to forecast organisational income and expenditure.  The key components of financial forecasting, including:   * Projected income statement. * Cash budget. * Projected balance sheet. * Projected use of funds. * Funding sources.   The importance of accuracy.  Quantitative methods involved in financial forecasting, e.g., rule of thumb, smoothing, decomposition, time series, causal.  Qualitative methods that can be used for financial forecasting, e.g., market research, external and internal expert opinions, Delphi method etc.  Types of internal activities that may prompt budget revisions. | The learner must explain financial forecasting and its role in business finance. |
| **AC1.3**  Explain the process of setting a budget.  (K3.1 Understand business finance: how to manage budgets and financial forecasting.  S6.3 Use of specialist advice and support to deliver against plans.  S3.1 Able to monitor budgets, and provide reports and consider financial implications of decisions and adjust approach/ recommendations appropriately.) | Individuals, teams, external and internal stakeholders involved in setting a budget.  Components that are included in a budget.  Steps that are involved in agreeing budgets from strategic level through to operational teams.  Challenges that arise when setting budgets, and how to deal with these through negotiation and change.    Types of external and internal information that is available to assist with budget planning and how to use this.  Specialist advice available.  Checking of draft budgets for risk and mitigation. | The learner must explain how a budget-setting process works.  This explanation must include the reasons for the steps involved in setting a budget, and the roles of others e.g., colleagues, specialists. |
| **AC1.4**  Describe how to manage a budget.  (K3.1 Understand business finance: how to manage budgets and financial forecasting.) | People and processes involved in monitoring organisational budgets against plans.  Interpretation of information included in a budget.  How and when to raise concerns during budget monitoring.  Methods used to monitor variance of actual financial performance against the set budget.  Potential sources of variance, and the ways that the impact of variance can be minimised.  Purpose of monitoring budget revisions.  Individuals and teams involved in authorising budget changes.  Production of budget reports and management information. | The learner must describe how to manage a budget including how to control expenditure, and the actions that can be taken to manage variance within a budget. |

**Learning Outcome 2**

The learner will be able to produce management reports, monitor budgets and adjust plans for own area of responsibility.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Produce management information reports based on collation, analysis, and interpretation of data in own area of responsibility.  (S1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data.  S3.1 Able to monitor budgets, and provide reports and consider financial implications of decisions and adjust approach/ recommendations appropriately.) | How to collate, analyse and interpret data.  Creating management reports using data sources, for example, management information systems.  Methods to monitor the causes of variance from the plan.  Financial reporting that supports management of budget.  Monitoring of costs and expenditure against the set budget following company guidelines.  Use of specialist advice guidance.  Proposing solutions. | The learner must produce a report based on their monitoring of management information within their area of responsibility, such as a budget or staffing.  This must include collation, analysis, and interpretation of data. |
| **AC2.2**  Use specialist advice to be open to new ways of working and deliver plans.  (S6.3 Use of specialist advice and support to deliver against plans.  B3.4 Open to new ways of working.) | Use specialist advice and support to deliver plans, e.g.:   * Finance managers. * Senior management. * Technical colleagues. * HR. * External consultants. * ACAS.   Benefits of being open to alternative ways of working. | The learner must identify specialists who can advise and support them in delivering plans outside their skills-set/day-to-day role. This must include consideration of new ways of working. |
| **AC2.3**  Adjust plans in response to budget monitoring.  (S3.1 Able to monitor budgets, and provide reports and consider financial implications of decisions and adjust approach/ recommendations appropriately.) | Aspects of the budgeting process, e.g., setting, revising, monitoring, and reporting etc.  Financial implications of decisions.  Adjustments to identified budget.  Process for making changes to systems, budgets etc. for example area and limits of authority, escalation of concerns. | The learner must identify variances from the budget and their financial implications.  They must demonstrate that they have taken appropriate action in response to monitoring. |

Guidance for Delivery

Classroom learning to underpin the concepts of financial management, including appropriate models and theories. Peer learning to share good practice. Case studies may also be appropriate in this unit when exploring the link between strong fiscal management and business success. Exemplars of workplace reports could also be used to explore the contents and structure of such reports, and to allow discussion to share practice.

Suggested Evidence

Work product which could be used as evidence for this unit:

* Financial forecasts, records, and budgeting in own area of responsibility
* Evidence of responding to budget variance and of appropriate adjustment
* Use of management information systems to help with financial planning
* Project planning, with relevance to financial elements.
* Workplace reports, completed by the learner, which evidence data collation and analysis.
* Evidence of utilising specialists in the workplace - witness testimony/observation, partnership agreements, contracts and specification outlines.

Unit 526 Project Planning

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| Unit Level: | 5 |
| Guided Learning Hours (GLH): | 50 |
| Unit Aim: | This unit will enable the learner to plan projects, recognise and overcome barriers, and make decisions. |
| Assessment Method: | Portfolio or Unit Assignment |
| **Relationship to Apprenticeship Standard:** | This unit fully maps to the Delivery of their Project Proposal KSB grouping within the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2):   * K1.5, K2.1, K2.2, K9.1. K10.1 * S1.2, S2.1, S2.2, S2.3, S7.1, S9.2, S10.1, S10.2   [Appendix B](#AppendixBMappingtoStandard) explains how this unit links to the Pass Grading Descriptors. |

**Learning Outcome 1**

The learner will be able to plan projects.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC1.1**  Describe project management tools and techniques to plan and organise a project.  (K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management.) | Project management tools and techniques that are used during different phases of a project including:   * Planning, e.g., SWOT, Work Breakdown Structures (WBS), Critical Path Analysis (CPA), PERT Diagrams, set SMART objectives, Gantt charts, Plan on a Page, Resource Histograms, RACI matrix etc. * Monitoring, e.g., how to monitor using relevant plans, communicating with key stakeholders, progress charts, risk log, action plans etc. * Review, e.g., updating plans during project, team review meetings etc. * Resource management.   Overall Change Management Frameworks (such as Kotter) and the use of the tools which support change.  When and why the tools and techniques are used. | The learner must describe at least three project management tools or techniques and their application. |
| **AC1.2**  Identify the scope of a project to enable resource planning.  (S2.1 Plan, organise and manage resources to deliver required outcomes.  K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management.) | Relationship between project scope and planning resources.  Recognised project management approaches (this may be an organisational in-house methodology or more widely recognised model, e.g., Prince2, Agile, Adaptive, etc).  Meaning and importance of scope:   * Project background, purpose. * Objectives. * Deliverables. * Costs/ Budgets * Stakeholders. * Tasks. * Resource requirements. * Milestones and delivery dates. | The learner must demonstrate how they have used project management tools to identify the scope of the project and resources to meet project requirements. |
| **AC1.3**  Identify and mitigate risks within project planning.  (K2.2 Understand approaches to risk management.  S2.2 Monitor progress and identify risk and their mitigation.) | Risk analysis tools and techniques, e.g., Fishbone/Ishikawa, risk matrix, urgency assessment, sensitivity analysis, FMEA, Delphi etc.  Risk assessments.  Risk management.  Mitigation strategies, e.g.:   * Avoidance. * Acceptance. * Transference. * Limitation. * ‘What if’ strategy. | The learner must demonstrate how they have used risk analysis tools and techniques to identify and mitigate risks to a project. |
| **AC1.4**  Develop a project plan with specific, measurable, achievable, realistic, and time-bound (SMART) objectives.  (K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management.  S2.1 Plan, organise and manage resources to deliver required outcomes.  S2.3 Able to use relevant project management tools.) | Project management tools and techniques to develop a project plan, e.g., SWOT, Work Breakdown Structures (WBS), Critical Path Analysis (CPA), PERT Diagrams, SMART objectives, Gantt charts, Plan on a Page, Resource Histograms, RACI matrix etc.  KPIs.  Project evaluation models, e.g., ROI, RAM, Kirkpatrick, Kotter.  Qualitative and quantative measures.  Use of critical data analysis to develop objectives.  Project plan content, including as a minimum:   * The scope of the project (including Key Performance Indicators). * Objectives. * Project planning techniques. * How the project outcomes will be achieved * Financial budgeting and resources. * Implementation plan including. communications and stakeholder plans * Resources. * Monitoring systems. * Planned evaluation method. | The learner must produce a project plan to deliver required outcomes. The plan must include the minimum content:   * The scope of the project (including Key Performance Indicators). * Objectives. * Project planning techniques. * How the project outcomes will be achieved. * Financial budgeting and resources. * Implementation plan including communications and stakeholder plans. * Resources. * Monitoring systems. * Planned evaluation method.   The learner must provide an explanation of how this plan will deliver the required outcomes. |

**Learning Outcome 2**

The learner will be able to manage time, solve problems and make decisions.

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| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC2.1**  Describe time management techniques and tools and how to apply them in the workplace.  (K9.1 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.) | Time management techniques, e.g., Urgent/important (Eisenhower grid), Pomodoro, Pareto.  Tools, e.g., Gantt charts, PERT diagrams, RACI matrix, Plan on a page. | The learner must describe three time management tools or techniques, and how they can be applied in the workplace. |
| **AC2.2**  Use time management and prioritisation techniques.  (K9.1 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks.  S9.2 Use of time management and prioritisation techniques.) | Time management techniques and tools.  Prioritisation techniques. | The learner must use three different time management tools or techniques to prioritise activities. |
| **AC2.3**  Explain techniques used to solve problems and make decisions.  (K10.1 Understand problem solving and decision making techniques, including data analysis.) | Relationship of critical data analysis to decision making and problem solving.  Tools and techniques to identify and obtain relevant data.  Primary data sources, e.g., statistical data, organisational systems, workplace documents, surveys, emails.  Secondary data sources, e.g articles in professional journals and books.  Collation and organisation of data in a logical structure, for analysis and interpretation.  Objective information (facts) versus subjective information (opinions).  Interrogation of the data to understand the information that it provides, e.g., identification of trends, external factors, and influence etc.  Problem solving techniques, e.g.:   * Definition and scope. * Root cause analysis. * Pareto. * Fishbone. * Cost/benefit analysis. * Decision tree. * Forcefield analysis.   Drawing conclusions and priorities from the analysis. | They learner must explain two problem solving techniques and two decision making techniques, ensuring that data analysis is included within the response. |
| **AC2.4**  Use effective problem solving techniques and critical analysis to support decision making.  (K10.1 Understand problem solving and decision making techniques, including data analysis.  S10.1 Able to undertake critical analysis and evaluation to support decision making  S10.2 Use of effective problem solving techniques.) | Decision making and problem solving. | The learner must demonstrate use of critical analysis and evaluation of data using two problem solving techniques. |

**Learning Outcome 3**

The learner will be able to recognise and overcome barriers to change.

|  |  |  |
| --- | --- | --- |
| Assessment Criteria  The learner can…. | Depth | Assessment Requirements (Sufficiency) |
| **AC3.1**  Identifybarriers to change and how these may be overcome.  (K1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them.  S1.2 Support, manage and communicate change by identifying barriers and overcoming them.) | Types of barriers that occur, e.g., emotional, previous experiences, physical etc.  Identifying barriers to change, e.g., observations, discussions, questionnaires, Forcefield analysis, power/influence grid.  Ways to overcome barriers, e.g., sharing information and resources, using internal/external influencers and levers etc. | The learner must identity three potential barriers to change and how these could be overcome. |
| **AC3.2**  Use communication styles to overcome barriers to change.  (S7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style.  S1.2 Support, manage and communicate change by identifying barriers and overcoming them.) | Different forms and style of communication, e.g.,  verbal, nonverbal, written, and digital forms of communication.  Communication styles - considering relevant conventions, internal and external, business environment, sector, culture, flexible and appropriate style, tone of communication.  Meaning of ‘Effective’ communication.  Negotiation techniques.  The communications cycle, e.g., Shannon-Weaver, Schramm, Osgood. | The learner must demonstrate how they have used effective communication to overcome barriers to change on at least two occasions, including a minimum of:   * Three different forms of communication. * Two different audiences.   There must be evidence that the communication has been adapted to be flexible and effective. e.g., the achievement of targets, project delivered on time and budget, feedback from colleagues. |
| **AC3.3**  Evaluateown role when managing operational change and overcoming barriers.  (S1.2 Support, manage and communicate change by identifying barriers and overcoming them.) | How the learner supports, manages, and communicates change within operational management.  Importance of evaluation.  Self-reflection - The value of critical refection as a self-development tool, The link between self-awareness and improved performance (own and others), how to develop as a manager/leader through observation and self-reflection.  Gaining feedback.  Measuring achievements/performance, such as milestones. | The learner must evaluate their own role and how effective they have been in supporting and managing change and overcoming barriers. |

Guidance for Delivery

Tutor led delivery to underpin knowledge. Discuss project management good practice and explore the balance between scope and effectiveness. Peer learning could support exploration of own capabilities to effectively manage time and communicate. In addition, peer learning such as action learning sets, could support self-evaluation skills, including asking pertinent questions.

Suggested Evidence

Work product which could be used as evidence for this unit:

* A project plan is required. This plan should evidence the use of appropriate project management tools, objective setting, resource management and risk analysis combined with planned migration.
* Evidence of an understanding of time management through the utilisation of appropriate tools and techniques.
* A completed critical path analysis.
* Examples of effective problem solving and decision making, including the use of data. This can be through workplace evidence, witness testimony, and evidenced outcomes.
* Examples of using communication to overcome change barriers, such as project plans/records and/or revision, or witness testimony.
* Examples of using feedback as a basis for self-evaluation, such as witness testimonies, appraisal outcomes, personal development planning and CPD cycles which include meaningful self-evaluation.

Appendix A Guidance for Delivery

The GLH and TQT are based on unitised delivery. More efficient delivery could be achieved with a subject-based approach such as **suggested** below. Some ACs will appear under multiple subjects.

| **Subject** | **520 Personal & Professional Development** | **521 Communication Skills** | **522 Managing Teams** | **523 Business Planning** | **524 Operational Planning & Management** | **525 Financial Practices** | **526 Project Planning** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Personal Development** | | | | | | | |
| Personal development planning | AC 1.3 |  |  |  |  |  |  |
| Self-development/ reflective skills | AC 2.1 |  |  |  |  |  | AC 3.3 |
| AC 2.4 |
| Critical reflection | AC 2.1 |  |  |  |  |  | AC 3.3 |
| Gathering & receiving feedback |  | AC 1.3 |  |  |  |  |  |
| Personal working styles | AC 2.2 |  |  |  |  |  |  |
| AC 2.4 |
| Learning & behavioural styles | AC 1.1 |  |  |  |  |  |  |
| AC 1.2 |
| Emotional intelligence | AC 2.3 |  |  |  |  |  |  |
| AC 2.4 |
| Role modelling | AC 3.2 |  |  |  |  |  |  |
| AC 3.3 |
| **Communication** | | | | | | | |
| Forms of communication |  | AC 1.1 |  |  |  | AC 2.1 | AC 3.2 |
| Communicating change |  |  |  | AC 2.1 | AC 3.2 |  | AC 3.2 |
| AC 2.2 |
| Communicating vision & values |  |  |  |  | AC 3.4 |  |  |
| Interpersonal skills |  | AC 1.1 |  |  |  |  |  |
| Active listening |  | AC 1.2 |  |  |  |  |  |
| Chairing meetings |  | AC 4.1 |  |  |  |  | AC 2.1 |
| AC 4.3 | AC 2.2 |
| Presenting information |  | AC 4.2 |  |  |  | AC 2.1 | AC 1.4 |
| Reporting |  |  |  |  | AC 2.3 | AC 2.1 |  |
| **Culture, Ethics & Values** | | | | | | | |
| Culture | AC 3.1 |  | AC 1.1 |  | AC 3.1 |  |  |
| AC 3.2 |
| AC 3.3 |
| Organisational values | AC 3.1 |  |  | AC 3.1 | AC 1.1 |  |  |
| Ethical behaviour |  |  |  | AC 3.1 |  |  |  |
| **Leadership** | | | | | | | |
| Styles |  |  | AC 1.1 |  |  |  |  |
| AC 1.3 |
| Authenticity |  |  | AC 1.3 |  |  |  |  |
| Behaviours |  |  | AC 1.3 |  |  |  |  |
| Trust |  | AC 2.3 | AC 1.3 |  |  |  |  |
| AC 3.3 |
| **Partnership Working** | | | | | | | |
| Stakeholder management |  | AC 2.1 |  |  |  |  | AC 1.2 |
| Negotiation, influencing & networking |  | AC 3.1 |  |  |  | AC 1.3 | AC 3.2 |
|  | AC 3.3 | AC 2.2 |
| Collaborative working |  | AC 2.2 |  |  |  | AC 2.2 |  |
| **Team Management** | | | | | | | |
| Structure & maturity |  |  | AC 3.2 |  |  |  |  |
| Role & purpose |  |  | AC 1.2 |  |  |  | AC 1.2 |
| Team leading |  |  | AC 1.2 |  |  |  | AC 1.2 |
| AC 1.4 |
| Managing multiple & high performance teams |  |  | AC 2.3 |  |  |  |  |
| AC 3.2 |
| AC 3.4 |
| Remote teams |  |  | AC 1.2 |  |  |  |  |
| Managing diverse teams |  |  | AC 1.2 |  |  |  | AC 1.2 |
| Conflict management |  | AC 3.2 |  |  |  |  |  |
| AC 3.3 |
| Team building |  |  | AC 1.2 |  |  |  |  |
| AC 3.2 |
| Delegation |  |  | AC 4.1 |  |  |  |  |
| AC 4.2 |
| Work planning |  |  | AC 4.1 |  |  | AC 2.2 | AC 1.1 |
| AC 1.2 |
| AC 4.2 | AC 2.3 | AC 1.3 |
| **Team Development** | | | | | | | |
| Team development |  |  | AC 3.2 |  |  |  |  |
| AC 3.5 |
| Recruitment |  |  | AC 2.1 |  |  |  |  |
| Performance management |  |  | AC 2.2 |  |  |  |  |
| AC 2.3 |
| AC 3.5 |
| Talent management |  |  | AC 2.2 |  |  |  |  |
| AC 2.3 |
| Succession planning |  |  | AC 2.3 | AC 1.3 |  |  |  |
| Training needs analysis |  |  | AC 2.2 |  |  |  |  |
| Skills gap analysis |  |  | AC 2.3 |  |  |  |  |
| AC 3.2 |
| Giving feedback |  | AC1.2 | AC 2.2 |  |  |  |  |
| AC 3.5 |
| Supporting & developing |  |  | AC 2.2 |  |  |  |  |
| Monitoring |  |  | AC 3.2 |  |  |  |  |
| Motivation |  |  | AC 3.3 |  | AC 3.5 |  |  |
| AC 3.5 |
| Equality, diversity & inclusion | AC 3.1 |  |  |  | AC 3.1 |  |  |
| AC 3.3 |
| Coaching & mentoring |  |  | AC 3.1 |  |  |  |  |
| AC 3.4 |
| **Planning** | | | | | | | |
| Operational planning |  |  |  | AC 1.1 | AC 1.1 |  |  |
| AC 1.2 |
| AC 3.2 |
| Aims & objectives |  |  |  | AC 1.2 | AC 1.3 |  | AC 1.4 |
| AC 3.2 |
| KPIs/goal setting |  |  |  | AC 1.2 | AC 1.1 |  | AC 1.4 |
| AC 3.2 |
| Reporting |  |  |  | AC 3.2 | AC 1.1 | AC 1.3 | AC 1.4 |
| AC 1.4 |
| Resource/ timescale management |  |  |  | AC 1.2 | AC 1.1 | AC 1.3 | AC 1.2 |
| AC 3.2 | AC 1.4 | AC 2.1 |
| AC 2.2 |
| Quality standards |  |  |  | AC 1.2 | AC 1.1 |  |  |
| Accountability |  |  |  | AC 3.2 | AC 3.3 |  | AC 1.1 |
| AC 3.5 | AC 1.2 |
| Commercial awareness |  |  |  | AC 2.3 |  |  |  |
| Utilising specialist advice |  |  |  |  |  | AC 2.2 |  |
| Organisation policies/ processes/ procedures |  |  |  |  | AC 1.1 |  |  |
| Health and safety |  |  |  |  | AC 1.1 |  |  |
| Data management |  |  |  |  | AC 2.2 | AC 2.1 | AC 2.4 |
| Sales/marketing |  |  |  |  | AC 1.1 |  |  |
| Resilience |  |  |  |  | AC 3.3 |  |  |
| AC 3.5 |
| Resource management |  |  |  |  |  | AC 1.3 | AC 1.1 |
| AC 1.4 | AC 1.2 |
| Strategic planning |  |  |  | AC 1.1 | AC 1.1 |  | AC 1.2 |
| AC 3.2 |
| Contingency planning |  |  |  | AC 1.3 |  |  | AC 1.3 |
| AC 3.2 |
| Business continuity |  |  |  | AC 1.3 |  |  |  |
| Risk management & mitigation |  |  |  | AC 1.3 | AC 1.1 |  | AC 1.3 |
| AC 1.2 |
| Business planning |  |  |  | AC 1.2 | AC 1.2 |  | AC 1.3 |
| Supply chain planning |  |  |  | AC 1.3 |  |  |  |
| **Change** | | | | | | | |
| Continuous improvement |  |  |  | AC 2.1 |  |  |  |
| Business development tools |  |  |  | AC 2.2 |  |  |  |
| Business innovation |  |  |  | AC 2.3 | AC 3.3 |  |  |
| Change management & models |  |  |  | AC 2.1 | AC 3.2 |  | AC 1.1 |
| AC 2.2 | AC 3.5 | AC 3.1 |
| Planning and managing change |  |  |  | AC 2.1 | AC 1.3 |  | AC 3.1 |
| AC 2.2 | AC 3.2 | AC 3.2 |
| Monitoring |  |  |  | AC 2.2 | AC 1.3 |  |  |
| AC 3.2 |
| Barriers |  |  |  |  |  |  | AC 3.1 |
| AC 3.2 |
| Tech initiatives & innovation |  |  |  |  | AC 2.1 |  |  |
| **Problem Solving & Decision Making** | | | | | | | |
| Problem solving & decision making |  |  |  | AC 2.3 |  |  | AC 2.3 |
| AC 2.4 |
| AC 3.1 | AC 2.4 |
| Cost benefit |  |  |  | AC 3.1 | AC 1.2 |  | AC 2.4 |
| Data sources |  |  |  |  | AC 2.2 | AC 2.1 | AC 2.3 |
| Drawing conclusions |  |  |  | AC 2.1 |  |  | AC 2.4 |
| AC 2.2 |
| Diagnostic tools (PESTLE, SWOT etc) |  |  |  | AC 2.2 | AC 1.2 |  | AC 2.3 |
| AC 2.3 | AC 2.4 |
| Data collation and analysis |  |  |  |  |  | AC 2.1 | AC 2.3 |
| AC 1.2 |
| **Financial Management** | | | | | | | |
| Financial management |  |  |  |  |  | AC 1.1 | AC 1.2 |
| AC 1.4 |
| Planning |  |  |  | AC 3.2 |  | AC 1.1 | AC 1.4 |
| Governance |  |  |  |  |  | AC 1.1 |  |
| Budgeting & audits |  |  |  | AC 3.2 |  | AC 1.3 | AC 1.4 |
| AC 1.4 |
| Forecasting |  |  |  |  |  | AC 1.2 |  |
| Quantitative & qualitative info |  |  |  |  |  | AC 1.2 |  |
| AC 2.1 |
| Risk mitigation |  |  |  |  |  | AC 1.3 | AC 1.3 |
| AC 1.4 |
| Reporting |  |  |  | AC 3.2 |  | AC 2.1 | AC 1.4 |
| Variance |  |  |  |  |  | AC 1.4 |  |
| AC 2.1 |
| Adjusting plans |  |  |  |  |  | AC 2.3 | AC 1.1 |
| AC 1.4 |
| **Project Management** | | | | | | | |
| Time management |  |  |  |  |  |  | AC 2.1 |
| AC 2.2 |
| Project management tools & planning |  |  |  |  |  |  | AC 1.1 |
| AC 2.2 |
| AC 2.1 |
| Monitoring & review |  |  |  |  |  |  | AC 1.1 |
| Evaluation |  |  |  |  |  |  | AC 1.4 |

Appendix B Mapping Level 5 Operations or Departmental Manager Apprenticeship to Qualification

Knowledge, Skills and Behaviours (KSBs) and Pass Grading Descriptors from the [Level 5 Operations or Departmental Manager Apprenticeship (ST0385/AP04)](https://www.instituteforapprenticeships.org/apprenticeship-standards/operations-or-departmental-manager-v1-2).

An Assessment Criteria (AC) may cover underpinning knowledge or all/part of a KSB:

● Maps to the Standard

**o** Underpinning knowledge

A KSB may be split across ACs in order to fully cover the requirements.

Unit 520 Personal & Professional Development

Assessment Plan Grouping: Personal & Professional Development

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K8.2 Understand different learning and behaviour styles. | **●** | **●** |  |  |  |  |  |  |  |  |
| S9.1 Able to create a personal development plan. |  |  | **●** |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Explains how they used their knowledge of their own learning and behavioural styles, to create their own personal development plan. (K8.2, S9.1) |  | **●** | **●** |  |  |  |  |  |  |  |
| K8.1 Understand own impact and emotional intelligence. |  |  |  | **o** | **o** | **o** | **●** |  |  |  |
| S8.1 Able to reflect on own performance, working style and its impact on others. |  |  |  | **o** | **o** |  | **●** |  |  |  |
| **Pass Grading Descriptor:** Reflects on their own performance, working style and emotional intelligence and the impact they have had on others. (K8.1, S8.1) |  |  |  |  |  |  | **●** |  |  |  |
| B4.1 Sets an example, and is fair, consistent, and impartial. |  |  |  |  |  |  |  |  | **o** | **●** |
| B4.2 Open and honest. |  |  |  |  |  |  |  |  | **o** | **●** |
| B4.3 Operates within organisational values. |  |  |  |  |  |  |  | **o** |  | **●** |
| **Pass Grading Descriptor:** Describes how they operate within their organisation's values and are a role model who sets an example to others by being open, honest, fair, consistent and impartial. (B4.1, B4.2, B4.3) |  |  |  |  |  |  |  |  |  | **●** |

Unit 521 Communication Skills

Assessment Plan Grouping: Communication Skills

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC4.1** | **AC4.2** | **AC4.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K7.1 Understand interpersonal skills and different forms of communication and techniques (verbal, written, non-verbal, digital) and how to apply them appropriately. | **●** |  |  |  |  |  |  |  |  |  |  |  |
| S7.2 Able to chair meetings and present using a range of media. |  |  |  |  |  |  |  |  |  | **o** | **●** | **●** |
| S7.3 Use of active listening, and able to challenge and give constructive feedback. |  | **●** |  |  |  |  |  |  |  |  |  |  |
| B2.2 Seeks the views of others and values diversity. |  |  |  |  |  |  |  |  |  |  |  | **●** |
| **Pass Grading Descriptor:** Describes how they used interpersonal skills including active listening, when challenging and giving constructive feedback and seeking the views of others ensuring they valued diversity. Describes when they effectively used different forms of communication when chairing meetings or presenting. (K7.1, S7.2, S7.3, B2.2) |  | **●** |  |  |  |  |  |  |  |  | **●** | **●** |
| K6.1 Understand approaches to partner, stakeholder and supplier relationship management including negotiation, influencing, and effective networking. |  |  |  | **●** |  |  | **●** |  |  |  |  |  |
| K6.2 Knowledge of collaborative working techniques to enable delivery through others and how to share best practice. |  |  |  |  | **●** | **●** |  |  |  |  |  |  |
| K6.3 Know how to manage conflict at all levels. |  |  |  |  |  |  |  | **●** |  |  |  |  |
| S6.1 Able to build trust and use effective negotiation and influencing skills and manage conflict. |  |  |  |  |  | **●** |  |  | **●** |  |  |  |
| S6.2 Able to identify and share good practice and work collaboratively with others both inside and outside of the organisation. |  |  |  |  |  | **●** |  |  |  |  |  |  |
| B1.3 Determination when managing difficult situations. |  |  |  |  |  |  |  |  | **●** |  |  |  |
| **Pass Grading Descriptor:** Describes when they have been able to build trust and effective relationships when identifying and sharing good practice while working collaboratively both within their organisation and externally. Explains how they used effective negotiation and influencing skills and demonstrated determination to manage conflict. (K6.1, K6.2, K6.3, S6.1, S6.2, B1.3) |  |  |  |  |  | **●** |  |  | **●** |  |  |  |
| B3.3 Positive and adaptable, responding well to feedback and need for change. |  |  | **●** |  |  |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Justifies how they remained positive and adaptable when responding to feedback in the need for change. (B3.3) |  |  | **●** |  |  |  |  |  |  |  |  |  |

Unit 522 Managing Teams

Assessment Plan Grouping: Managing Teams

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC3.5** | **AC4.1** | **AC4.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K4.1 Understand different leadership styles, how to lead multiple and remote teams and manage team leaders. | **●** | **●** |  |  |  |  |  |  |  |  |  |  |  |
| B2.1 Open, approachable, authentic, and able to build trust with others. |  |  | **●** |  |  |  |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Evaluates different leadership styles, methods to lead multiple and remote teams and manage team leaders and explains how they have adapted their preferred style to ensure they are open, approachable, and able to build trust. (K4.1, B2.1) | **●** | **●** | **●** |  |  |  |  |  |  |  |  |  |  |
| K5.2 Understand performance management techniques, talent management models and how to recruit and develop people. |  |  |  | **●** | **●** |  |  |  |  |  |  |  |  |
| S5.1 Able to manage talent and performance. |  |  |  |  |  | **●** |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Discusses how they have recruited, developed or managed team members, and explains the performance management techniques and talent management models that underpin this. (K5.2, S5.1) |  |  |  | **o** | **●** | **●** |  |  |  |  |  |  |  |
| K4.2 Know how to motivate and improve performance, supporting people using coaching and mentoring approaches. |  |  |  |  |  |  | **●** |  | **●** |  |  |  |  |
| K4.4 Know how to delegate effectively. |  |  |  |  |  |  |  |  |  |  |  | **●** |  |
| K5.1 Know how to manage multiple teams and develop high performing teams. |  | **●** |  |  |  |  |  | **●** |  |  |  |  |  |
| S4.2 Support development through coaching and mentoring and enable and support high performance working. |  |  |  |  |  |  |  |  |  | **●** |  |  |  |
| S5.2 Develop, build, and motivate teams by identifying their strengths and enabling development within the workplace. |  |  |  |  |  |  |  |  |  |  | **●** |  |  |
| S5.3 Able to delegate and enable delivery though others. |  |  |  |  |  |  |  |  |  |  |  |  | **●** |
| **Pass Grading Descriptor:** Identifies strengths in their team and adopts coaching and mentoring techniques to develop, build, enable and motivate the team and support high performance working. Uses delegation to enable delivery through others and describes strategies to manage multiple teams. (K4.2, K4.4, K5.1, S4.2, S5.2, S5.3) |  | **●** |  |  |  |  | **●** |  |  | **●** | **●** |  | **●** |

Unit 523 Business Planning

Assessment Plan Grouping: Planning their Project Proposal

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.2 Understand business development tools (e.g., SWOT), and approaches to continuous improvement. |  |  |  | **●** | **●** |  |  |  |
| K1.4 Knowledge of management systems, processes and contingency planning. |  |  | **●** |  | **●** |  |  |  |
| S1.3 Demonstrate commercial awareness, and able to identify and shape new opportunities. |  |  |  |  |  | **●** |  |  |
| S4.3 Able to support the management of change within the organisation. |  |  |  | **●** | **o** |  |  |  |
| **Pass Grading Descriptor:** Describes business development tools, management systems and contingency planning that are available when they have supported the management of change or identified and developed new opportunities within their organisation whilst ensuring commercial awareness. (K1.2, K1.4, S1.3, S4.3) |  |  | **●** | **●** | **●** | **●** |  |  |
| K1.1 Understand operational management approaches and models, including creating plans to deliver objectives and setting KPIs. | **●** | **●** |  |  |  |  |  |  |
| S1.1 Able to input into strategic planning and create plans in line with organisational objectives. |  |  |  |  |  |  |  | **●** |
| **Pass Grading Descriptor:** Uses operational management approaches and models in strategic planning that create plans that meet organisational objectives. (K1.1, S1.1) | **o** | **o** |  |  |  |  |  | **●** |
| B3.1 Flexible to the needs of the organisation. |  |  |  |  |  | **●** |  |  |
| B3.2 Is creative, innovative and enterprising when seeking solutions to business needs. |  |  |  |  |  | **●** |  |  |
| **Pass Grading Descriptor:** Shows how they are flexible, creative, innovative and enterprising when seeking proposed solutions to business needs. (B3.1, B3.2) |  |  |  |  |  | **●** |  |  |
| K10.2 Understand organisational values and ethics and their impact on decision making. |  |  |  |  |  |  | **●** |  |
| **Pass Grading Descriptor:** Explains their organisational values and ethics, and the impact these have on their decision making. (K10.2) |  |  |  |  |  |  | **●** |  |

Unit 524 Operational Planning & Management

Assessment Plan Grouping: Operational Planning & Management

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC2.1** | **AC2.2** | **AC2.3** | **AC3.1** | **AC3.2** | **AC3.3** | **AC3.4** | **AC3.5** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K1.3 Understand operational business planning techniques, including how to manage resources, development of sales and marketing plans, setting targets and monitoring performance. | **●** | **●** |  |  |  | **●** |  |  |  |  |  |
| K1.6 Understand data security and management, and the effective use of technology in an organisation. |  |  |  | **●** | **●** |  |  |  |  |  |  |
| S1.4 Creation and delivery of operational plans, including setting KPIs, monitoring performance against plans. |  |  | **●** |  |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Describes how they used their knowledge and understanding of data security and business planning techniques, to support their organisation in creating and delivering operational plans, which include setting targets and monitoring performance against plans. (K1.3, K1.6, S1.4) | **●** | **●** | **●** |  | **●** |  |  |  |  |  |  |
| K4.3 Understand organisational cultures and diversity and their impact on leading and managing change. |  |  |  |  |  |  | **●** | **●** |  |  |  |
| S4.1 Able to communicate organisational vision and goals and how these to apply to teams. |  |  |  |  |  |  |  |  |  | **●** |  |
| B1.1 Drive to achieve in all aspects of work. |  |  |  |  |  |  |  |  |  |  | **●** |
| **Pass Grading Descriptor:** Explains how they communicated their team's role in their organisation's vision and goals, and how they used their knowledge of the impact that organisational culture and diversity has on leading and managing change to drive, achieve and deliver operational plans. (K4.3, S4.1, B1.1) |  |  |  |  |  |  | **o** | **o** |  | **●** | **o** |
| B1.2 Demonstrates resilience and accountability. |  |  |  |  |  |  |  |  | **●** |  |  |
| B1.4 Seeks new opportunities. |  |  |  |  |  |  |  |  | **●** |  |  |
| **Pass Grading Descriptor:** Describes when they have shown resilience and accountability when seeking new opportunities for their organisation. (B1.2, B1.4) |  |  |  |  |  |  |  |  | **●** |  |  |

Unit 525 Financial Practices

Assessment Plan Grouping: Project Proposal Output

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| K3.1 Understand business finance: how to manage budgets, and financial forecasting. | **●** | **●** | **●** | **●** |  |  |  |
| S1.5 Producing reports, providing management information based on the collation, analysis and interpretation of data. |  |  |  |  | **●** |  |  |
| S3.1 Able to monitor budgets and provide reports and consider financial implications of decisions and adjust approach/ recommendations accordingly. |  |  | **o** |  | **●** |  | **●** |
| **Pass Grading Descriptor:** Provides reports and management information that details the management of their project proposal’s budget appropriately considering the financial implications of their decisions and adjusts their approach or recommendations accordingly. (K3.1, S1.5, S3.1) |  |  |  | **o** | **●** |  | **●** |
| S6.3 Use of specialist advice and support to deliver against plans. |  |  | **o** |  |  | **●** |  |
| B3.4 Open to new ways of working. |  |  |  |  |  | **●** |  |
| **Pass Grading Descriptor:** Uses specialist advice and shows a willingness to be open to new ways of working. (S6.3, B3.4) |  |  |  |  |  | **●** |  |

Unit 526 Project Planning

Assessment Plan Grouping: Delivery of their Project Proposal

| **KSBs & Pass Grading Descriptors** | **AC1.1** | **AC1.2** | **AC1.3** | **AC1.4** | **AC2.1** | **AC2.2** | **AC2.3** | **AC2.4** | **AC3.1** | **AC3.2** | **AC3.3** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| K2.1 Know how to set up and manage a project using relevant tools and techniques and understand process management. | **●** | **●** |  | **●** |  |  |  |  |  |  |  |
| K2.2 Understand approaches to risk management. |  |  | **●** |  |  |  |  |  |  |  |  |
| S2.1 Plan, organise and manage resources to deliver required outcomes. |  | **o** |  | **●** |  |  |  |  |  |  |  |
| S2.2 Monitor progress and identify risk and their mitigation. |  |  | **●** |  |  |  |  |  |  |  |  |
| S2.3 Able to use relevant project management tools. |  |  |  | **●** |  |  |  |  |  |  |  |
| **Pass Grading Descriptor:** Uses project management tools to plan, organise and manage resources in order to deliver the required outcomes to plan their project. Identifies and mitigates risks and includes suitable systems to monitor progress of the project proposal. (K2.1, K2.2, S2.1, S2.2, S2.3) |  |  | **●** | **●** |  |  |  |  |  |  |  |
| K9.1 Understand time management techniques and tools, and how to prioritise activities and the use of different approaches to planning, including managing multiple tasks. |  |  |  |  | **●** | **●** |  |  |  |  |  |
| S9.2 Use of time management and prioritisation techniques. |  |  |  |  |  | **●** |  |  |  |  |  |
| **Pass Grading Descriptor:** Applies time management tools and techniques and different approaches to planning in order to prioritise activities. (K9.1, S9.2) |  |  |  |  |  | **●** |  |  |  |  |  |
| K10.1 Understand problem solving and decision making techniques, including data analysis. |  |  |  |  |  |  | **●** | **●** |  |  |  |
| S10.1 Able to undertake critical analysis and evaluation to support decision making. |  |  |  |  |  |  |  | **●** |  |  |  |
| S10.2 Use of effective problem solving techniques. |  |  |  |  |  |  |  | **●** |  |  |  |
| **Pass Grading Descriptor:** Undertakes a critical data analysis to understand and inform their decision making and approach to problem solving. (K10.1, S10.1, S10.2) |  |  |  |  |  |  |  | **●** |  |  |  |
| S7.1 Able to communicate effectively (verbal, non-verbal, written, digital) and be flexible in communication style. |  |  |  |  |  |  |  |  |  | **●** |  |
| **Pass Grading Descriptor:** Uses various forms and styles of communication effectively which are suitable for the audience and situation. (S7.1) |  |  |  |  |  |  |  |  |  | **●** |  |
| K1.5 Understand how to initiate and manage change by identifying barriers and know how to overcome them. |  |  |  |  |  |  |  |  | **●** |  |  |
| S1.2 Support, manage and communicate change by identifying barriers and overcoming them. |  |  |  |  |  |  |  |  | **●** | **●** | **●** |
| **Pass Grading Descriptor:** Evaluates how they support, manage and communicate change and how they have overcome the barriers they identified. (K1.5, S1.2) |  |  |  |  |  |  |  |  | **o** | **●** | **●** |

Appendix C Unit Assignments

Assignment: 520 Personal & Professional Development

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| **Aim:** In relation to your current Operations/Departmental Manager role and duties you will develop a personal development plan based on your preferred learning and behavioural styles and reflect on the impact of your performance on others. You will act as a role model of your organisation’s values.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,500 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will be able to create a personal development plan based on individual learning and behavioural styles**.  You are asked to evaluate a minimum of two learning styles and two behavioural style models/theories and their implications for the workplace. (AC1.1)  You should then identify and assess your own learning and behaviour styles using at least two recognised tools or techniques and use your findings to create a personal development plan which includes at least three SMART objectives (short, medium and long-term). (AC1.2, AC1.3) | **AC1.1**  Evaluate learning and behavioural styles to determine the implications for the workplace.  **AC1.2**  Assess own learning and behavioural styles.  **AC1.3**  Produce a personal development plan using own learning and behavioural styles. |
| **Learning Outcome 2**  **The learner will understand impact of own behaviour on others.**  You are asked to explain the importance of self-awareness and the role reflection plays in this, providing an evaluation of how effective reflection can impact on personal development in self and others. (AC2.1)  You should include your evaluation of a minimum of two working styles models. This must reflect key features of the models and their impact on the workplace. (AC2.2)  You should then evaluate emotional intelligence, referring to at least one model/theory and its key features and impact on the workplace. (AC2.3)  You should include reflection on your own performance, working style and emotional intelligence, including the importance of being aware of own behaviour and the impact it can have on others. (AC2.4) | **AC2.1**  Explain why reflection is an important self-development tool.  **AC2.2**  Evaluate working styles and their impact on the workplace.  **AC2.3**  Evaluate the impact of emotional intelligence within the workplace.  **AC2.4**  Reflect on own performance, working style and emotional intelligence, including the impact on others. |
| **Learning Outcome 3**  **The learner will be able to act as a role model within their organisation’s values.**  You are asked to explain organisational values and the links to company culture and identity. The work must be underpinned by reference to at least two relevant theories and models and examples from the workplace. (AC3.1)  You should then describe and demonstrate the behavioural characteristics of a positive management role model, operating within the organisational values to create a climate of fairness, impartiality, openness, and honesty. (AC3.2, AC3.3) | **AC3.1**  Explain organisational values and culture.  **AC3.2**  Describe the behavioural characteristics of a positive management role model.  **AC3.3**  Operate within the organisation’s culture and values as a role model. |

**ILM Assessment Terminology – Knowledge Verbs**

Assess - Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors but focuses primarily on impact or outcomes

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Evaluate - An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Reflect - A process or model of learning from an experience in order to give consideration to what might be an improvement or be done differently next time.

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 521 Communication Skills

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| --- | --- |
| **Aim:** In relation to your role as an Operations/Departmental Manager you will build and maintain relationships with both internal and external stakeholders using a variety of effective communication formats and techniques.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3,500 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will be able to use interpersonal skills and communication within the workplace.**  You are asked to describe the application of at least two of each of:   * Different forms of communication * Communication techniques * Interpersonal skills within the workplace. (AC1.1)   You should then demonstrate how you have used your active listening skills when challenging and providing constructive feedback. (AC1.2)  Finally, you should justify how you have managed receiving feedback requiring change in an adaptable and positive manner. (AC1.3) | **AC1.1**  Describe different communication forms, techniques and interpersonal skills, and their application in the workplace.  **AC1.2**  Actively listen when challenging and giving feedback in the workplace.  **AC1.3**  Justify how they have remained positive and adaptable when responding to feedback regarding the need for change. |
| **Learning Outcome 2**  **The learner will be able to establish effective business relationships.**  You are asked to explain how to build effective stakeholder relationships within the workplace. Your response must include stakeholders, partners, and suppliers. (AC2.1)  You then need to analyse how collaborative working can impact delivery of work/projects through other people. (AC2.2)  Finally, you should demonstrate how you have built trust in collaborative working relationships, and how the sharing of good practice has achieved this. It is important to ensure that you provide examples of both internal and external collaborative relationships. (AC2.3) | **AC2.1**  Explain how effective stakeholder relationships are established in the workplace.  **AC2.2**  Analyse collaborative working techniques and the impact this has on delivery.  **AC2.3**  Build trust through internal and external collaborative relationships and sharing of good practice. |
| **Learning Outcome 3**  **The learner will be able to apply negotiation and influencing skills to manage conflict in the workplace.**  You are asked to provide an explanation of negotiation, influencing and networking skills and how they can help build effective business relationships, including an analysis of a conflict management model. (AC3.1, AC3.2)  You should include:   * Approaches used to resolve different levels of conflict * The use of your influencing and negotiating skills when managing a conflict situation and building a climate of trust * How you have shown determination when managing difficult situations.   (AC3.2, AC3.3) | **AC3.1**  Explain how effective use of negotiating, influencing, and networking skills establish business relationships.  **AC3.2**  Analyse a conflict management model and the approaches used to resolve different levels of workplace conflict.  **AC3.3**  Build trust, show determination, negotiate and influence when managing conflict and difficult situations. |
| **Learning Outcome 4**  **The learner will be able to chair meetings and present information.**  You are asked to describe the key components of chairing an effective meeting. (AC4.1)  You should then demonstrate presentation of information using a minimum of three different media. (AC4.2)  Finally, you need to provide evidence of how you have chaired the meeting effectively, seeking other participants views and valuing diversity within the meeting setting. (AC4.3) | **AC4.1**  Describe the key components involved in chairing a meeting.  **AC4.2**  Present information using a range of media.  **AC4.3**  Chair meetings effectively and inclusively. |

**ILM Assessment Terminology – Knowledge Verbs**

Analyse -To examine something in detail, to discover, or determine the meaning or essential features and draw conclusions. To break something down into components or essential features; to identify possible causation and/or draw conclusions.

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Justify - Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis and may be linked with one or other action.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

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Assignment: 522 Managing Teams

|  |  |
| --- | --- |
| **Aim:** In relation to your current Operations/Departmental Manager role and duties you will use different leadership styles to improve performance, and lead and manage multiple and remote teams.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 4,500 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will be able to manage multiple and remote teams using authentic leadership.**  You are asked to evaluate a minimum of three leadership styles and how you apply them in three different settings. (AC1.1)  You should then provide an analysis of methods of leading multiple and remote teams and managing team leaders. (AC1.2)  Finally, you should demonstrate your ability to be an authentic leader by providing examples of you behaving with openness, approachability, and building trust with others, adapting your leadership style as appropriate. (AC1.3) | **AC1.1**  Evaluate different leadership styles and how they apply in different situations.  **AC1.2**  Analyse methods of leading multiple and remote teams and managing team leaders.  **AC1.3**  Be an authentic leader, adapting leadership style when required. |
| **Learning Outcome 2**  **The learner will be able to recruit, develop talent and performance manage their teams.**  You are asked to critically analyse the strengths and weaknesses of your organisation’s recruitment process, making recommendations for improvement as appropriate. (AC2.1)  You are then required to analyse a minimum of two techniques/models for managing underperformance and a minimum of two talent management techniques/models. (AC2.2)  Finally, you should demonstrate how you have effectively managed talent and performance within your team(s), including the detail of the key activities which manage the process. (AC2.3) | **AC2.1**  Critically analyse the stages of the organisation’s recruitment process.  **AC2.2**  Analyse performance and talent management techniques and models.  **AC2.3**  Manage talent and performance. |
| **Learning Outcome 3**  **The learner will be able to develop high performing teams.**  You are asked to:   * Evaluate the use of coaching and mentoring activities and how these can be used to improve work performance (AC3.1) * Explain how to manage and develop high performing teams (AC3.2) * Analyse how two motivational techniques are used to improve work performance. (AC3.3)   To demonstrate your skill in this area, you must evidence where you have:   * Used coaching and mentoring for team members to enable and support high performance working (AC3.4) * Identified the strengths of your team(s) and then developed, built and motivated them in the workplace. (AC3.5) | **AC3.1**  Evaluate coaching and mentoring approaches that can be used to improve performance.  **AC3.2**  Explain how to manage and develop high performing teams.  **AC3.3**  Analyse motivational techniques to improve performance.  **AC3.4**  Support development through coaching and mentoring to enable and support high performance working.  **AC3.5**  Develop, build, and motivate teams in the workplace by identifying their strengths. |
| **Learning Outcome 4**  **The learner will be able to delegate work.**  You are asked to explain the purpose and process of delegation in the workplace, using a minimum of two examples, and demonstrate the process you followed to delegate two different tasks to team members, showing how the delivery of the objective was achieved. (AC4.1, AC4.2) | **AC4.1**  Explain the purpose and process of delegation in the workplace.  **AC4.2**  Delegate and enable delivery through others. |

**ILM Assessment Terminology – Knowledge Verbs**

Analyse - To examine something in detail, to discover, or determine the meaning or essential features and draw conclusions. To break something down into components or essential features; to identify possible causation and/or draw conclusions.

Critically Analyse - Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience.

Evaluate - An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration).

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

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Assignment: 523 Business Planning

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| **Aim:** In relation to your role as an Operations/Departmental Manager you will create and integrate, strategic, operational, and contingency plans to continuously improve business performance.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3,500 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will understand how to create strategic, operational, and contingency plans.**  You are asked to:   * Describe at least one operational management approach and at least one operational management model, and how these can be used to support strategic planning. (AC1.1) * Explain the components of a viable operational plan, including the importance of contingency planning, and why each component is included, including KPIs and objective setting. (AC1.2, AC1.3) | **AC1.1**  Describe operational management approaches and models and how these link to strategic planning.  **AC1.2**  Explain the components of a viable operational plan.  **AC1.3**  Describe the importance of contingency planning. |
| **Learning Outcome 2**  **The learner will be able to continuously improve business performance.**  You are asked to identify a substantial/complex organisational change and demonstrate how you have implemented this change to support continuous improvement and ensure commercial awareness.  You should include how you identified the change.  (AC2.1)  Your work should be supported by a description of a minimum of two business development tools and a minimum of two management systems that underpin the management of change. (AC2.2)  You need to demonstrate how you have utilised commercial awareness to identify enterprising solutions to deliver change or develop new opportunities.  You must include how you were flexible and creative in developing the solution(s). (AC2.3) | **AC2.1**  Implement changes to support continuous improvement within an organisation.  **AC2.2**  Describe business development tools and management systems that support the management of change.  **AC2.3**  Use commercial awareness to identify and shape new opportunities. |
| **Learning Outcome 3**  **The learner will be able to create plans in line with organisational objectives.**  You are asked to explain how organisational values and ethics impact upon decision making. (AC3.1) You should then demonstrate how you have contributed to strategic planning, and then created a plan which supports organisational objectives. (AC3.2) | **AC3.1**  Explain how organisational values and ethics impact on decision making.  **AC3.2**  Contribute to strategic planning and create a plan that is in line with organisational objectives. |

**ILM Assessment Terminology – Knowledge Verbs**

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

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Assignment: 524 Operational Planning & Management

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| **Aim:** In relation to your current Operations/Departmental Manager role and duties you will undertake operational planning in the workplace, considering the use of technology and data to support the delivery of these plans. You will manage, lead and communicate change in the workplace and understand the impact that organisational culture and diversity has on change.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 4,000 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 30 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 30 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will be able to create, deliver and monitor operational business plans.**  You are asked to analyse the key components of operational business planning, including:   * Management of resources * Setting targets * Monitoring performance * Sales and marketing plans.   (AC1.1)  You should then describe how your knowledge and understanding of at least two business planning techniques supports the creation and delivery of operational plans. (AC1.2)  Finally, you need to create and deliver an operational plan that includes the following components:   * Objectives * Tasks * Resources required * Timescales * KPIs * Accountabilities * Quality * Monitoring and reporting mechanisms.   You need to evidence both delivery of the plan and how you monitored its performance. (AC1.3) | **AC1.1**  Analyse the key components of operational business planning.  **AC1.2**  Describe operational business planning techniques.  **AC1.3**  Create, deliver, and monitor an operational business plan. |
| **Learning Outcome 2**  **The learner will understand effective technology use, data security and data reporting in the delivery of operational business plans.**  You are asked to evaluate an example of how technology is used in operational planning and management, and then describe how data management and security supports the creation and delivery of these operational plans. (AC2.1, AC2.2)  You should then explain how management reports are used in your organisation to manage resources and systems, set targets, and monitor performance of operational business plans. (AC2.3) | **AC2.1**  Evaluate the use of technology in operational planning and management.  **AC2.2**  Describe the importance of data management and security in an organisation.  **AC2.3**  Explain how management reports are used in the delivery and monitoring of operational business plans. |
| **Learning Outcome 3**  **The learner will understand organisational culture and diversity, and leading, managing and communicating change in the workplace.**  You are asked to explain how organisational culture and diversity impact on leading and managing change in the workplace. (AC3.1)  Your explanation must include the process of both leading and managing change, referencing at least one change management model/technique, and an example of when you have demonstrated your drive to achieve change. (AC3.2, AC3.5)  You need to demonstrate how you have used resilience and accountability when seeking new business opportunities. (AC3.3)  You should then demonstrate how you have communicated and applied your organisation’s vision and goals to your team(s). (AC3.4) | **AC3.1**  Explain how organisational culture and diversity impacts the management of change within the workplace.  **AC3.2**  Explain the process of leading and managing change.  **AC3.3**  Use resilience and accountability when seeking new opportunities for own organisation.  **AC3.4**  Communicate organisation’s vision and goals and their application to their team.  **AC3.5**  Use drive to achieve change. |

**ILM Assessment Terminology – Knowledge Verbs**

Analyse - To examine something in detail, to discover, or determine the meaning or essential features and draw conclusions. To break something down into components or essential features; to identify possible causation and/or draw conclusions.

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Evaluate - An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration).

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 525 Financial Practices

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| **Aim:** In relation to your current Operations/Departmental Manager role and duties you will understand financial planning and be able to manage budgets.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 2,000 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will understand business finance.**  You are asked to assess and make a judgement on the importance of financial management practices to an organisation, with reference to at least three practices, and include an explanation of financial forecasting and its role in business finance. (AC1.1, AC1.2)  You should explain how a budget-setting process works, the reasons for the steps involved and the role of others involved e.g., colleagues, specialists. (AC1.3)  You need to describe how to manage a budget, including how to control expenditure, and the actions that can be taken to manage variance within a budget. (AC1.4) | **AC1.1**  Assess financial management practices within the workplace.  **AC1.2**  Explain financial forecasting.  **AC1.3**  Explain the process of setting a budget.  **AC1.4**  Describe how to manage a budget. |
| **Learning Outcome 2**  **The learner will be able to produce management reports, monitor budgets and adjust plans for own area of responsibility.**  You are asked to produce a management information report based on data you have collated, analysed, and interpreted within your own area of responsibility. (AC2.1)  You are then required to demonstrate how you have identified and used specialist advice and guidance to deliver your plans, and how you have considered new ways of working. (AC2.2)  Focussing on using management information for budget monitoring you should report on:   * Identified variances from the budget and their financial implications * The appropriate actions taken. (AC2.3) | **AC2.1**  Produce management information reports based on collation, analysis, and interpretation of data in own area of responsibility.  **AC2.2**  Use specialist advice to be open to new ways of working and deliver plans.  **AC2.3**  Adjust plans in response to budget monitoring. |

**ILM Assessment Terminology – Knowledge Verbs**

Assess - Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors but focuses primarily on impact or outcomes.

Describe - An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Assignment: 526 Project Planning

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| **Aim:** In relation to your current Operations/Departmental Manager role and duties you will plan projects, recognise and overcome barriers, and make decisions.  All Assessment Criteria **and** Assessment Requirements must be met and utilised to structure your assignment, supported by work-product evidence. (Refer to the Units or Results Sheets for Assessment Requirements (Sufficiency)).  It is recommended that you discuss the assignment with your line manager to explore and agree how the task could be used to support the needs of your employer (as well as evidencing your learning as part of completing your ILM qualification).  Evidence of skills applied in real-work situations is required.  Typical word counts and timings are provided. Where assessment methods are combined the recommended word counts and timings should be adjusted proportionately:   * Written Assignments: word count 3,000 +/- 10%, plus relevant Appendices/Annexes. At Level 5 there is an expectation that you write concisely. * Presentations: must be recorded, limited to 20 minutes, and accompanied by slides and speaker notes. * Professional Discussions: must be recorded, limited to 20 minutes, and accompanied by a summary of timestamps of where criteria are met. | |
| **Assignment Task** | **Assessment Criteria**  The learner can: |
| **Learning Outcome 1**  **The learner will be able to plan projects.**  You are asked to describe at least three project management tools/techniques and how these can be applied to project planning. (AC1.1)  You should then produce a project plan to deliver required outcomes. The plan must include the following:   * Project background, purpose * Scope of the project (including KPIs) * SMART Objectives * Deliverables * Costs/ Budgets * Stakeholders * Tasks * Resource requirements * Implementation Plan, milestones and delivery dates, communication * Monitoring systems & evaluation method * Risk analysis/identification and mitigation. * An explanation of how this will deliver the required outcomes.   (AC1.2, AC1.3, AC1.4) | **AC1.1**  Describe project management tools and techniques to plan and organise a project.  **AC1.2**  Identify the scope of a project to enable resource planning.  **AC1.3**  Identify and mitigate risks within project planning.  **AC1.4**  Develop a project plan with specific, measurable, achievable, realistic, and time-bound (SMART) objectives. |
| **Learning Outcome 2**  **The learner will be able to manage time, solve problems and make decisions.**  You are asked to describe:   * Three time management techniques/tools * Three prioritisation techniques/tools   and demonstrate how you have applied these within the workplace. (AC2.1, AC2.2)  You should then explain and use:   * Two techniques that can be used to solve problems * Two techniques that can be used to make decisions   Your response should include how you have used critical analysis and evaluation to inform these decisions. (AC2.3, AC2.4) | **AC2.1**  Describe time management techniques and tools and how to apply them in the workplace.  **AC2.2**  Use time management and prioritisation techniques.  **AC2.3**  Explain techniques used to solve problems and make decisions.  **AC2.4**  Use effective problem solving techniques and critical analysis to support decision making. |
| **Learning Outcome 3**  **The learner will be able to recognise and overcome barriers to change.**  You are asked to identify three potential barriers to change and how these may be overcome. (AC3.1)  You should then demonstrate how you used effective communication to overcome barriers on at least two occasions.  You should ensure that you use a minimum of three forms of communication across two different audiences. (AC3.2)  You should then evaluate your own role in supporting and managing change and overcoming barriers. (AC3.3) | **AC 3.1**  Identifybarriers to change and how these may be overcome.  **AC 3.2**  Use communication styles to overcome barriers to change.  **AC3.3**  Evaluateown role when managing operational change and overcoming barriers. |

**ILM Assessment Terminology – Knowledge Verbs**

Describe - an account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.

Evaluate - An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.

Explain - Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.

Identify - Involves some selection of subject matter from a larger set or context. Requires ability to recognise - the level of cognitive skill required depends on the context. And the degree of variation in the set from which the identified elements are being drawn

Find the explanations of verbs on the ILM website:

[www.i-l-m.com/assessment-and-resources/assessment-guidance](http://www.i-l-m.com/assessment-and-resources/assessment-guidance)

Appendix D Portfolio Evidence Matrix

Add the location of the evidence for each Assessment Criteria.

Evidence is only required for Units which are being assessed by a Portfolio.

| **Assessment Criteria** | **Evidence Location**  **e.g., file name & page/paragraph, timestamp** |
| --- | --- |
| **Unit 520 Personal & Professional Development** | |
| **Learning Outcome 1**  The learner will be able to create a personal development plan based on individual learning and behavioural styles. | |
| **AC1.1**  Evaluate learning and behavioural styles to determine the implications for the workplace. |  |
| **AC1.2**  Assess own learning and behavioural styles. |  |
| **AC1.3**  Produce a personal development plan using own learning and behavioural styles. |  |
| **Learning Outcome 2**  The learner will understand impact of own behaviour on others. | |
| **AC2.1**  Explain why reflection is an important self-development tool. |  |
| **AC2.2**  Evaluate working styles and their impact on the workplace. |  |
| **AC2.3**  Evaluate the impact of emotional intelligence within the workplace. |  |
| **AC2.4**  Reflect on own performance, working style and emotional intelligence, including the impact on others. |  |
| **Learning Outcome 3**  The learner will be able to act as a role model within their organisation’s values. | |
| **AC3.1**  Explain organisational values and culture. |  |
| **AC3.2**  Describe the behavioural characteristics of a positive management role model. |  |
| **AC3.3**  Operate within the organisation’s culture and values as a role model. |  |
| **Unit 521 Communication Skills** | |
| **Learning Outcome 1**  The learner will be able to use interpersonal skills and communication within the workplace. | |
| **AC1.1**  Describe different communication forms, techniques and interpersonal skills, and their application in the workplace. |  |
| **AC1.2**  Actively listen when challenging and giving feedback in the workplace. |  |
| **AC1.3**  Justify how they have remained positive and adaptable when responding to feedback regarding the need for change. |  |
| **Learning Outcome 2**  The learner will be able to establish effective business relationships. | |
| **AC2.1**  Explain how effective stakeholder relationships are established in the workplace. |  |
| **AC2.2**  Analyse collaborative working techniques and the impact this has on delivery. |  |
| **AC2.3**  Build trust through internal and external collaborative relationships and sharing of good practice. |  |
| **Learning Outcome 3**  The learner will be able to apply negotiation and influencing skills to manage conflict in the workplace. | |
| **AC3.1**  Explain how effective use of negotiating, influencing, and networking skills establish business relationships. |  |
| **AC3.2**  Analyse a conflict management model and the approaches used to resolve different levels of workplace conflict. |  |
| **AC3.3**  Build trust, show determination, negotiate, and influence when managing conflict and difficult situations. |  |
| **Learning Outcome 4**  The learner will be able to chair meetings and present information. | |
| **AC4.1**  Describe the key components involved in chairing a meeting. |  |
| **AC4.2**  Present information using a range of media. |  |
| **AC4.3**  Chair meetings effectively and inclusively. |  |
| **Unit 522 Managing Teams** | |
| **Learning Outcome 1**  The learner will be able to manage multiple and remote teams using authentic leadership. | |
| **AC1.1**  Evaluate different leadership styles and how they apply in different situations. |  |
| **AC1.2**  Analyse methods of leading multiple and remote teams and managing team leaders. |  |
| **AC1.3**  Be an authentic leader, adapting leadership style when required. |  |
| **Learning Outcome 2**  The learner will be able to recruit, develop talent and performance manage their teams. | |
| **AC2.1**  Critically analyse the stages of the organisation’s recruitment process. |  |
| **AC2.2**  Analyse performance and talent management techniques and models. |  |
| **AC2.3**  Manage talent and performance. |  |
| **Learning Outcome 3**  The learner will be able to develop high performing teams. | |
| **AC3.1**  Evaluate coaching and mentoring approaches that can be used to improve performance. |  |
| **AC3.2**  Explain how to manage and develop high performing teams. |  |
| **AC3.3**  Analyse motivational techniques to improve performance. |  |
| **AC3.4**  Support development through coaching and mentoring to enable and support high performance working. |  |
| **AC3.5**  Develop, build, and motivate teams in the workplace by identifying their strengths. |  |
| **Learning Outcome 4**  The learner will be able to delegate work. | |
| **AC4.1**  Explain the purpose and process of delegation in the workplace. |  |
| **AC4.2**  Delegate and enable delivery through others. |  |
| **Unit 523 Business Planning** | |
| **Learning Outcome 1**  The learner will understand how to create strategic, operational, and contingency plans. | |
| **AC1.1**  Describe operational management approaches and models and how these link to strategic planning. |  |
| **AC1.2**  Explain the components of a viable operational plan. |  |
| **AC1.3**  Describe the importance of contingency planning. |  |
| **Learning Outcome 2**  The learner will be able to continuously improve business performance. | |
| **AC2.1**  Implement changes to support continuous improvement within an organisation. |  |
| **AC2.2**  Describe business development tools and management systems that support the management of change. |  |
| **AC2.3**  Use commercial awareness to identify and shape new opportunities. |  |
| **Learning Outcome 3**  The learner will be able to create plans in line with organisational objectives. | |
| **AC3.1**  Explain how organisational values and ethics impact on decision making. |  |
| **AC3.2**  Contribute to strategic planning and create a plan that is in line with organisational objectives. |  |
| **Unit 524 Operational Planning & Management** | |
| **Learning Outcome 1**  The learner will be able to create, deliver and monitor operational business plans. | |
| **AC1.1**  Analyse the key components of operational business planning. |  |
| **AC1.2**  Describe operational business planning techniques. |  |
| **AC1.3**  Create, deliver, and monitor an operational business plan. |  |
| **Learning Outcome 2**  The learner will understand effective technology use, data security and data reporting in the delivery of operational business plans. | |
| **AC2.1**  Evaluate the use of technology in operational planning and management. |  |
| **AC2.2**  Describe the importance of data management and security in an organisation. |  |
| **AC2.3**  Explain how management reports are used in the delivery and monitoring of operational business plans. |  |
| **Learning Outcome 3**  The learner will understand organisational culture and diversity, and leading, managing, and communicating change in the workplace. | |
| **AC3.1**  Explain how organisational culture and diversity impacts the management of change within the workplace. |  |
| **AC3.2**  Explain the process of leading and managing change. |  |
| **AC3.3**  Use resilience and accountability when seeking new opportunities for own organisation. |  |
| **AC3.4**  Communicate organisation’s vision and goals and their application to their team. |  |
| **AC3.5**  Use drive to achieve change. |  |
| **Unit 525 Financial Practices** | |
| **Learning Outcome 1**  The learner will understand business finance. | |
| **AC1.1**  Assess financial management practices within the workplace. |  |
| **AC1.2**  Explain financial forecasting. |  |
| **AC1.3**  Explain the process of setting a budget. |  |
| **AC1.4**  Describe how to manage a budget. |  |
| **Learning Outcome 2**  The learner will be able to produce management reports, monitor budgets and adjust plans for own area of responsibility. | |
| **AC2.1**  Produce management information reports based on collation, analysis, and interpretation of data in own area of responsibility. |  |
| **AC2.2**  Use specialist advice to be open to new ways of working and deliver plans. |  |
| **AC2.3**  Adjust plans in response to budget monitoring. |  |
| **Unit 526 Project Planning** | |
| **Learning Outcome 1**  The learner will be able to plan projects. | |
| **AC1.1**  Describe project management tools and techniques to plan and organise a project. |  |
| **AC1.2**  Identify the scope of a project to enable resource planning. |  |
| **AC1.3**  Identify and mitigate risks within project planning. |  |
| **AC1.4**  Develop a project plan with specific, measurable, achievable, realistic, and time-bound (SMART) objectives. |  |
| **Learning Outcome 2**  The learner will be able to manage time, solve problems and make decisions. | |
| **AC2.1**  Describe time management techniques and tools and how to apply them in the workplace. |  |
| **AC2.2**  Use time management and prioritisation techniques. |  |
| **AC2.3**  Explain techniques used to solve problems and make decisions. |  |
| **AC2.4**  Use effective problem solving techniques and critical analysis to support decision making. |  |
| **Learning Outcome 3**  The learner will be able to recognise and overcome barriers to change. | |
| **AC3.1**  Identifybarriers to change and how these may be overcome. |  |
| **AC3.2**  Use communication styles to overcome barriers to change. |  |
| **AC3.3**  Evaluateown role when managing operational change and overcoming barriers. |  |

Appendix E Results Sheets

Results Sheet: 520 Personal & Professional Development

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Centre Number:** |  | **Centre Name:** |  |
| **Learner Registration:** |  | **Learner Name:** |  |

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| **Learning Outcome 1**  The learner will be able to create a personal development plan based on individual learning and behavioural styles. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Evaluate learning and behavioural styles to determine the implications for the workplace. | The learner must evaluate a minimum of two learning style model/theories and two behavioural style model/theories and make clear links to their implications for the workplace. | Pass/Referral |
| **AC1.2**  Assess own learning and behavioural styles. | The learner must identify and assess their own learning and behavioural styles, referring to at least two recognised tools or techniques. | Pass/Referral |
| **AC1.3**  Produce a personal development plan using own learning and behavioural styles. | The learner must create a personal development plan for themselves that matches their own individual learning and behavioural styles.  The personal development plan must contain a minimum of three SMART development objectives, covering short, medium, and long-term aspirations. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand impact of own behaviour on others. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain why reflection is an important self-development tool. | The learner must explain the importance of self-awareness and the role reflection plays in this, providing an evaluation of how effective reflection can impact on personal development in self and others. | Pass/Referral |
| **AC2.2**  Evaluate working styles and their impact on the workplace. | The learner must evaluate a minimum of two working styles models. This must reflect key features of the models and their impact on the workplace. | Pass/Referral |
| **AC2.3**  Evaluate the impact of emotional intelligence within the workplace. | The learner must evaluate emotional intelligence within the workplace, referring to at least one model/theory.  This must reflect key features of the model and its impact on the workplace. | Pass/Referral |
| **AC2.4**  Reflect on own performance, working style and emotional intelligence, including the impact on others. | The learner must ensure the reflection of their practice includes the importance of being aware of own behaviour and the impact it can have on others.  The reflection must refer to performance and personal working style and emotional intelligence behaviours.  A reflective account is permitted for this Assessment Criteria only, accompanied by evidence to support the conclusions. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to act as a role model within their organisation’s values. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain organisational values and culture. | The learner must explain organisational values and the links to company culture and identity. The work must be underpinned by reference to at least two relevant theories and models and examples from the workplace. | Pass/Referral |
| **AC3.2**  Describe the behavioural characteristics of a positive management role model. | The learner must describe the behavioural characteristics that create a climate of fairness, impartiality, openness, and honesty in the workplace. | Pass/Referral |
| **AC3.3**  Operate within the organisation’s culture and values as a role model. | The learner must demonstrate how they act as a role model consistently operating within the organisational values, in a climate of fairness, impartiality, openness, and honesty in the workplace. | Pass/Referral |

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| **Assessor’s comments (optional):** |  | | | | |
| **Assessor’s Decision (delete as applicable):** | **PASS / REFERRAL** | **Date:** |  | **Signature of Assessor:** |  |
| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 521 Communication Skills

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Centre Number:** |  | **Centre Name:** |  |
| **Learner Registration:** |  | **Learner Name:** |  |

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| **Learning Outcome 1**  The learner will be able to use interpersonal skills and communication within the workplace. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Describe different communication forms, techniques and interpersonal skills, and their application in the workplace. | The learner must describe the application within the workplace of at least two of each of:   * Communication forms. * Communication techniques. * Interpersonal skills. | Pass/Referral |
| **AC1.2**  Actively listen when challenging and giving feedback in the workplace. | The learner must demonstrate how they have used active listening skills when challenging and providing constructive feedback. | Pass/Referral |
| **AC1.3**  Justify how they have remained positive and adaptable when responding to feedback regarding the need for change. | The learner must provide evidence of a situation where they have responded to feedback that requires them to change something (behaviours/system etc.).  They must justify how they managed the receiving of this feedback in an adaptable and positive manner. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to establish effective business relationships. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Explain how effective stakeholder relationships are established in the workplace. | The learner’s explanation must include reference to stakeholders, partners, and supplier relationship management. | Pass/Referral |
| **AC2.2**  Analyse collaborative working techniques and the impact this has on delivery. | The learner’s analysis must include how collaborative working can impact delivery of work/projects through other people. | Pass/Referral |
| **AC2.3**  Build trust through internal and external collaborative relationships and sharing of good practice. | The learner must demonstrate how they have built trust in effective collaborative working relationships, and how this was achieved through the sharing of good practice.  Evidence must provide examples of both internal and external collaborative relationships. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to apply negotiation and influencing skills to manage conflict in the workplace. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain how effective use of negotiating, influencing, and networking skills establish business relationships. | The learner must include an explanation of negotiating, influencing, and networking skills, and how they can help build effective business relationships. | Pass/Referral |
| **AC3.2**  Analyse a conflict management model and the approaches used to resolve different levels of workplace conflict. | The learner’s analysis must include a conflict management model reflecting different levels of conflict within an organisation. | Pass/Referral |
| **AC3.3**  Build trust, show determination, negotiate and influence when managing conflict and difficult situations. | The learner must demonstrate use of building trust, showing determination, and influencing and negotiating to effectively manage a conflict situation. | Pass/Referral |

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| **Learning Outcome 4**  The learner will be able to chair meetings and present information. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC4.1**  Describe the key components involved in chairing a meeting. | The learner must describe the key components of chairing a meeting in order to be effective. | Pass/Referral |
| **AC4.2**  Present information using a range of media. | The learner must undertake a minimum of one presentation, and a minimum of three different types of media must be used.  This presentation could be part of chairing a meeting or could be a stand-alone presentation. | Pass/Referral |
| **AC4.3**  Chair meetings effectively and inclusively. | The learner must chair a meeting and detail how they have chaired the meeting effectively.  The learner must include how they sought the views of others and valued diversity within the activity. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 522 Managing Teams

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to manage multiple and remote teams using authentic leadership. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Evaluate different leadership styles and how they apply in different situations. | The learner must evaluate a minimum of three leadership styles and detail how they could apply a leadership style in three different situations. | Pass/Referral |
| **AC1.2**  Analyse methods of leading multiple and remote teams and managing team leaders. | The learner must include an analysis of the methods of leading multiple and remote teams and managing team leaders. | Pass/Referral |
| **AC1.3**  Be an authentic leader, adapting leadership style when required. | The learner must demonstrate behaviours that show authenticity, including openness, approachability, and the ability to build trust. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to recruit, develop talent and performance manage their teams. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Critically analyse the stages of the organisation’s recruitment process. | The learner must critically analyse the strengths and weaknesses of the current process, making recommendations for improvement as appropriate. | Pass/Referral |
| **AC2.2**  Analyse performance and talent management techniques and models. | The learner must analyse:   * A minimum of two techniques/models to manage underperformance. * A minimum of two talent management techniques/models. | Pass/Referral |
| **AC2.3**  Manage talent and performance. | The learner must demonstrate how they have effectively managed talent and performance within their team(s), detailing the key activities undertaken to manage this process. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to develop high performing teams. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Evaluate coaching and mentoring approaches that can be used to improve performance. | The learner must include an evaluation of the use of coaching and mentoring approaches to improve performance. | Pass/Referral |
| **AC3.2**  Explain how to manage and develop high performing teams. | The learner’s explanation must include how to manage and develop high performing teams. | Pass/Referral |
| **AC3.3**  Analyse motivational techniques to improve performance. | The learner must analyse two motivational techniques that can be used to improve work performance. | Pass/Referral |
| **AC3.4**  Support development through coaching and mentoring to enable and support high performance working. | The learner must evidence the application of coaching and mentoring plans for team members to support high performance working. | Pass/Referral |
| **AC3.5**  Develop, build, and motivate teams in the workplace by identifying their strengths. | The learner must evidence how they have developed, built, and motivated their team(s).  The evidence must build on the identification of teams’ strengths. | Pass/Referral |

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| **Learning Outcome 4**  The learner will be able to delegate work. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC4.1**  Explain the purpose and process of delegation in the workplace. | The learner must explain the purpose and process of delegation, and support this with a minimum of two different examples of delegation in the workplace. | Pass/Referral |
| **AC4.2**  Delegate and enable delivery through others. | The learner must demonstrate the process they followed to delegate two different tasks to team members and show how delivery of objective was achieved. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 523 Business Planning

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand how to create strategic, operational, and contingency plans. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Describe operational management approaches and models and how these link to strategic planning. | The learner must describe at least:   * One operational management approach. * One operational management model.   and how these can be used to support strategic planning. | Pass/Referral |
| **AC1.2**  Explain the components of a viable operational plan. | The learner must explain the components of an operational plan and why the components are included, including KPIs and objective setting. | Pass/Referral |
| **AC1.3**  Describe the importance of contingency planning. | The learner must describe why contingency planning is important. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to continuously improve business performance. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Implement changes to support continuous improvement within an organisation. | The learner must identify a substantial/complex organisational change and demonstrate how they have implemented this change to support continuous improvement and ensure commercial awareness.  This must include how they identified the need for the above change. | Pass/Referral |
| **AC2.2**  Describe business development tools and management systems that support the management of change. | The learner must describe a minimum of two each of the following in support of the management of change:   * Business development tools. * Management systems. | Pass/Referral |
| **AC2.3**  Use commercial awareness to identify and shape new opportunities. | The learner must demonstrate how they have utilised commercial awareness to identify enterprising solutions to deliver change or develop new opportunities.  The learner must include how they were flexible and creative in developing the solution(s). | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to create plans in line with organisational objectives. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain how organisational values and ethics impact on decision making. | The learner must explain how organisational values and ethics impact upon decision making. | Pass/Referral |
| **AC3.2**  Contribute to strategic planning and create a plan that is in line with organisational objectives. | The learner must demonstrate how they have contributed to strategic planning, and then created a plan which supports organisational objectives. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 524 Operational Planning & Management

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will be able to create, deliver and monitor operational business plans. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Analyse the key components of operational business planning. | The learner’s analysis must include the following components:   * Management of resources. * Setting targets. * Monitoring performance. * Sales and marketing plans. | Pass/Referral |
| **AC1.2**  Describe operational business planning techniques. | The learner must describe at least two business planning techniques.  The learner must describe how their knowledge and understanding of business planning techniques supports the creation and delivery of operational plans. | Pass/Referral |
| **AC1.3**  Create, deliver, and monitor an operational business plan. | The learner must create an operational business plan that includes objectives, tasks, resources required, timescales, KPIs, accountabilities, quality, and monitoring and reporting mechanisms.  Delivery of the operational plan must be evidenced as well as how performance against the plan was monitored. | Pass/Referral |

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| **Learning Outcome 2**  The learner will understand effective technology use, data security and data reporting in the delivery of operational business plans. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Evaluate the use of technology in operational planning and management. | The learner must evaluate one example of how technology is used in operational planning and management. | Pass/Referral |
| **AC2.2**  Describe the importance of data management and security in an organisation. | The learner must describe how their knowledge and understanding of data management and security supports the creation and delivery of operational plans. | Pass/Referral |
| **AC2.3**  Explain how management reports are used in the delivery and monitoring of operational business plans. | The learner must explain how management reports are used in their organisation to manage resources and systems, set targets, and monitor performance of operational business plans. | Pass/Referral |

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| **Learning Outcome 3**  The learner will understand organisational culture and diversity, and leading, managing, and communicating change in the workplace. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Explain how organisational culture and diversity impacts the management of change within the workplace. | The learner must explain how organisational culture and diversity impact on leading and managing change in the workplace. | Pass/Referral |
| **AC3.2**  Explain the process of leading and managing change. | The learner’s explanation must include the process of both leading and managing change, referencing at least one change management model/technique. | Pass/Referral |
| **AC3.3**  Use resilience and accountability when seeking new opportunities for own organisation. | The learner must demonstrate how they have used resilience and accountability when seeking new business opportunities. | Pass/Referral |
| **AC3.4**  Communicate organisation’s vision and goals and their application to their team. | The learner must evidence how they have communicated and applied the organisation’s vision and goals to their team(s). | Pass/Referral |
| **AC3.5**  Use drive to achieve change. | The learner must provide an example of when they have used their drive to achieve change. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 525 Financial Practices

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

**In order to Pass the unit, every Assessment Criteria must be demonstrated by meeting the Assessment Requirements (Sufficiency).**

Referral would occur if the learner **does not**:

* provide sufficient evidence where the AC asks for from more than one model/activity, for example.
* provide evidence that meets the demand of the verb. e.g., The verb is ‘evaluate,’ however only an explanation or description is provided.
* provide the breadth and depth required e.g., provides an aspect of a process but does not show breadth of knowledge/skill or show depth of understanding of the process.

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| **Learning Outcome 1**  The learner will understand business finance. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Assess financial management practices within the workplace. | The learner must assess and make a judgement on the importance of financial management practices to an organisation, with reference to at least three practices. | Pass/Referral |
| **AC1.2**  Explain financial forecasting. | The learner must explain financial forecasting and its role in business finance. | Pass/Referral |
| **AC1.3**  Explain the process of setting a budget. | The learner must explain how a budget-setting process works.  This explanation must include the reasons for the steps involved in setting a budget, and the roles of others e.g., colleagues, specialists. | Pass/Referral |
| **AC1.4**  Describe how to manage a budget. | The learner must describe how to manage a budget including how to control expenditure, and the actions that can be taken to manage variance within a budget. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to produce management reports, monitor budgets and adjust plans for own area of responsibility. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Produce management information reports based on collation, analysis, and interpretation of data in own area of responsibility. | The learner must produce a report based on their monitoring of management information within their area of responsibility, such as a budget or staffing.  This must include collation, analysis, and interpretation of data. | Pass/Referral |
| **AC2.2**  Use specialist advice to be open to new ways of working and deliver plans. | The learner must identify specialists who can advise and support them in delivering plans outside their skills-set/day-to-day role. This must include consideration of new ways of working. | Pass/Referral |
| **AC2.3**  Adjust plans in response to budget monitoring. | The learner must identify variances from the budget and their financial implications.  They must demonstrate that they have taken appropriate action in response to monitoring. | Pass/Referral |

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| **Unit Outcome (delete as applicable):** | **PASS / REFERRAL** | **Date of QA check:** |  | **Signature of QA:** |  |

Results Sheet: 526 Project Planning

Instructions for Assessment

Assessment must be conducted with reference to the Assessment Criteria (AC) and Assessment Requirements (Sufficiency). Learners must ensure that they provide multiple examples/references, for example, when required.

Assessors will award a ‘Pass’ or ‘Referral’ for each AC.

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| **Learning Outcome 1**  The learner will be able to plan projects. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC1.1**  Describe project management tools and techniques to plan and organise a project. | The learner must describe at least three project management tools or techniques and their application. | Pass/Referral |
| **AC1.2**  Identify the scope of a project to enable resource planning. | The learner must demonstrate how they have used project management tools to identify the scope of the project and resources to meet project requirements. | Pass/Referral |
| **AC1.3**  Identify and mitigate risks within project planning. | The learner must demonstrate how they have used risk analysis tools and techniques to identify and mitigate risks to a project. | Pass/Referral |
| **AC1.4**  Develop a project plan with specific, measurable, achievable, realistic, and time-bound (SMART) objectives. | The learner must produce a project plan to deliver required outcomes. The plan must include the minimum content:   * The scope of the project (including Key Performance Indicators). * Objectives. * Project planning techniques. * How the project outcomes will be achieved. * Financial budgeting and resources. * Implementation plan including communications and stakeholder plans. * Resources. * Monitoring systems. * Planned evaluation method.   The learner must provide an explanation of how this plan will deliver the required outcomes. | Pass/Referral |

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| **Learning Outcome 2**  The learner will be able to manage time, solve problems and make decisions. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC2.1**  Describe time management techniques and tools and how to apply them in the workplace. | The learner must describe three time management tools or techniques, and how they can be applied in the workplace. | Pass/Referral |
| **AC2.2**  Use time management and prioritisation techniques. | The learner must use three different time management tools or techniques to prioritise activities. | Pass/Referral |
| **AC2.3**  Explain techniques used to solve problems and make decisions. | They learner must explain two problem solving techniques and two decision making techniques, ensuring that data analysis is included within the response. | Pass/Referral |
| **AC2.4**  Use effective problem solving techniques and critical analysis to support decision making. | The learner must demonstrate use of critical analysis and evaluation of data using two problem solving techniques. | Pass/Referral |

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| **Learning Outcome 3**  The learner will be able to recognise and overcome barriers to change. | | |
| **Assessment Criteria** | **Assessment Requirements - Pass** | **Pass/Referral**  **& Assessor feedback** |
| **AC3.1**  Identifybarriers to change and how these may be overcome. | The learner must identity three potential barriers to change and how these could be overcome. | Pass/Referral |
| **AC3.2**  Use communication styles to overcome barriers to change. | The learner must demonstrate how they have used effective communication to overcome barriers to change on at least two occasions, including a minimum of:   * Three different forms of communication. * Two different audiences.   There must be evidence that the communication has been adapted to be flexible and effective. e.g., the achievement of targets, project delivered on time and budget, feedback from colleagues. | Pass/Referral |
| **AC3.3**  Evaluateown role when managing operational change and overcoming barriers. | The learner must evaluate their own role and how effective they have been in supporting and managing change and overcoming barriers. | Pass/Referral |

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Sources of General Information

The following documents contain essential information for Centres delivering City & Guilds/ILM qualifications. They should be referred to in conjunction with this qualification handbook. To find other useful documents, go to the Centres and Training Providers section on [www.i-l-m.com](file:///\\cgli.int\dfs\G%20Drive\Product%20Development%20(Shared)\Qualifications\0000%20ILM%20Diplomas\QAD\8431%20-%20Level%207%20Development\QHB\www.i-l-m.com):

* City & Guilds/ILM Quality Assurance Standards
* Centre Approval Process
* City & Guilds/ILM Centre Document Library

The ILM website contains useful information on such things as:

* Walled Garden: how to register and certificate learners online.
* Events: dates and information on the latest Centre events.

Linking to this document from web pages

We regularly update the name of documents on our website, therefore in order to prevent broken links we recommend that you link to a web page that the document resides upon, rather than linking to the document itself.

Useful Contacts

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| ILM Customer Services  General enquiries  Events enquiries  International enquiries  Complaints and feedback | customer@i-l-m.com |
| ILM Regulation and Compliance  Reporting malpractice/maladministration  Reporting incidents of plagiarism  Lodging appeals | [**investigationandcompliance@cityandguilds.com**](mailto:investigationandcompliance@cityandguilds.com) |

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ILM is the UK’s leading specialist in leadership and management, coaching and mentoring qualifications and apprenticeships. 70,000 people register for an ILM qualification every year. More employers choose our programmes than any other specialist awarding body.

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.

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.

City & Guilds Group

Our vision is for a world in which everyone has the skills and opportunities to succeed. We support over 4 million people each year to develop skills that help them into a job, develop on that job and to prepare for their next job. As a charity, we’re proud that everything we do is focused on achieving this purpose. Whether that’s through delivering work-based learning programmes that build competency, providing flexible pathways that support lifelong employability or through the City & Guilds Foundation funding initiatives that help remove barriers to work and learning.

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