Technical specifications for

City & Guilds Level 6

Award and Diploma in Management (8316)

Version: 1.1 (June 2023)

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Note: This a qualification specific document and should always be read in conjunction with the Supporting Notes for ILM VRQs document available at [www.i-l-m.com](http://www.i-l-m.com) or from ILM Customer Services (customer@i-l-m.com) and the ILM Centre Guide [www.i-l-m.com/centreguide](http://www.i-l-m.com/centreguide) All ILM qualifications are awarded by The City and Guilds of London Institute.

**QUALIFICATION OVERVIEW:**

|  |  |
| --- | --- |
| **Level 6 Award in Management** | |
| Qualification Number | 500/3694/4 |
| Credit Value: | 12 credits |
| Induction: | At least 1 hour |
| Tutorial Support: | At least 7 hours tutorial support for assessment |
| Guided Learning Hours (GLH): | 34 |
| Total Qualification Time (TQT): | 120 |
| Structure: | Learners must complete two mandatory units with a combined credit value of 12 to complete this qualification. |
| Progression routes: | The qualification provides opportunities for progression to other qualifications at higher levels such as the:   * Level 6 Diploma in Management   Level 7 qualifications in Leadership/Management/Leadership & Management. |

**OVERVIEW OF UNITS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit number** | **Unit Title** | **Level** | **Credits** | **GLH** |
| 8316-602 | Developing the executive manager | 6 | 6 | 11 |
| 8316-604 | Critical thinking and research skills in management | 6 | 6 | 15 |

**QUALIFICATION OVERVIEW:**

|  |  |
| --- | --- |
| **Level 6 Diploma in Management** | |
| Purpose of the qualification: | This qualification provides a comprehensive structure to further develop existing skills and competencies of a practising or potential senior manager. It can help them to work in broad occupational areas. |
| Qualification Number | 600/1462/3 |
| Credit Value: | 42 (minimum) |
| Induction: | 2 Hours |
| Tutorial Support: | 8 Hours |
| Guided Learning Hours (GLH): | 77 |
| Average Guided Learning Hours: | 81 |
| Total Qualification Time (TQT): | 420 |
| Structure: | Learners need to achieve a minimum of 12 credits from Group A and a minimum of 30 credits from Group B. Units completed in Group A cannot be taken from Group B. To achieve the Level 6 Diploma in Management, learners must ensure that more than 50% of credits achieved are at Level 6. |
| Progression routes: | The qualification provides opportunities for progression to other qualifications at higher levels such as the:   * Level 5 or 7 qualifications in coaching and mentoring. * Level 7 qualifications in Leadership/Management/Leadership & Management. |

**OVERVIEW OF UNITS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit number** | **Group A** | **Level** | **Credits** | **GLH** |
| 8316-602 | Developing the executive manager | 6 | 6 | 11 |
| 8316-603 | Optimising organisational capacity | 6 | 6 | 11 |
| 8316-604 | Critical thinking and research skills in management | 6 | 6 | 15 |
| 8316-605 | Reviewing corporate policy and strategy | 6 | 6 | 11 |
|  | **Group B** |  |  |  |
| 8316-507 | Becoming an effective leader | 5 | 5 | 25 |
| 8316-530 | Understanding how management coaching and mentoring can benefit individuals and organisations | 5 | 5 | 18 |
| 8316-602 | Developing the executive manager | 6 | 6 | 11 |
| 8316-603 | Optimising organisational capacity | 6 | 6 | 11 |
| 8316-604 | Critical thinking and research skills in management | 6 | 6 | 15 |
| 8316-605 | Reviewing corporate policy and strategy | 6 | 6 | 11 |
| 8316-607 | Developing excellence in operations | 6 | 6 | 11 |
| 8316-608 | Managing operations research | 6 | 3 | 10 |
| 8316-609 | Leading project implementation | 6 | 12 | 22 |
| 8316-610 | Building commitment to corporate vision and values | 7 | 6 | 11 |
| 8316-700 | Team working in organisational partnerships | 7 | 6 | 11 |
| 8316-701 | Leading change in organisations | 7 | 6 | 11 |

**Occupational Competency Requirements for the Level 6 AWARD in Management**

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurors and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

|  |  |
| --- | --- |
| **Tutors Occupational Competence Requirements** | **Evidence Indicators** |
| A thorough knowledge and understanding of the qualification(s). | * Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. * A qualification in support of a management job at the appropriate level/specialism is desirable * Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. * Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements. |
| Relevant and credible experience in the field of the relevant qualification. | * Be able to evidence a history of progressive/recent industrial/ commercial experience of delivering training appropriate to the level and subject area of this qualification |
| A qualification in support of teaching/training | * Ideally hold a valid and recognised teaching/training qualification. |

|  |  |
| --- | --- |
| **Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements** | **Evidence Indicators** |
| A thorough knowledge and understanding of the relevant qualification(s). | * Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. * Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification. |
| Relevant and credible experience in the field of the relevant qualification. | * Be able to evidence a history of progressive/recent industrial/ commercial experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification |
| A qualification in support of assessment and/or internal quality assurance. | * Ideally hold an assessment qualification (e.g. TAQA or equivalent) |
| Experience and a working knowledge of the operational and assessment processes for the relevant qualification. | * Demonstrate an understanding of the organisation’s management centric policies, procedures and practices. * Demonstrate knowledge and understanding of ILM’s quality assurance policy, procedures and requirements. |

**Occupational Competency Requirements for the Level 6 Diploma in Management**

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurors and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

|  |  |
| --- | --- |
| **Tutors Occupational Competence Requirements** | **Evidence Indicators** |
| A thorough knowledge and understanding of the qualification(s). | * Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. * A qualification in support of a management job at the appropriate level/specialism is desirable * Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. * Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements. |
| Relevant and credible experience in the field of the relevant qualification. | * Be able to evidence a history of progressive/recent industrial/ commercial experience of delivering training appropriate to the level and subject area of this qualification |
| A qualification in support of teaching/training | * Ideally hold a valid and recognised teaching/training qualification. |

|  |  |
| --- | --- |
| **Internal Quality Assurors and/or Centre Assessors Occupational Competence Requirements** | **Evidence Indicators** |
| A thorough knowledge and understanding of the relevant qualification(s). | * Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. * Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification. |
| Relevant and credible experience in the field of the relevant qualification. | * Be able to evidence a history of progressive/recent industrial/ commercial experience in quality assurance and/or assessment appropriate to the level and subject area of this qualification |
| A qualification in support of assessment and/or internal quality assurance. | * Ideally hold an assessment qualification (e.g. TAQA or equivalent) |
| Experience and a working knowledge of the operational and assessment processes for the relevant qualification. | * Demonstrate an understanding of the organisation’s management centric policies, procedures and practices. * Demonstrate knowledge and understanding of ILM’s quality assurance policy, procedures and requirements. |

**ASSESSMENT GUIDANCE for the Level 6 AWARD in Management**

A brief introduction on ILM’s Assessment Strategy can be found in S*upporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [*customer@i-l-m.com*](mailto:customer@i-l-m.com) or refer to the Centre Manual *(*[*www.i-l-m.com/centres.aspx*](http://www.i-l-m.com/centres.aspx)*)*. This segment gives you specific guidance around assessments for the Level 6 Award in Management.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessments:

|  |  |
| --- | --- |
| **Unit** | **Assessment** |
| 602\*\*\* – Developing the executive manager | Reflective Review |
| 604\*\*\* – Critical thinking and research skills in management | Reflective Review |

\*\*\*Units 602 and 604 can also be assessed by an integrated work-based assignment (shown in Appendix B) if both the units are part of the pathway selected.

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any unit.

**ASSESSMENT GUIDANCE FOR THE Level 6 Diploma in Management**

A brief introduction on ILM’s Assessment Strategy can be found in S*upporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [*customer@i-l-m.com*](mailto:customer@i-l-m.com) or refer to the Centre Manual *(*[*www.i-l-m.com/centres.aspx*](http://www.i-l-m.com/centres.aspx)*)*. This segment gives you specific guidance around assessments for the Level 6 Diploma in Management.

Appendix B in this document outlines the assessments and mark sheets for the units in this qualification. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessments:

|  |  |
| --- | --- |
| **Unit** | **Assessment** |
| M6.01\*\*\* – Developing the executive manager | Reflective Review |
| M6.02\*\*\* – Critical thinking and research skills in management | Reflective Review |
| M6.03 – Reviewing corporate policy and strategy | Work-Based Assignment |
| M6.04 – Optimising organisational capacity | Work-Based Assignment |
| M5.06 – Becoming an effective leader | Reflective Review |
| D5.01 – Understanding how management coaching and mentoring can benefit individuals and organisations | Work-Based Assignment |
| M6.05 – Developing excellence in operations | Work-Based Assignment |
| M6.06 – Leading project implementation | Work-Based Assignment |
| M6.09 – Managing operations research | Work-Based Assignment |
| M7.05 – Leading change in organisations | Consultancy Report |
| M7.07 – Building commitment to corporate vision and values | Work-Based Assignment |
| M7.17 – Team working in organisational partnerships | Reflective Review |

\*\*\*Units M6.01 and M6.02 can also be assessed by an integrated work-based assignment (shown in Appendix B) if both the units are part of the pathway selected.

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any unit.

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**A P P E N D I X - A**

**UNIT SPECIFICATIONS For THE level 6 award IN MANAGEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Developing the executive manager** | | |
| Unit number: | | 8316-602 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Improve own managerial practice | | | 1.1  1.2  1.3 | Collect and analyse feedback from appraisal/performance management systems and from colleagues about own management practice, and operational data about own managerial effectiveness  Critically evaluate own management performance, based on performance information, with reference to significant management theories or models and schools or trends in management thinking  Use this evaluation to identify strengths in own management practice and prepare an action plan to address areas for improvement |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to appreciate the senior manager role and the influence of different theories and models on management practice. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: A2 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Development of management theory since ca 1900 and contribution of significant management theorists (eg. Weber, Taylor, Follet, Fayol, Mayo, Deming, McGregor, Drucker, Covey, Kotter) and schools of thought (e.g. human relations, contingency, systems, quality improvement and excellence, etc) * Concepts of authority and power, responsibility and accountability * Techniques for collecting feedback on performance * Data on operational performance; relevance to managerial performance and effectiveness * Appraisal/performance management systems and procedures; 360 degree appraisal * Case studies of management performance | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Critical thinking and research skills in management** | | |
| Unit number: | | 8316-604 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Think critically and conduct research in relation to leadership and management practice | | | 1.1  1.2 | Critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to own role  Undertake research that is relevant to own role to inform own management and leadership practice |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable candidates to develop their ability to review ideas and practices critically and to carry out research to inform their practice. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B7 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 15 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Concept and practice of critical thinking * Logical reasoning in developing arguments and making decisions * Concepts of causation, correlation, inference, assumption and belief in management and leadership behaviour – principle of evidence-based management * Ethical and moral questions associated with management and leadership decision-making * Techniques to encourage critical thinking (eg Socratic questioning, validating evidence and sources, systems thinking, etc) and test the validity and relevance of theory and practice to significant management decisions * Critical examination of academic, governmental and commercial research methods and dissemination of findings * Techniques for researching issues in the workplace, including primary and secondary research, use of library and electronic resources and databases * Assessing the validity and appropriateness of research sources and information | | | |

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**A P P E N D I X - B**

**UNIT SPECIFICATIONS For THE level 6 DIPLOMA IN MANAGEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Becoming an effective leader** | | |
| Unit number: | | 8316-507 | | |
| Level: | | 5 | | |
| Credit value: | | 5 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Evaluate own ability to fulfil key responsibilities of the leadership role | | | 1.1  1.2 | Critically review own ability to fulfil the key responsibilities of the leadership role  Critically evaluate own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role |
| 1. Evaluate own awareness of emotions in shaping performance | | | 2.1 | Employ theories of emotional intelligence to review critically the effect of emotions on own and others’ performance |
| 1. Evaluate own ability to set direction and to gain the commitment of others | | | 3.1  3.2 | Critically review own ability to set direction and communicate this to others  Critically review own ability to motivate, delegate and empower others |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop knowledge and understanding of developing and leading teams as required by a practising or potential middle manager. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 25 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The key responsibilities of the leadership role in terms of: * taking responsibility * contributing to overall vision and goals * setting and providing guidance on values * setting direction for significant programmes or projects * stimulating innovation and enterprise * anticipating, planning for and leading change * overcoming obstacles * delegating * setting objectives for teams and individuals * communicating and motivating * supporting and developing programmes, projects, teams and individuals * modelling appropriate behaviour * representing the team and feeding back its experiences and views * protecting the team and its members * A range of leadership theories and different leadership styles these illustrate, for example: * the trait approach to leadership * the behavioural school (MacGregor, Blake and Mouton) * the contingency or situational school (Fielder, Hersey-Blanchard, Tannenbaum and Smidt, Adair) * leaders and followers (Servant Leadership, Team Leadership, Transactional and Transformational) * Dispersed Leadership * How to evaluate the appropriateness of different leadership styles in the context of own responsibilities * The importance of being able to use a repertoire of leadership styles in different situations and with different people | | | |
| 2 | * The concept of emotional intelligence as developed by different theorists and how it applies to the leadership role * The importance of understanding one’s own strengths and limitations * Using and interpreting different techniques to identify their own characteristics, strengths and limitations * The importance of continuous self-development and how to identify opportunities to develop oneself in the leadership role * The importance of leaders displaying confidence and self-assurance and to do this by playing to own strengths and showing a readiness to take calculated risks * Social awareness in terms of: * empathy * organisational and ‘political’ awareness * service to others * Relationship management in terms of: * inspiring * influencing * networking * conflict management * The characteristics of self-leadership in terms of: * controlling own emotions, particularly when under stress * being open and honest with others * showing integrity and trustworthiness * being flexible * setting challenging but realistic objectives for themselves and others * taking risks * taking personal responsibility for significant challenges * seeing setbacks as opportunities rather than threats * The role that effective communication plays in conveying overall vision and goals and how to win and maintain the commitment of teams and individuals to these * Effective techniques for: * communicating both directly and indirectly with teams and individuals * persuading * negotiating * How to select communication, persuasion and negotiation skills appropriate to different situations and people | | | |
| 3 | * How to develop vision and goals for significant projects or programmes of work * The importance of being aware of and analysing the internal and external environments in which the leader operates * Spotting opportunities * How to develop objectives and values that support overall strategy and vision * Theories and principles of delegating responsibility and empowering others * The critical importance of the leader gaining the motivation and commitment of others * Critiques of the main theories of motivation, for example: * Maslow’s Hierarchy * MacGregor’s Theory X and Theory Y * Herzberg’s Two Factor Theory * Vroom’s Expectancy Theory * McClelland’s 3-Needs Theory * Motivational factors that are available to the leader, for example: * safety and security * sense of belonging and common purpose * respect * recognition of achievement * empowerment and self-actualisation * sense of fulfilment * personal and professional development * material rewards * sanctions * job roles and employment conditions * How to evaluate motivational factors and select those that are appropriate to different situations and people * The leader’s role in protecting and mentoring team members * Needs for mentoring and support that individuals may have and how to meet these * The role of continuous development and its importance to the organisation and to individuals * How to evaluate different methods of developing others, both directly and indirectly and how to choose methods most appropriate to the people involved | | | |

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| --- | --- | --- | --- | --- |
| Title: | | **Understanding how management coaching and mentoring can benefit individuals and organisations** | | |
| Unit number: | | 8316-530 | | |
| Level: | | 5 | | |
| Credit value: | | 5 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Explain the characteristics of effective coaches and mentors, and coaching and mentoring programmes | | | 1.1  1.2  1.3  1.4 | Identify the characteristics of effective coaching and mentoring arrangements and plans  Explain the importance of respecting others’ ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship  Explain the importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders  Explain why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning |
| 1. Present a business case for using coaching or mentoring in own organisation | | | 2.1  2.2  2.3  2.4 | Assess the contribution that management coaching or mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies  Identify potential organisational barriers to using coaching or mentoring and develop appropriate strategies for overcoming them  Present a business case for using coaching or mentoring to address specific developmental and support needs in the organisation  Suggest how the effectiveness of the proposed coaching or mentoring programme can be evaluated |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to understand the role and contribution of coaching and mentoring to individuals and organisations and make a business case for using management coaching and mentoring in their organisations. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to ENTO 2006 NOS (Coaching & Mentoring in a Work Environment): CM1, CM15, CM22 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | ENTO | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 18 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Different perspectives on mentoring and coaching * Different models of learning styles * Models of coaching and mentoring able to contribute to performance improvement (examples of models that may be used include: Performance coaching/life coaching, GROW Model, Argyris’s double loop learning, Kolb’s learning cycle, Gardner's Multiple Intelligences, Myers-Briggs, hemispherical dominance, transformational learning, Johari’s window, NLP, and other psycho-social models) * Alternative strategies for developing and supporting employees, including different training strategies (long and short courses, in-house and external, distance/flexible/e-learning, etc) * Overview of therapy and counselling, differentiating between them and coaching and mentoring and identifying the boundaries * Range of learning and counselling services available * Legal aspects of coaching and mentoring (H&S, Equal Opportunities, Disability, etc) and ethical issues (abuse of power and authority, personal intimacy and sexual harassment) * Concepts of power and authority (personal/positional, zero-sum, etc), and power dynamics (especially power relationship between self and client) * Cultural issues working with a diverse workforce (gender stereotyping, race, religion and sexuality, etc) * Personal beliefs and values, their source and effect on attitudes and behaviours * Behavioural traits, their drivers and effect on others (eg nature/nurture debate on sex/gender, and differences in cognition and behaviour) * Communication theories (e.g. discourse analysis theories, overview of socio-linguistics) * Relationship characteristics and contrasts between coaching and mentoring (judgemental/non-judgemental, transactional analysis, etc) * Distinguishing the appropriate physical environments for mentoring and coaching, especially the need for confidentiality | | | |
| 2 | * Costs and benefits of coaching and mentoring – financial and personal/social/emotional * Range of formal and informal learning opportunities, their costs and benefits and utility in developing particular knowledge and skills * Corporate objectives and the contribution of coaching and mentoring to their achievement * Organisational and operational barriers (time, resources, attitudes, values, ownership, etc) and strategies for overcoming these barriers * Techniques for programme monitoring, review and evaluation | | | |

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| --- | --- | --- | --- | --- |
| Title: | | **Developing the executive manager** | | |
| Unit number: | | 8316-602 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Improve own managerial practice | | | 1.1  1.2  1.3 | Collect and analyse feedback from appraisal/performance management systems and from colleagues about own management practice, and operational data about own managerial effectiveness  Critically evaluate own management performance, based on performance information, with reference to significant management theories or models and schools or trends in management thinking  Use this evaluation to identify strengths in own management practice and prepare an action plan to address areas for improvement |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable learners to appreciate the senior manager role and the influence of different theories and models on management practice. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: A2 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Development of management theory since ca 1900 and contribution of significant management theorists (eg. Weber, Taylor, Follet, Fayol, Mayo, Deming, McGregor, Drucker, Covey, Kotter) and schools of thought (e.g. human relations, contingency, systems, quality improvement and excellence, etc) * Concepts of authority and power, responsibility and accountability * Techniques for collecting feedback on performance * Data on operational performance; relevance to managerial performance and effectiveness * Appraisal/performance management systems and procedures; 360 degree appraisal * Case studies of management performance | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title: | | **Optimising organisational capacity** | | |
| Unit number: | | 8316-603 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Make recommendations to improve resource capacity and utilisation in own area of responsibility | | | 1.1  1.2  1.3 | Identify the range and capacity of resources employed in own area of responsibility, assess their current utilisation and the factors determining it  Evaluate alternative strategies for improving utilisation of current resources and for increasing or decreasing current resource capacity  Prepare a rationale and business case with recommendations for changes to resource capacity and resource utilisation to improve the efficiency and effectiveness of operations |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | To enable learners to recognise the range of resources used in organisations, measure their capacity and utilisation and make recommendations for changes in resource capacity. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B4, E4 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Range of resources employed (labour, property/facilities, equipment, vehicles, materials, etc) * and relevant measures of capacity and utilisation * Resource-based theory of the firm and theory of core competences * Methods of resource acquisition and disposal (investment/divestment, recruitment/redundancy, sub-contracting, PFI, lease/purchase; takeover and merger/de-merger, etc), their strengths and weaknesses from a legal, ethical, financial and operational perspective * Presenting a rationale and business case for changes in resource capacity and utilisation | | | |

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| Title: | | **Critical thinking and research skills in management** | | |
| Unit number: | | 8316-604 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Think critically and conduct research in relation to leadership and management practice | | | 1.1  1.2 | Critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to own role  Undertake research that is relevant to own role to inform own management and leadership practice |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To enable candidates to develop their ability to review ideas and practices critically and to carry out research to inform their practice. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B7 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 15 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Concept and practice of critical thinking * Logical reasoning in developing arguments and making decisions * Concepts of causation, correlation, inference, assumption and belief in management and leadership behaviour – principle of evidence-based management * Ethical and moral questions associated with management and leadership decision-making * Techniques to encourage critical thinking (eg Socratic questioning, validating evidence and sources, systems thinking, etc) and test the validity and relevance of theory and practice to significant management decisions * Critical examination of academic, governmental and commercial research methods and dissemination of findings * Techniques for researching issues in the workplace, including primary and secondary research, use of library and electronic resources and databases * Assessing the validity and appropriateness of research sources and information | | | |

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| Title: | | **Reviewing corporate policy and strategy** | | |
| Unit number: | | 8316-605 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Review the procedures for the development and implementation of corporate policies and strategy | | | 1.1  1.2  1.3  1.4 | Compare colleagues’ and stakeholders’ perceptions of the organisation’s purpose, vision and values  Assess the effectiveness of the procedures for developing corporate policy and strategy and their adherence to best practice  Assess the effectiveness of current corporate policies and strategies in enabling the organisation to fulfil its purpose, vision and values  Critically review organisation structures, culture and internal communication systems and assess their effectiveness in enabling the implementation of policy and strategy |
| 1. Make recommendations for changes to procedures for the development and implementation of corporate policy and strategy | | | 2.1 | Make recommendations for changes to procedures for the development and implementation of corporate policy and strategy |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | This unit is designed to develop learners’ appreciation of the role and significance of policy and strategy in enabling the organisation to achieve its goals and live up to its values, and to be able to assess the effectiveness of the processes of policy and strategy development. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B2, B4, B7 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Organisational purpose, legal status and sector (eg. private/public/third, industry sector and sector size and characteristics) * The stakeholders in different organisations, their interests, roles and relationships to the organisation and impact on its goals and values, policies and plans * The nature and role of mission, vision and value statements and of corporate goals, policies and strategic plans * Organisational structure (e.g. hierarchical, matrix, wheel) and their effect on performance and culture * Concepts of management and leadership, management roles and responsibilities, management and leadership styles, corporate culture and sub-cultures, and the effect of management style, trust, empowerment and delegation upon organisational culture * Best practice in the development of policies and strategy * Negotiation and discussion skills | | | |

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| Title: | | **Developing excellence in operations** | | |
| Unit number: | | 8316-607 | | |
| Level: | | 6 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Determine the organisation’s capability to meet the current and future needs of customers, service users or sponsors | | | 1.1  1.2  1.3 | Investigate existing and potential customers, service users or sponsors and competitor or comparator organisations, and identify any trends in behaviour or performance  Evaluate the capability to meet current and future needs of customers, service users or sponsors, compare operational performance to competitor or comparator organisations and identify any opportunities for innovation and improvement  Identify models of operational excellence, innovation and best practice and evaluate their potential contribution to the organisation |
| 1. Develop and recommend plans to improve operations to meet the needs of customers, users or other relevant sponsors | | | 2.1  2.2 | Review possible options for improvement and develop an appropriate implementation plan for developing operations  Prepare a rationale for implementing the proposed strategy, and contingency plans for dealing with risk assessment |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | To enable learners to assess how well the organisation is meeting customer requirements and make recommendations to improve performance. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: F9, F10 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Concept of industry sectors, customer segmentation and market penetration to analyse the market * Concept of internal and external customers (including service users and sponsors), and their importance as the focus of the organisation’s activities * Means of identifying potential customers and assessing their diversity * Methods of identifying current and forecasting future levels of demand (quantitative techniques, such as time series and regression analysis, and qualitative techniques such as Delphi, expert judgement, life cycle and market research) * Excellence models (e.g. EQFM, IiP), business process re-engineering, benchmarking and other techniques for assessing and revising corporate performance and operational strategy * Assessing risk and uncertainty * Organisation’s policies relating to customers | | | |
| 2 | * Models of operational performance assessment (e.g. PESTLE, Ansoff, Boston Consulting, group, etc) * Techniques for stimulating creative ideas and the development of innovation * Operational planning, including planning for contingencies * Networking, negotiation and persuasion skills * Ways to promote commitment in others | | | |

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| Title: | | **Managing Operations Research** | | |
| Unit number: | | 8316-608 | | |
| Level: | | 6 | | |
| Credit value: | | 3 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Be able to conduct operations research in an organisation | | | 1.1  1.2  1.3  1.4 | Define a problem in own area of responsibility, that has arisen out of a need to make better use of available resources  Establish the objectives for the problem resolution and any specific requirements that must be met in proposing a solution  Select and justify a specific operations research methodology to resolve the problem, identifying both its strengths and weaknesses in comparison to alternative methodologies  Collect, validate and analyse data collected from the organisation in order to employ the selected operations research methodology to propose an appropriate solution |
| 1. Be able to interpret the outcomes of operations research | | | 2.1 | Recommend improvements to organisational efficiency based on the outcomes of operations research |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop understanding and ability to be able to conduct operational research techniques, as required by a practising or potential middle manager. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 10 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Operations Research as a scientific approach to problem-solving and decision-making * Allocating scarce resources, e.g. production planning and scheduling, routing, working capital management * Operations Research modelling approach, i.e. problem identification, formulation, analysis, model validation and implementation * Range of techniques available, e.g. linear programming, queuing theory, simulation, mathematical programming and optimisation | | | |
| 2 | * Using the outcomes of operational research to optimise choices and improve organisational efficiency | | | |

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| Title: | | **Leading project implementation** | | |
| Unit number: | | 8316-609 | | |
| Level: | | 6 | | |
| Credit value: | | 12 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Plan a complex project | | | 1.1  1.2  1.3  1.4 | Determine the feasibility and risks associated with a proposed project  Agree the goals and success criteria for the project  Plan the project and identify the financial and other resources required, using a standard method and appropriate project management tools  Select an appropriate project team |
| 1. Lead a complex project to a successful close | | | 2.1  2.2  2.3  2.4 | Lead the project team to achieve project milestones and goals  Monitor progress and take action to rectify problems or recover failure  Manage the project budget, identifying any variances and taking appropriate action  Ensure full engagement of stakeholders with the project |
| 3 Evaluate a complex project | | | 3.1  3.2 | Develop and implement an appropriate evaluation tool for the project and report on the outcomes to stakeholders  Reflect on and learn from the outcomes of a project |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | To develop the ability to lead a successful project, and develop critical analysis and evaluation skills in terms of risk, outputs and finance. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: F2 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 22 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The nature and purpose of projects * Project planning and management approaches (e.g. use of PERT, CPA, Gantt charts) * Prince 2 (foundation stage) * Feasibility and risk assessment techniques * Project constraints (e.g. scope, time, and cost or finance, time and human resources) – their implications for project management | | | |
| 2 | * Project management and leadership skills * Identification and communication with stakeholders * Monitoring and reporting on project progress and achievement of milestones and goals * Budget management and variance analysis and reporting skills | | | |
| 3 | * Project evaluation and reporting * Using project evaluation to reflect on own performance and skills | | | |

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| Title: | | **Building commitment to corporate vision and values** | | |
| Unit number: | | 8316-610 | | |
| Level: | | 7 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Review commitment to the vision and values of the organisation | | | 1.1  1.2  1.3 | Agree with stakeholders a process to review the organisation’s statement of vision and values, and its policies on corporate social responsibility and sustainability  Lead a review of and where appropriate revise the organisation’s statement of vision and values, and its policies on corporate social responsibility and sustainability  Evaluate the effectiveness of organisational culture, management and leadership styles, internal communications, operational systems, procedures and practices in supporting the organisation’s vision and values and its policies on corporate social responsibility and sustainability |
| 1. Develop corporate vision, values and culture, and a commitment to corporate social responsibility and sustainability | | | 2.1 | Prepare a strategy to support the organisation’s statement of vision and values, and to develop its culture and commitment to corporate social responsibility and sustainability |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | This unit is designed to develop learners’ ability to build commitment to corporate vision and values, and to social responsibility and sustainability policies. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B9 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The stakeholders in different organisations, their interests, roles and relationships to the organisation and impact on its goals and values, policies and plans * The nature and role of mission, vision and value statements * Corporate social responsibility and sustainability * The nature and role of culture and sub-cultures in organisation * Management structures, management/leadership styles, internal communication systems – models, characteristics and effectiveness | | | |
| 2 | * Techniques for developing/influencing culture and sub-cultures in organisation * Management structures, management/leadership styles, internal communications and operational systems and procedures – models, characteristics and effectiveness | | | |

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| Title: | | **Team working in organisational partnerships** | | |
| Unit number: | | 8316-700 | | |
| Level: | | 7 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Review the key success factors and organisational experiences of team working and organisational partnerships | | | 1.1  1.2 | Identify, compare and contrast the key success factors for team working in organisational partnerships  Critically review and assess the organisation’s experience of team working and organisational partnerships |
| 1. Establish effective team working and organisational partnerships | | | 2.1  2.2  2.3  2.4 | Agree the aims and success criteria for teams and organisational partnerships with senior managers, Board of Directors/Trustees/Governors and other stakeholders  Agree the operational procedures for team working and organisational partnerships  Establish and motivate team members to work co-operatively to achieve agreed goals  Evaluate the effectiveness of team working in organisational partnerships |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | To enable learners to work effectively as part of a team and in partnership with other organisations. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: B9, D2 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Nature and status of organisational partnerships, including legal and ethical implications of working in partnerships, especially combining private and/or public and/or voluntary sector * Role, nature and purpose of teams; types of teams, especially teams operating at strategic level and teams from diverse backgrounds * Mission, values and culture in organisations, and its effect on team and partnership relationships * Planning and reporting processes in team and partnership working | | | |
| 2 | * Role and purpose of Board of Directors/Trustees/Governors and other stakeholders in team and partnership working * Negotiation strategies and skills * Operational procedures for organisational partnerships * Team and partnership formation and dynamics * Models of high performing teams * Motivation theories and their application in team and partnership working * Leadership skills and behaviours * Concepts of diversity; social and cultural characteristics of majority and minority groups * Diversity as a social and cultural construct and its implications * Communication and relationship-building techniques * Evaluation models and procedures | | | |

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| Title: | | **Leading change in organisations** | | |
| Unit number: | | 8316-701 | | |
| Level: | | 7 | | |
| Credit value: | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Review the causes of change, strategies for change and the effects of change on organisations | | | 1.1  1.2  1.3 | Evaluate the different factors that encourage change in organisations, processes and the products and services they supply  Compare alternative models of change management and critically assess their suitability and effectiveness for bringing about an identified change on the organisation  Assess the potential effects of an identified change on the organisation |
| 1. Justify an appropriate leadership strategy to enable an identified change | | | 2.1  2.2 | Evaluate the effectiveness of alternative models of leadership in enabling change  Justify an appropriate leadership strategy to bring about an identified change in an organisation |
| **Additional information about the unit** | | | Learners are expected to demonstrate they have undertaken a literature review of the key research and theoretical writing relevant to this topic area. This should be referenced appropriately in their assignment. In addition, the assignment should demonstrate a clear and compelling synthesis of theory and practice. Learners should be encouraged to produce assignments that have the potential to be re-drafted for publication at a later stage. | |
| Unit purpose and aim(s) | | | To enable learners to select appropriate leadership styles and strategies to bring about effective change in their organisations. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management & Leadership 2008 NOS: C4, C5, C6 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration | |
| Location of the unit within the subject/sector classification system | | | Business Management | |
| Unit guided learning hours | | | 11 | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The external and internal pressures for change, and the factors shaping these pressures * A range of tools, models and theoretical concepts concerned with managing change and in assessing organisational change capability * The human aspects of change and the significance of relationships, attitudes, values and culture in determining reactions to change | | | |
| 2 | * Alternative leadership models and concepts appropriate to change * Criteria and processes for evaluating models and concepts * Alternative leadership models and concepts appropriate to change * Criteria and processes for evaluating models and concepts * The difference between Kaizen, continuous or incremental and breakthrough change or process re-engineering * Principles and practices associated with managing creativity and innovation * Ways to identify stakeholders in change and the benefits and costs to them, in order to overcome resistance * Leadership and change, transactional/transformational leadership and other leadership models relevant to change * The role of communication in overcoming barriers other difficulties * The nature and role of vision in the change process * Direct and indirect effects upon other people, departments and organisations | | | |

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**A P P E N D I X - C**

**assessments for the level 6 award IN MANAGEMENT**

**REFLECTIVE REVIEW: 602**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Collect and analyse feedback on your management practice and operational data about your managerial effectiveness. Use this feedback to evaluate your management performance with reference to significant management theories or models and schools or trends in management thinking. Use your evaluation to identify strengths in your management practice and prepare an action plan to address those areas for improvement.  The 'nominal' word count for this assignment is 2,000 words; the suggested range is between 1,500 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Collect and analyse feedback on own managerial practice**  Collect and analyse feedback from appraisal/performance management systems and from colleagues about your management practice, and operational data about your managerial effectiveness.  *(min 15 marks required from 30 available)* | | * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed |
| **Evaluate own management performance**  Using your analysis, critically evaluate your management performance with reference to significant management theories or models and schools or trends in management thinking.  *(min 15 marks required from 30 available)* | | * Own management performance, based on performance information with reference to significant management theories or models and school or trends in management thinking is critically evaluated |
| **Action plan for improvement**  Using your evaluation identify strengths in your management practice and prepare an action plan to address areas for improvement.  *(min 15 marks required from 30 available)* | | * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 602**

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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Collect and analyse feedback on own managerial practice**   * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed | |  | | |  | | /30 marks  (min 15) |  |
| **Evaluate own management performance**   * Own management performance, based on performance information with reference to significant management theories or models and school or trends in management thinking is critically evaluated | |  | | |  | | /30 marks  (min 15) |  |
| **Action plan for improvement**   * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement | |  | | |  | | /30 marks  (min 15) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**REFLECTIVE REVIEW: 604**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Identify and critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to your role and undertake research to inform your own leadership and management practice.  The 'nominal' word count for this reflective review is 3,000 words; the suggested range is between 2,000 and 4,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Think critically and conduct research in relation to leadership and management practice**   * Critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to your own role.   You should review the theory or model of best practice in depth, analysing the position of the source, key perspectives, propositions and/or assumptions and the contextual relevance. Formulate your own hypothesis and make conclusions linking these to your own role.   * Undertake research that is relevant to your own role to inform own management and leadership practice.   You need to consider the conclusions made in relation to your own role. Select at least one of these conclusions and investigate further to gain additional knowledge and understanding. Use the additional knowledge and understanding gained to inform your own leadership and management practice.  *(min 45 marks required from 90 available)* | | * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role has been critically reviewed * Research that is relevant to own role has been undertaken to inform own management and leadership practice |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 604**

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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Think critically and conduct research in relation to leadership and management practice**   * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role has been critically reviewed * Research that is relevant to own role has been undertaken to inform own management and leadership practice | |  | | |  | | /90 marks  (min 45) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**INTEGRATED WORK-BASED ASSIGNMENT: 602 AND 604**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Identify a decision, or related sequence of decisions made by you as a senior manager or a decision made by you in conjunction with the senior management team in your organisation, that relates to a significant aspect of the organisation’s performance. This could be a product or market development, investment in new capacity, a merger or takeover, organisational restructure or change in personnel (recruitment drive, redundancy or out-sourcing), for example.  The 'nominal' word count for this assignment is 5,000 words; the suggested range is between 4,000 and 6,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Clearly describe the context of the decision-making and those involved in it, and the significance for the organisation.  *(min 2 marks required from 4 available)* | | * Context of assignment is provided |
| **Relevant management theory or perspectives**  Identify the range of management theory or perspectives relevant to this/these decision(s), summarise the major themes and conflicts within this area of study, and their implications for this aspect of the organisation and own management practice  *(min 13 marks required from 26 available)* | | * Own management performance, based on performance information with reference to significant management theories or models and schools or trends in management thinking is critically evaluated |
| **Significant theory or model**  Focus on one particular theory or model that appears to have been particularly influential in shaping management practice in the organisation, or which appears particularly suitable for understanding the process used to make the decision, and critically review it to judge its validity as a model and its appropriateness in the organisational context.  Make judgements about the appropriateness and validity of the decision(s), based on the perspectives offered by the theoretical model(s) selected.  *(min 20 marks required from 40 available)* | | * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role is critically reviewed |
| **The effect of the management or leadership practice**  Undertake research relevant to own role within the organisation to explore the effect of the decision in achieving the desired goals, and make recommendations for future practice.  *(min 10 marks required from 20 available)* | | * Research is undertaken that is relevant to own role to inform own management and leadership practice |
| **Action plan for improvement**  Collect feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about own managerial effectiveness.  Use the feedback collected and evaluation and research to identify strengths in own management practice and prepare an action plan for improvement.  *(min 5 marks required from 10 available)* | | * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: INTEGRATED WORK-BASED ASSIGNMENT: 602 AND 604**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /4  marks  (min 2) |  |
| **Relevant management theory or perspectives**   * Own management performance, based on performance information with reference to significant management theories or models and schools or trends in management thinking is critically evaluated | |  | | |  | | /26 marks  (min 13) |  |
| **Significant theory or model**   * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role is critically reviewed | |  | | |  | | /40 marks  (min 20) |  |
| **The effect of the management or leadership practice**   * Research is undertaken that is relevant to own role to inform own management and leadership practice | |  | | |  | | /20 marks  (min 10) |  |
| **Action plan for improvement**   * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement | |  | | |  | | /10 marks  (min 5) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

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**A P P E N D I X - D**

**ASSESSMENTS FOR THE level 6 DIPLOMA IN MANAGEMENT**

**REFLECTIVE REVIEW: 507**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  This task will allow you to demonstrate your understanding of the role of the middle manager and the ability to think and reflect critically about issues required to become an effective leader.  Check your assignment carefully prior to submission using the assessment criteria shown alongside. This task should be between 1,500 and 2,000 words. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Key responsibilities of leadership**  Critically review your own ability to fulfil the key responsibilities of the leadership role.  Critically evaluate your own ability to use different leadership styles in different situations and with different personnel.  *(min 17 marks required from 34 available)* | | * Own ability to fulfil the key responsibilities of the leadership role is critically reviewed * Own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role is critically reviewed |
| **Application of emotional intelligence in shaping performance**  Employ theories of emotional intelligence to critically review the effect on your own and others performance.  *(min 15 marks required from 30 available)* | | * Theories of emotional intelligence are employed to critically review the effect of emotions on own and others performance |
| **Setting direction and gaining commitment**  Critically review your own ability to set direction and communicate this to others.  Critically review your own ability to motivate, delegate and empower others in meeting organisational objectives.  *(min 18 marks required from 36 available)* | | * Own ability to set direction and communicate this to others is critically reviewed * Own ability to motivate, delegate and empower others is critically reviewed |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 507**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Key responsibilities of leadership**   * Own ability to fulfil the key responsibilities of the leadership role is critically reviewed * Own ability to use a repertoire of leadership styles in different situations and with different people to fulfil the leadership role is critically reviewed | |  | | |  | | /34 marks  (min 17) |  |
| **Application of emotional intelligence in shaping performance**   * Theories of emotional intelligence are employed to critically review the effect of emotions on own and others performance | |  | | |  | | /30  marks  (min 15) |  |
| **Setting direction and gaining commitment**   * Own ability to set direction and communicate this to others is critically reviewed * Own ability to motivate, delegate and empower others is critically reviewed | |  | | |  | | /36  marks  (min 18) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 530**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Prepare a proposal for a management coaching or mentoring programme and explain how you will ensure best practice in your coaching or mentoring practice.  The case can be either “forward looking” or “backward looking”. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context of the assignment**  Provide a brief outline of your organisation, your role and the role of the person/people being coached and/or mentored to give a context to this assignment.  *(min 3 marks required from 6 available)* | | * Context of assignment is provided |
| **Ensuring best practice in coaching or mentoring practice**  Identify the characteristics of effective coaching and mentoring arrangements and plans.  Explain why it is important for mentors or coaches to respect others’ ethical and moral views, beliefs, attitudes and values, challenge inappropriate language or behaviour and not abuse their own power and authority in a coaching or mentoring relationship.  Explain what needs to be done to ensure the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and to agree the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders.  Explain why coaches and mentors need:   * to have effective communication skills * to be able to analyse communication to identify meaning.   *(min 20 marks required from 40 available)* | | * The characteristics of effective coaching and mentoring arrangements and plans are identified * The importance of respecting others’ ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship is explained * The importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders is explained * Why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning is explained |
| **Strategies to overcome barriers to mentoring and coaching**  Identify any potential barriers to coaching and mentoring that may be encountered and suggest strategies for overcoming these.  *(min 7 marks required from 14 available)* | | * Potential organisational barriers to using coaching and mentoring are identified and appropriate strategies for overcoming them developed |
| **Prepare a business case for using coaching or mentoring in your workplace and suggest how its effectiveness could be evaluated**  Assess:   * the contribution coaching and mentoring could make to individuals and the organisation, and * its role in relation to alternative developmental and support strategies.   Prepare a business case for the coaching and/or mentoring programme.  Suggest ways to evaluate the effectiveness of the coaching or mentoring programme to demonstrate that it has met its goals.  *(min 20 marks required from 40 available)* | | * The contribution that management coaching and mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies is assessed * A business case for using coaching and mentoring to address specific developmental and support needs in the organisation is presented * How the effectiveness of the proposed coaching and mentoring programme can be evaluated is suggested |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 530**

|  |  |  |  |  |  |  |  |  |
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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context of the assignment**   * Context of assignment is provided | |  | | |  | | /6  marks  (min 3) |  |
| **Ensuring best practice in coaching or mentoring practice**   * The characteristics of effective coaching and mentoring arrangements and plans are identified * The importance of respecting others’ ethical and moral views, beliefs, attitudes and values, challenging inappropriate language or behaviour and not abusing own power and authority in a coaching or mentoring relationship is explained * The importance of creating the necessary, safe and confidential conditions for engaging in effective coaching or mentoring and of agreeing the expectations, processes and boundaries of a coaching or mentoring programme with all stakeholders is explained * Why coaches and mentors should develop effective communication skills and be able to analyse communication to identify meaning is explained | |  | | |  | | /40 marks  (min 20) |  |
| **Strategies to overcome barriers to mentoring and coaching**   * Potential organisational barriers to using coaching and mentoring are identified and appropriate strategies for overcoming them developed | |  | | |  | | /14 marks  (min 7) |  |
| **Prepare a business case for using coaching or mentoring in your workplace and suggest how its effectiveness could be evaluated**   * The contribution that management coaching and mentoring can make to individuals and the organisation, and its role in relation to alternative developmental and support strategies is assessed * A business case for using coaching and mentoring to address specific developmental and support needs in the organisation is presented * How the effectiveness of the proposed coaching and mentoring programme can be evaluated is suggested | |  | | |  | | /40 marks  (min 20) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**REFLECTIVE REVIEW: 602**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Collect and analyse feedback on your management practice and operational data about your managerial effectiveness. Use this feedback to evaluate your management performance with reference to significant management theories or models and schools or trends in management thinking. Use your evaluation to identify strengths in your management practice and prepare an action plan to address those areas for improvement.  The 'nominal' word count for this assignment is 2,000 words; the suggested range is between 1,500 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Collect and analyse feedback on own managerial practice**  Collect and analyse feedback from appraisal/performance management systems and from colleagues about your management practice, and operational data about your managerial effectiveness.  *(min 15 marks required from 30 available)* | | * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed |
| **Evaluate own management performance**  Using your analysis, critically evaluate your management performance with reference to significant management theories or models and schools or trends in management thinking.  *(min 15 marks required from 30 available)* | | * Own management performance, based on performance information with reference to significant management theories or models and school or trends in management thinking is critically evaluated |
| **Action plan for improvement**  Using your evaluation identify strengths in your management practice and prepare an action plan to address areas for improvement.  *(min 15 marks required from 30 available)* | | * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 602**

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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Collect and analyse feedback on own managerial practice**   * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed | |  | | |  | | /30 marks  (min 15) |  |
| **Evaluate own management performance**   * Own management performance, based on performance information with reference to significant management theories or models and school or trends in management thinking is critically evaluated | |  | | |  | | /30 marks  (min 15) |  |
| **Action plan for improvement**   * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement | |  | | |  | | /30 marks  (min 15) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 603**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Undertake a review of resource utilisation within your own area of responsibility and make recommendations on changes to improve efficiency and effectiveness of operations.  The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Make recommendations to improve resource capacity and utilisation in own area of responsibility**   * Identify the range and capacity of resources in your own area of responsibility. * Assess the current utilisation of those resources and the factors determining it. * Evaluate alternative strategies which would improve current resource utilisation, including increasing or decreasing specific resource capacity. * Prepare a rationale and business case with recommendations for changes to resource capacity and resource utilisation to improve efficiency and effectiveness of operations in your area of responsibility.   *(min 45 marks required from 90 available)* | | * The range and capacity of resources used in own area of responsibility are identified and the current utilisation of those resources and the factors determining it are assessed * Alternative strategies for improving current resource utilisation, including increasing or decreasing specific resource capacity, are evaluated * A rationale and business case with recommendations for changes to resource capacity and resource utilisation to improve the efficiency and effectiveness of operations is prepared |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 603**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Make recommendations to improve resource capacity and utilisation in own area of responsibility**   * The range and capacity of resources used in own area of responsibility are identified and the current utilisation of those resources and the factors determining it are assessed * Alternative strategies for improving current resource utilisation, including increasing or decreasing specific resource capacity, are evaluated * A rationale and business case with recommendations for changes to resource capacity and resource utilisation to improve the efficiency and effectiveness of operations is prepared | |  | | |  | | /90 marks  (min 45) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**REFLECTIVE REVIEW: 604**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Identify and critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to your role and undertake research to inform your own leadership and management practice.  The 'nominal' word count for this reflective review is 3,000 words; the suggested range is between 2,000 and 4,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Think critically and conduct research in relation to leadership and management practice**   * Critically review an influential theory or model of best practice widely used by managers and leaders that is relevant to your own role.   You should review the theory or model of best practice in depth, analysing the position of the source, key perspectives, propositions and/or assumptions and the contextual relevance. Formulate your own hypothesis and make conclusions linking these to your own role.   * Undertake research that is relevant to your own role to inform own management and leadership practice.   You need to consider the conclusions made in relation to your own role. Select at least one of these conclusions and investigate further to gain additional knowledge and understanding. Use the additional knowledge and understanding gained to inform your own leadership and management practice.  *(min 45 marks required from 90 available)* | | * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role has been critically reviewed * Research that is relevant to own role has been undertaken to inform own management and leadership practice |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 604**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Think critically and conduct research in relation to leadership and management practice**   * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role has been critically reviewed * Research that is relevant to own role has been undertaken to inform own management and leadership practice | |  | | |  | | /90 marks  (min 45) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**INTEGRATED WORK-BASED ASSIGNMENT: 602 AND 604**

|  |  |  |
| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Identify a decision, or related sequence of decisions made by you as a senior manager or a decision made by you in conjunction with the senior management team in your organisation, that relates to a significant aspect of the organisation’s performance. This could be a product or market development, investment in new capacity, a merger or takeover, organisational restructure or change in personnel (recruitment drive, redundancy or out-sourcing), for example.  The 'nominal' word count for this assignment is 5,000 words; the suggested range is between 4,000 and 6,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Clearly describe the context of the decision-making and those involved in it, and the significance for the organisation.  *(min 2 marks required from 4 available)* | | * Context of assignment is provided |
| **Relevant management theory or perspectives**  Identify the range of management theory or perspectives relevant to this/these decision(s), summarise the major themes and conflicts within this area of study, and their implications for this aspect of the organisation and own management practice  *(min 13 marks required from 26 available)* | | * Own management performance, based on performance information with reference to significant management theories or models and schools or trends in management thinking is critically evaluated |
| **Significant theory or model**  Focus on one particular theory or model that appears to have been particularly influential in shaping management practice in the organisation, or which appears particularly suitable for understanding the process used to make the decision, and critically review it to judge its validity as a model and its appropriateness in the organisational context.  Make judgements about the appropriateness and validity of the decision(s), based on the perspectives offered by the theoretical model(s) selected.  *(min 20 marks required from 40 available)* | | * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role is critically reviewed |
| **The effect of the management or leadership practice**  Undertake research relevant to own role within the organisation to explore the effect of the decision in achieving the desired goals, and make recommendations for future practice.  *(min 10 marks required from 20 available)* | | * Research is undertaken that is relevant to own role to inform own management and leadership practice |
| **Action plan for improvement**  Collect feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about own managerial effectiveness.  Use the feedback collected and evaluation and research to identify strengths in own management practice and prepare an action plan for improvement.  *(min 5 marks required from 10 available)* | | * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: INTEGRATED WORK-BASED ASSIGNMENT: 602 AND 604**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /4  marks  (min 2) |  |
| **Relevant management theory or perspectives**   * Own management performance, based on performance information with reference to significant management theories or models and schools or trends in management thinking is critically evaluated | |  | | |  | | /26 marks  (min 13) |  |
| **Significant theory or model**   * An influential theory or model of best practice widely used by managers and leaders that is relevant to own role is critically reviewed | |  | | |  | | /40 marks  (min 20) |  |
| **The effect of the management or leadership practice**   * Research is undertaken that is relevant to own role to inform own management and leadership practice | |  | | |  | | /20 marks  (min 10) |  |
| **Action plan for improvement**   * Feedback from appraisal/performance management systems and from colleagues about own management practice and operational data about managerial effectiveness is collected and analysed * Evaluation is used to identify strengths in own management practice and an action plan prepared to address areas for improvement | |  | | |  | | /10 marks  (min 5) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 605**

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| --- | --- | --- |
| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Review procedures for the development and implementation of corporate policies and strategies and make recommendations for changes to these procedures.  The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Review the procedures for the development and implementation of corporate policies and strategy**   * Identify your organisations stakeholders (including colleagues) and compare their perceptions of your organisation’s purpose, vision and values. * Use an appropriate method to assess the perceived effectiveness of the procedures for developing corporate policy and strategy and their adherence to best practice. * Use an appropriate method to assess the effectiveness of current policies and strategies in enabling the organisation to fulfil its stated purpose, vision and values. * Critically review organisation structures, culture and internal communication systems and assess their effectiveness in enabling the implementation of policy and strategy.   *(min 25 marks required from 50 available)* | | * Colleagues’ and other stakeholders’ perceptions of the organisation’s purpose, vision and values are compared * The effectiveness of procedures for developing corporate policy and strategy and their adherence to best practice is assessed * The effectiveness of current corporate policies and strategies in enabling the organisation to fulfil its purpose, vision and values is assessed * Organisational structures, culture and internal communication systems are critically reviewed in order to assess their effectiveness in enabling the implementation of policy and strategy |
| **Make recommendations for changes to procedures for the development and implementation of corporate policy and strategy**  Make recommendations for changes to your organisation’s procedures for the development and implementation of corporate policy and strategy.  *(min 20 marks required from 40 available)* | | * Recommendations for changes to procedures for the development and implementation of corporate policy and strategy are made |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 605**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Review the procedures for the development and implementation of corporate policies and strategy**   * Colleagues’ and other stakeholders’ perceptions of the organisation’s purpose, vision and values are compared * The effectiveness of procedures for developing corporate policy and strategy and their adherence to best practice is assessed * The effectiveness of current corporate policies and strategies in enabling the organisation to fulfil its purpose, vision and values is assessed * Organisational structures, culture and internal communication systems are critically reviewed in order to assess their effectiveness in enabling the implementation of policy and strategy | |  | | |  | | /50 marks  (min 25) |  |
| **Make recommendations for changes to procedures for the development and implementation of corporate policy and strategy**   * Recommendations for changes to procedures for the development and implementation of corporate policy and strategy are made | |  | | |  | | /40 marks  (min 20) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 607**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  An assessment of the organisation’s capability to meet the current and future needs of customers, service users or sponsors and recommendations to improve operations to meet these needs.  The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Determine the organisation’s capability to meet the current and future needs of customers, service users or sponsors**   * Investigate and identify any trends in behaviour or performance of your organisation’s: * existing and potential customers * service users or sponsors * competitor or comparator organisations * Evaluate the organisation’s capability to meet current and future needs of customers, service users or sponsors. * Compare operational performance to competitor or comparator organisations and identify any opportunities for innovation and improvement. * Identify models of operational excellence, innovation and best practice and evaluate their potential contribution to own organisation.   *(min 30 marks required from 60 available)* | | * Trends in behaviour or performance of organisation’s existing and potential customers, service users or sponsors and competitor or comparator organisations have been investigated and identified * The capability to meet current and future needs of customers, service users or sponsors has been evaluated, and operational performance has been compared to competitor or comparator organisations, and any opportunities for innovation and improvement have been identified * Models of operational excellence, innovation and best practice have been identified and their potential contribution to own organisation evaluated |
| **Develop and recommend plans to improve operations to meet the needs of customers, users or other relevant sponsors**   * Review possible options for improvement and develop an appropriate implementation plan for developing operations. * Prepare: * a rationale for implementing the proposed strategy * contingency plans for dealing with risk assessment   *(min 15 marks required from 30 available)* | | * Possible options for improvement have been reviewed and an appropriate implementation plan for developing operations has been developed * A rationale for implementing the proposed strategy has been prepared together with contingency plans for dealing with risk assessment |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 607**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10 marks  (min 5) |  |
| **Determine the organisation’s capability to meet the current and future needs of customers, service users or sponsors**   * Trends in behaviour or performance of organisation’s existing and potential customers, service users or sponsors and competitor or comparator organisations have been investigated and identified * The capability to meet current and future needs of customers, service users or sponsors has been evaluated, and operational performance has been compared to competitor or comparator organisations, and any opportunities for innovation and improvement have been identified * Models of operational excellence, innovation and best practice have been identified and their potential contribution to own organisation evaluated | |  | | |  | | /60  marks  (min 30) |  |
| **Develop and recommend plans to improve operations to meet the needs of customers, users or other relevant sponsors**   * Possible options for improvement have been reviewed and an appropriate implementation plan for developing operations has been developed * A rationale for implementing the proposed strategy has been prepared together with contingency plans for dealing with risk assessment | |  | | |  | | /30  marks  (min 15) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 608**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Undertake operations research in own area of responsibility and recommend improvements to organisational efficiency based on the outcomes of the operational research.  The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words.  Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Be able to conduct operations research in an organisation**  *(min 40 marks required from 80 available)* | | * A problem in own area of responsibility that has arisen out of a need to make better use of available resources is defined * The objectives for the problem resolution and any specific requirements that must be met in proposing a solution are established * A specific operations research methodology to resolve the problem is selected and justified, identifying both its strengths and weaknesses in comparison to alternative methodologies * Data from the organisation is collected, validated and analysed in order to employ the selected operations research methodology to propose an appropriate solution |
| **Be able to interpret the outcomes of operations research**  *(min 10 marks required from 20 available)* | | * Improvements to organisational efficiency are recommended, based on the outcomes of operations research |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 608**

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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Be able to conduct operations research in an organisation**   * A problem in own area of responsibility that has arisen out of a need to make better use of available resources is defined * The objectives for the problem resolution and any specific requirements that must be met in proposing a solution are established * A specific operations research methodology to resolve the problem is selected and justified, identifying both its strengths and weaknesses in comparison to alternative methodologies * Data from the organisation is collected, validated and analysed in order to employ the selected operations research methodology to propose an appropriate solution | |  | | |  | | /80  marks  (min 40) |  |
| **Be able to interpret the outcomes of operations research**   * Improvements to organisational efficiency are recommended, based on the outcomes of operations research | |  | | |  | | /20 marks  (min 10) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 609**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Identify a complex project in your own area of responsibility. Plan, lead, evaluate and report on the outcomes from the project and reflect on the learning you have gained from it.  The 'nominal' word count for this assignment is 4,500 words; the suggested range is between 4,000 and 5,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does.  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Plan a complex project**   * Identify a complex project in your own area of responsibility. * Determine its feasibility and any risks associated with the project. * Agree the goals and success criteria for the project. * Use a standard method and recognised project management tools to plan the project and identify the financial and other resources required. * Select an appropriate project team.   *(min 15 marks required from 30 available)* | | * A complex project in own area of responsibility has been identified, and its feasibility and any risks associated with the project have been determined * The goals and success criteria for the project have been agreed * A standard method and recognised project management tools have been used to plan the project and identify the financial and other resources required * An appropriate project team has been selected |
| **Lead a complex project to a successful close**   * Lead the project team to achieve project milestones and goals. * Monitor progress and take action to rectify problems or recover failure. * Manage the project budget, identifying any variances and taking appropriate action. * Ensure full engagement of stakeholders with the project.   *(min 20 marks required from 40 available)* | | * The project team has been led to achieve project milestones and goals * Progress has been monitored and action taken to rectify problems or recover failure * The project budget has been managed, and any variances have been identified and appropriate action taken * Stakeholders have been fully engaged with the project |
| **Evaluate a complex project**   * Develop and implement an appropriate evaluation tool for the project and report on the outcomes to stakeholders. * Reflect on and learn from the outcomes of a project.   *(min 10 marks required from 20 available)* | | * An appropriate evaluation tool for the project has been developed and implemented and outcomes reported to stakeholders * The outcomes of a project have been reflected on and learned from |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 609**

|  |  |  |  |  |  |  |  |  |
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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10 marks  (min 5) |  |
| **Plan a complex project**   * A complex project in own area of responsibility has been identified, and its feasibility and any risks associated with the project have been determined * The goals and success criteria for the project have been agreed * A standard method and recognised project management tools have been used to plan the project and identify the financial and other resources required * An appropriate project team has been selected | |  | | |  | | /30  marks  (min 15) |  |
| **Lead a complex project to a successful close**   * The project team has been led to achieve project milestones and goals * Progress has been monitored and action taken to rectify problems or recover failure * The project budget has been managed, and any variances have been identified and appropriate action taken * Stakeholders have been fully engaged with the project | |  | | |  | | /40  marks  (min 20) |  |
| **Evaluate a complex project**   * An appropriate evaluation tool for the project has been developed and implemented and outcomes reported to stakeholders * The outcomes of a project have been reflected on and learned from | |  | | |  | | /20  marks  (min 10) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**WORK-BASED ASSIGNMENT: 610**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Conduct a review of the organisation’s vision and values, including its policies on corporate social responsibility and sustainability. Evaluate how the organisation supports its commitment to these corporate statements and how it might develop this commitment.  The 'nominal' word count for this assignment is 2,500 words; the suggested range is between 2,000 and 3,000 words. Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Briefly describe your organisation and what it does  *(min 5 marks required from 10 available)* | | * Context of assignment is provided |
| **Review commitment to the vision and values of the organisation**   * Identify your key Stakeholders and agree a process that enables you to review your organisations statement of vision and values, including its policies on corporate social responsibility and sustainability. * Lead a review and where appropriate revise the organisation’s statement of vision and values and its policies on corporate social responsibility and sustainability. * Evaluate the role and effectiveness of the following in supporting corporate policies: * organisational structures * operational systems, procedures and practices * management and leadership styles * organisation culture * internal communications   *(min 25 marks required from 50 available)* | | * Stakeholders are identified and a process is agreed with them to review the organisation’s statement of vision and values and its policies on corporate social responsibility and sustainability * The organisation’s vision and values and its policies on corporate social responsibility and sustainability is reviewed * The effectiveness of organisational culture, operational systems, procedures and practices, management and leadership styles and internal communications in supporting corporate policies is evaluated |
| **Develop corporate vision, values and culture and a commitment to corporate social responsibility and sustainability**  Using your analysis, prepare a strategy to support the organisations statement of vision and values and to develop its culture and commitment to corporate social responsibility and sustainability.  *(min 20 marks required from 40 available)* | | * A strategy is presented to support and develop the organisations statement of vision and values and to develop its culture and commitment to corporate vision, values and policies on corporate social responsibility and sustainability |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: WORK-BASED ASSIGNMENT: 610**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * Context of assignment is provided | |  | | |  | | /10  marks  (min 5) |  |
| **Review commitment to the vision and values of the organisation**   * Stakeholders are identified and a process is agreed with them to review the organisation’s statement of vision and values and its policies on corporate social responsibility and sustainability * The organisation’s vision and values and its policies on corporate social responsibility and sustainability is reviewed * The effectiveness of organisational culture, operational systems, procedures and practices, management and leadership styles and internal communications in supporting corporate policies is evaluated | |  | | |  | | /50 marks  (min 25) |  |
| **Develop corporate vision, values and culture and a commitment to corporate social responsibility and sustainability**   * A strategy is presented to support and develop the organisations statement of vision and values and to develop its culture and commitment to corporate vision, values and policies on corporate social responsibility and sustainability | |  | | |  | | /40 marks  (min 20) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**REFLECTIVE REVIEW: 700**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  Review the key success factors and experiences of team working and partnerships. Draw conclusions from this.  From here, formulate a plan of action to develop and enhance partnerships within your organisation. Initiate your plan and evaluate the actual and potential results.  Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Review the key success factors and organisational experiences of team working and organisational partnerships**  Compare and contrast key success factors for team working in organisational partnerships.  Critically review and assess the organisation’s experience of team working and organisational partnerships.  *(min 25 marks required from 50 available)* | | * Key success factors for team working in organisational partnerships are identified, compared and contrasted * The organisation’s experience of team working and organisational partnerships is critically reviewed and assessed |
| **Establish effective team working and organisational partnerships**  Agree the aims and success criteria for team and organisational partnerships with senior managers, Board of Directors/Trustees/Governors and other stakeholders.  Agree the operational procedures for team working and organisational partnerships.  Establish and motivate team members to work co-operatively to achieve agreed goals.  Evaluate the effectiveness of team working in organisational partnerships.  *(min 25 marks required from 50 available)* | | * Aims and success criteria for teams and organisational partnerships are agreed with senior managers/Board of Directors/Trustees/Governors and other stakeholders * Operational procedures for team working and organisational partnerships are agreed * Team members are established and motivated to work co-operatively to achieve agreed goals * The effectiveness of team working in organisational partnerships is evaluated |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: REFLECTIVE REVIEW: 700**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Review the key success factors and organisational experiences of team working and organisational partnerships**   * Key success factors for team working in organisational partnerships are identified, compared and contrasted * The organisation’s experience of team working and organisational partnerships is critically reviewed and assessed | |  | | |  | | /50  marks  (min 25) |  |
| **Establish effective team working and organisational partnerships**   * Aims and success criteria for teams and organisational partnerships are agreed with senior managers/Board of Directors/Trustees/Governors and other stakeholders * Operational procedures for team working and organisational partnerships are agreed * Team members are established and motivated to work co-operatively to achieve agreed goals * The effectiveness of team working in organisational partnerships is evaluated | |  | | |  | | /50 marks  (min 25) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |

**CONSULTANCY REPORT: 701**

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| **Centre Number:** | **Centre Name:** | |
| **Learner Registration No:** | **Learner Name:** | |
| **TASK**  You should undertake a consultancy exercise in your own (an internal consultancy) or another organisation (an external consultancy) where a significant change programme is occurring (or has occurred). Ideally you should arrange to act as consultant to the change team, but may have to be an observer or investigator (if the change has been completed). The purpose of the exercise is to explore the significance of leadership in enabling effective change in organisations.  The 'nominal' word count for this assignment is 4,000 words; the suggested range is between 3,000 and 5,000 words.  Check your assignment carefully prior to submission using the assessment criteria. | | |
| *Please use the headings shown below when writing up your Assignment* | | **Assessment Criteria** |
| **Context**  Describe the context in which the change is occurring and the nature of the change.  *(min 5 marks required from 10 available)* | | * The context is described |
| **The reasons for the change**  Explore the factors making the change necessary (or forcing the change on the organisation) and assess their relative significance and their impact on the change process.  *(min 5 marks required from 10 available)* | | * The different factors that encourage change in organisations, processes and the products and services they supply are evaluated |
| **The management of change**  Examine the change process and use your knowledge of change management theories and practices to assess the suitability and effectiveness of the process being used, and identify (and justify) any alternative approaches that may be more appropriate in achieving the desired goals.  *(min 15 marks required from 30 available)* | | * Alternative models of change management are compared and their suitability and effectiveness for bringing about an identified changed in the organisation is assessed |
| **The effects of the change management project**  If the change is still in progress, based on your exploration of the reasons for the change and the change management process, assess the likely impact on the organisation and potential for achieving the desired goals.  If the change is complete, based on your exploration of the reasons for the change and the change management process, assess the impact on the organisation and the achievement of the desired goals.  *(min 10 marks required from 20 available* | | * The potential effects of an identified change on the organisation are assessed |
| **The leadership of change**  Examine the way that the change programme was led and consider alternative approaches to leading it that may have been employed, identifying the relative strengths and weaknesses of these alternative models of leadership of change and use this assessment to make judgements about the effectiveness of the chosen approach *(25 marks)*.  Make recommendations for future leadership of any change strategy in the organisation based on your conclusions *(5 marks)*.  *(min 15 marks required from 30 available* | | * The effectiveness of alternative models of leadership in enabling change is evaluated * An appropriate leadership strategy to bring about an identified change in an organisation is justified |
| By submitting I confirm that this assessment is my own work | | |

**MARK SHEET: CONSULTANCY REPORT: 701**

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| Centre Number: | | | Centre Name: | | | | | |
| Learner Registration No: | | | 1. Learner named below confirms authenticity of submission. 2. ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.   However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: 🗆 | | | | | |
| **Criteria** | | **Strengths** | | | **Areas for Improvement** | | **Assr**  **mark** | **QA mark** |
| **Context**   * The context is described | |  | | |  | | /10  marks  (min 5) |  |
| **The reasons for the change**   * The different factors that encourage change in organisations, processes and the products and services they supply are evaluated | |  | | |  | | /10  marks  (min 5) |  |
| **The management of change**   * Alternative models of change management are compared and their suitability and effectiveness for bringing about an identified changed in the organisation is assessed | |  | | |  | | /30  marks  (min 15) |  |
| **The effects of the change management project**   * The potential effects of an identified change on the organisation are assessed | |  | | |  | | /20  marks  (min 10) |  |
| **The leadership of change**   * The effectiveness of alternative models of leadership in enabling change is evaluated * An appropriate leadership strategy to bring about an identified change in an organisation is justified | |  | | |  | | /30  marks  (min 15) |  |
| **Assessor’s decision** | | | | **Quality assurance use** | | | | |
| **Total marks** | **Outcome**  ***(circle as applicable)*** | | | **Total marks** | | **Outcome**  ***(circle as applicable)*** | | |
| **Total 50 + overall, AND minimum in each section** | **PASS/referral** | | | **Total 50 + overall, AND minimum in each section** | | **PASS/referral** | | |
| **Section referral if applicable:** | | | | **Date of IQA check:** | | | | |
| **Name of assessor:** | | | | **Name of IQA:** | | | | |
| **Assessor signature and date:** | | | | **IQA signature:** | | | | |
| **ILM EV signature:** | | | | **Date externally verified (where applicable):** | | | | |